

History 218-01: The World of the Twentieth Century since 1945 (Fall 2019)
Time and Place: TR 9:30-10:45 AM, SOEB 226

Professor David M. Wight (dmwight@uncg.edu)

Office Hours and Location: TR 1:50-3:20 PM & by appointment, MHRA 2117

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STRUCTURE & SCOPE

Welcome! This course introduces the key events, people, and trends of world history since 1945. Moreover, it presents what comprises the field of history and how historians conduct their craft. The second half of the twentieth century witnessed extraordinary and rapid change across the globe. This class will examine the making of the contemporary world, from the aftermath of World War II to the beginnings of the new millennium. It will focus upon three main themes: the geopolitical struggles of the Cold War and decolonization; the rise of contemporary globalization and attendant economic, cultural, and environmental issues; and global shifts in the status of women and attitudes toward gender and sexuality.

REQUIRED COURSE MATERIALS

There are two books assigned for the course, listed below. Both are available as free ebooks through the UNCG library. The books can also be purchased at the University Bookstore. Additional short readings will be provided on Canvas.

Leila Ahmed, *A Quiet Revolution: The Veil's Resurgence, from the Middle East to America* (New Haven: Yale University Press, 2011)

Mary Elise Sarotte, *The Collapse: The Accidental Opening of the Berlin Wall* (New York: Basic Books: 2014)

GRADING

Your final grade will be comprised of the following:

Lecture Quizzes/Assignments	20%
Writing Assignment 1	20%
Writing Assignment 2	20%
Midterm Examination	10%
Final Examination	30%

Grading will be on the following scale: A = 94 and up; A- = 90-93; B+ = 87 to 89; B = 84-86; B- = 80-83; C+ = 77-79; C = 74-76; C- = 70-73; D+ = 67-69; D = 64-66; D- = 60-63; F = <60

GENERAL EDUCATION MARKERS

This course qualifies for the General Education Historical Perspectives (GHP) and General Education Global Non-Western Perspectives (GN) markers.

General Education Historical Perspectives Student Learning Outcomes:

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
2. Use evidence to interpret the past coherently, orally and/or in writing.

General Education Global Non-Western Perspectives Student Learning Outcomes:

1. Interpret or evaluate information on diverse cultures.
2. Describe interconnections among cultures, politics, and/or intellectual traditions of the world other than the dominant Euro-American ones.
3. Use diverse cultural frames of reference and alternative perspectives to analyze issues

LECTURE QUIZZES AND CLASS ATTENDANCE

Daily class attendance is expected. To encourage students to attend class and keep up with assigned readings, random quizzes will be given throughout the semester. Quizzes will be on both lecture materials and readings. In each quiz, a “historical ID”, or term (or two) will be given. For each ID, you will need to explain the “who/what, where, when, and why/how,” as well as its significance/connection to larger course themes. Half of the points go to defining the ID term, and half of the points go to explaining the significance. Your lowest quiz score will be dropped (including one missed due to an absence), but no more, so plan accordingly.

You are required to complete the readings listed below each week **before** arriving to class on Tuesday, unless I state otherwise. Weekly readings are listed at the end of this syllabus under the heading “Class Topics & Assignments.”

Common sense respect (not texting or surfing the web or listening to headphones during class, etc.) is required. Likewise, when discussing ideas, you are required to be respectful of other people’s arguments. Critiques and disagreements over the ideas we discuss are expected and even encouraged, but this does not permit anyone to be offensive or abusive toward others. I reserve the right to remove anyone from class for disrespectful behavior.

Satisfies markers GHP and GN.

WRITING ASSIGNMENTS

History is primarily a written craft, and writing is a distinct process of obtaining and relating knowledge. One of my goals is to improve your ability to write a clear argument with the use of evidence, a skill which will benefit you in almost any field or occupation.

You will have two paper assignments in this class. Each paper should be 3-4 pages, double spaced, begin with a clear thesis which responds to the prompt, and have thoughtful examples and analysis which demonstrates your thesis. And do not forget that the key to writing a good essay is reading over it and **REVISING** it several times!

Papers will be graded by the following criteria:¹

- **ACCURACY:** Does my paper show that I have thoroughly and accurately examined the assigned material AND the relevant context from the textbook?
- **CLEAR THESIS:** Does my paper begin with a clear and interesting thesis statement indicating what I am arguing?
- **ARGUMENT:** Have I substantiated my thesis with a clear argument that utilizes sufficient evidence and analysis?
- **CONSTRUCTION:** Do I have proper paragraphs and topic sentences?
- **SYNTAX AND WORDING:** Have I used proper grammar, punctuation, and spelling? Is my writing clear and straightforward, with mostly active voice and active verbs?

I require that you submit both a hard copy of your paper in class and an electronic version to turnitin.com by the start of class on the day the assignment is due. Late papers will be marked down 1% per day late, starting with the day the assignment was due (so if you submit the paper after class on the first day, it will be marked down 1%; the following day marked down 2%, etc.)

Satisfies markers GHP and GN.

MIDTERM AND FINAL EXAMINATIONS

There will be an in-class midterm and final examination. The midterm will consist of one essay; the final will consist of historical IDs and two essays. The historical IDs operate the same as the in-class quizzes. The essays will require you to produce a historical thesis in response to the prompt that you then support with examples from the course and analysis. Study sheets will be provided in advance of the midterm and final.

Satisfies markers GHP and GN.

¹ Paper grading rubric from Emily S. Rosenberg

ACADEMIC RESOURCES

UNCG provides a variety of useful services for you, the student. Check them out!

The UNCG Writing Center (<https://writingcenter.uncg.edu/>) provides assistance with writing assignments; contact staff members to set an appointment either in person or via instant-messaging.

The UNCG Speaking Center (<https://speakingcenter.uncg.edu/>) provides assistance in improving your skill and confidence in public, group, and individual speaking.

If you have any needs or questions related to disability issues, please contact the Office of Accessibility Resources and Services (OARS) (<https://ods.uncg.edu/>). I prioritize making this course accessible to all of the students in it, and I will work with OARS to accommodate students' requests. You do not need to disclose details about your disability to me or your TA to receive accommodations.

ACADEMIC INTEGRITY

The University of North Carolina at Greensboro prohibits any and all forms of academic dishonesty. It is the student's responsibility to know what constitutes academic integrity and academic dishonesty, and to be familiar with UNCG policies on academic integrity laid out here: <https://sa.uncg.edu/handbook/academic-integrity-policy/>. Students who engage in an academically dishonest act (such as plagiarizing part of a paper or cheating during an exam) will receive a grade of "F" in the course and be reported to the Academic Dean for possible additional disciplinary action, including expulsion from the university. Do not attempt it.

CONTACTING ME

I encourage you to meet with me at my office hours or at another arranged time. You can also ask me questions by email. Please allow me a full day to respond (or two on the weekends), but I'll usually reply sooner.

USEFUL WEBSITES

History Department Facebook page: <https://www.facebook.com/UNCGDepartmentofHistory/>

History Department Website: <https://his.uncg.edu/>

SYLLABUS MODIFICATIONS

I reserve the right to modify or alter any part of the syllabus as the course progresses. It is your responsibility to keep up with class announcements about any alterations.

CLASS TOPICS & ASSIGNMENTS

WEEK 1

T 8/20 – Welcome & What is World History?

R 8/22 – Decolonization and the Cold War, 1945-1953

WEEK 2

Readings: British Labour Party, “Let Us Face the Future” (1945)
<http://www.politicsresources.net/area/uk/man/lab45.htm>

Joseph Stalin, “Election Speech” (1946)
<http://digitalarchive.wilsoncenter.org/document/116179.pdf?v=a831b5c6a9ff133d9da25b37c013d691>

Raúl Prebisch, *The Economic Development of Latin America and its Principal Problems* [excerpt] (1950)
<http://s3-euw1-ap-pe-ws4-cws-documents.ri-prod.s3.amazonaws.com/9781138824287/ch8/1. Ra%C3%BAI Prebisch, Economic Development of Latin America, 1950.pdf>

Simone de Beauvoir, *The Second Sex* (1949) [Excerpts]

T 8/27 – Three Economic Orders, 1945-1953

R 8/29 – The Second Sex, 1945-1953

WEEK 3

Readings: Sukarno, “Opening Address of the Bandung Conference” (1955)
https://www.cvce.eu/en/obj/opening_address_given_by_sukarno_bandung_18_april_1955-en-88d3f71c-c9f9-415a-b397-b27b8581a4f5.html

Mao Zedong, *Quotations from Chairman Mao* (1966) Chapters 5, 6, 7, 18
<https://www.marxists.org/reference/archive/mao/works/red-book/>

Fidel Castro, “May Day Celebration Speech” (1961)
<http://lanic.utexas.edu/project/castro/db/1961/19610502.html>

Gamal 'Abd al-Nasser, "Victory Day Speech" (1961)

T 9/3 – The Challenge of the Third World, 1954-1962

R 9/5 – Economic Recoveries and New Beginnings, 1954-1962

WEEK 4

Readings: Wambui Waiyaki Otieno, *Mau Mau's Daughter* [excerpts] (1998)

Rudi Dutschke, "The Students and Revolution" (1968)

Daniel Cohn-Bendit, Jean-Paul Sartre, "Interview" (1968)

Ludvik Vaculik, "Two Thousand Words for Workers, Farmers, Scientists, Artists, and Everyone" (1968)

The National Strike Committee, "For a Worker/Peasant/Student Alliance" (1968)

T 9/10 – Women Revolutionaries, 1954-1962

R 9/12 – Fracturing Political Orders, 1963-1968

WEEK 5

Readings: Ahmed, Introduction, Chapter 1

Paper 1 Due Tuesday 9/17

T 9/17 – Globalizing Economic Orders, 1963-1968

R 9/19 – Islamism and the Veil, 1963-1968

WEEK 6

Readings: Ahmed, Chapter 2

Fela Kuti, "Gentleman" (1973)

Listen at https://www.youtube.com/watch?v=snIV_-IECsM

Lyrics at <http://www.songlyrics.com/fela-kuti/gentleman-lyrics/>

Bob Marley, "Concrete Jungle" (1973)

Listen at <https://www.youtube.com/watch?v=y07vgARrOUE>

Lyrics at <http://www.songlyrics.com/bob-marley-the-wailers/concrete-jungle-original-album-version-lyrics/>

T 9/24 – Seeking Détentes, 1969-1975

R 9/26 – The End of Bretton Woods, Environmentalism, and the NIEO, 1969-1975

WEEK 7

Readings: Ahmed, Chapter 3, 4

T 10/1 – Sexual Revolutions and Second Wave Feminism, 1969-1975

R 10/3 – The Cold War and Islamism, 1976-1983

WEEK 8

Readings: Ahmed, Chapters 5, 6

T 10/8 – **Midterm Examination**

R 10/10 – The Resurgence of the Veil, 1976-1983

WEEK 9

Readings: Sarotte, Introduction, Chapters 1, 2, 3, 4

Deng Xiaoping, “We Should Make Use of Foreign Funds” (1979)

<https://dengxiaopingworks.wordpress.com/2013/02/25/we-should-make-use-of-foreign-funds-and-let-former-capitalist-industrialists-and-businessmen-play-their-role-in-developing-the-economy/>

Deng Xiaoping, “We Can Develop A Market Economy Under Socialism” (1979)

<https://dengxiaopingworks.wordpress.com/2013/02/25/we-can-develop-a-market-economy-under-socialism/>

Margaret Thatcher, “Speech to Conservative Party Conference” (1980)

<https://www.margaretthatcher.org/document/104431>

T 10/15 – No Class

R 10/17 – Crises of Capitalism, Communism, and ISI, 1976-1983

WEEK 10

Readings: Sarotte, Chapters 5, 6, & 7, Epilogue

Molara Ogundipe, “Stories of Structural Adjustment” (circa 1987)

T 10/22 – The End of the Cold War, 1984-1991

R 10/24 – Global Capitalism Triumphant, 1984-1991

WEEK 11

Readings: Ahmed, Chapter 7

Osama Bin Laden, “The Betrayal of Palestine,” “Declaration of Jihad,” and “The World Islamic Front” (1994-1998)

T 10/29 – Global AIDS Crisis, 1984-1991

R 10/31 – New World Order, 1992-2000

WEEK 12

Readings: Ahmed, Chapter 8

T 11/5 – Globalization and Its Discontents, 1992-2000

R 11/7 – Third Wave Feminism, 1992-2000

WEEK 13

Readings: Naomi Klein, “Iraq, Full Circle: Overshock” (2007)

T 11/12 – The Global War on Terror, 2001-2008

Paper 2 Due Thursday 11/14

R 11/14 – The Apex of Neoliberalism, 2001-2008

WEEK 14

Readings: Ahmed, Prologue to Part II, Chapter 9

Xi Jinping speech in Seattle (2015)

Vladimir Putin speech at the United Nations (2015)

<http://en.kremlin.ru/events/president/news/50385>

T 11/19 – Of Burqas and Bikinis, 2001-2008

R 11/21 – Shifting toward Multipolarity?, 2009-2019

WEEK 15

Readings: Ahmed, Chapter 11

T 11/26 – Overcoming the Great Recession and Global Warming?, 2009-2019

R 11/28 – No Class

WEEK 16

Readings: Rita Banjeri, “SlutWalk to Femicide” (2011)
<http://thewip.net/2011/09/02/slutwalk-to-femicide-making-the-connection/>

Rita Banjeri, “Facebook Game ‘Angry Brides’” (2012)
<http://thewip.net/2012/02/22/facebook-game-angry-brides-trivializes-grave-human-rights-violation/>

Rita Banjeri, “Here’s Why India’s ‘Save The Girl’ Campaign Will Not Stop Female Gendercide” (2017)
<https://genderbytes.wordpress.com/2017/03/07/heres-why-indias-save-the-girl-campaign-will-not-stop-female-gendercide/>

T 12/3 – Advancing Gender and Sexual Equality?, 2009-2019

WEEK 17

R 12/12 – 8:00-11:00 AM – Final Exam