



Luis Resendiz

History 218-01: The World since 1945

Meeting Time: M/W Asynchronous Online

Instructor: Connor Harney

Office Hours: By Request M-W-F either Webex/Email

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Introduction:

The author of our textbook, E.J. Hobsbawm, called the previous century, the twentieth century, the age of extremes. He did so because of the battle between competing political economic systems, ideologies, and regional blocs. Extremes, also in the sense that these struggles were often characterized by a clear duality—colonialism and national liberation, capitalism and socialism, liberalism and fascism, modernity and tradition. On top of its tendency toward the extreme, Hobsbawm characterizes the twentieth century as short, marking its end with the collapse of the USSR and most of the actually existing socialist world. This is in sharp contrast to the preceding “long” nineteenth century, which began in 1789 with the French Revolution and ended with the outbreak of the first world war in 1914.

While liberal democracy and capitalism predominated in what is commonly referred to as the Western world in the period before the Age of Extremes, there was also a move by the West to carve up the rest of the world into colonies that would produce raw materials and provide markets for European, and later American goods. This movement toward a colonial division of the globe reached its apex in the years before World War I, and the war itself was very much fueled by inter-imperial competition over colonies.

In the proceeding decades of crisis, the hegemony of liberalism and capitalism were eroded, paving the way to its challenge by socialism and communism—both attempts to move beyond—and fascism, which instead sought to turn back the clock to a time before the spread of the democratic republic as a political form and the establishment of a capitalist world market.

At the same time, the developing world, long under imperial yoke, fought to break the chains of empire and establish independent nations. As they emerged on the world stage as nations with their own capacity for self-determination, these formerly colonized countries often tipped the scales one way or another in the balance between capitalism and socialism, as the influence of fascism largely collapsed as viable political project in the wake of World War II. This Cold War, as it is rightly or wrongly referred to in both the historiography and common parlance, took place across most of the remainder of the twentieth century, from 1947 until the implosion of the Soviet Union and the Eastern Bloc in 1991.

A short century indeed, 77 years of bloody struggle and peaceful resistance over what it means to be a modern world, one that ended in both triumph and tragedy across the globe. However, 1991 was not the end of history, and the early twenty-first century has seemed to rekindle some of what made the previous century an age of extremes.

This semester we will grapple the history of the world since 1945 and try to understand what fueled the fight between these extremes, and how or if they reconciled themselves by century's end. We will then spend the end of the semester working our way through our own century to the present to help understand how our own moment was made.

As far as possible, we will do so in a way that is truly global in scope, centering the non-Western world and their role in making the history of the twentieth and twenty-first century. We will do so by using different lens of analysis: political, economic, social, and cultural—all of them necessary to understand our modern world.

Student Learning Outcomes

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:

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

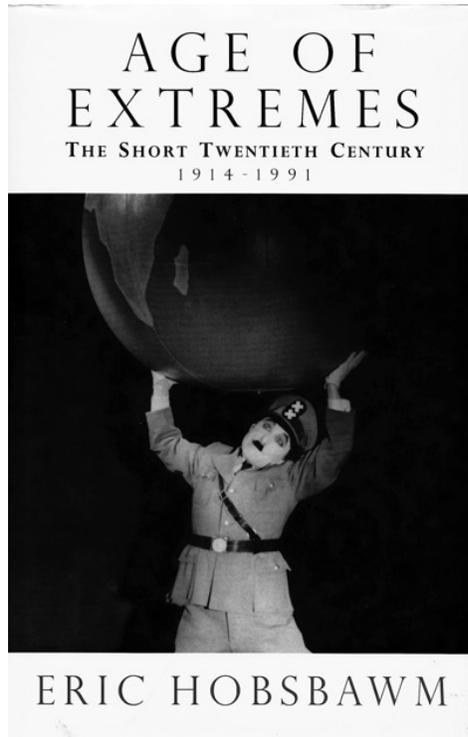
General Education Global Non-Western Perspectives Student Learning Outcomes:

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

Course Specific Outcomes

- I. Assess differing political economic systems across the globe by looking at their development over time after the end of the Second World War.
- II. Construct a historical argument based on their interpretations of primary and secondary sources from Africa, the Americas, Asia, and Europe since 1945.

Required Texts and Other Media



Age of Extremes: The Short Twentieth Century, 1914-1991 by Eric Hobsbawm

The text is available through the bookstore and through any major online booksellers. Any other readings will be provided by in PDF format. Included on the syllabus page are embedded videos that will often be required viewing in-lieu of textbook chapter, book chapter, or article.

Historical Skills Modules

In the interest of helping you better understand how to think and write like a historian, I've included a selection of six videos under the module historical skills. While you will not be discussing these videos or formally graded on their content, the skills outlined in those short videos will help you in researching and writing your final paper, which is a large percentage of your final grade. For that reason, I highly recommend that you have watched them by the sixth week of the semester.

Here is the [link](#) to module.

Course Activities

Essay Proposal	10%	Due September 18
Annotated Bibliography	25%	Due October 2
Final Paper	30%	Due November 20
Discussion Board	35%	

- **Essay Proposal:** Students will create a proposal for a research project based on some of the major themes encountered over the course of the semester i.e. decolonization, globalization, imperialism, total war, ideology, consumerism, etc. This proposal should take up a particular question that the student would like to answer through the remainder of class. While students are not expected to have all of their sources accounted for at this juncture, you should have an idea of what KINDS of sources you might use to help answer your inquiry. *Proposals should be at most two pages long including a paragraph that describes your question and why you want it answered. The proposal will also include a list of sources you might use and how you plan to proceed with your research.*
- **Annotated Bibliography:** Building on their proposals, students will have collected 3 secondary sources and 2 primary sources that they will use to write their paper. You will then create a bibliography in which each entry has two short paragraphs of 4-6 sentences of annotation in which you will achieve two ends: 1) summarize the source including a critique of that source, meaning what problems could there be in using it as evidence 2) explain how that source could be used to answer your research question i.e. does it affirm your original thoughts or contradict? Does it lead to new questions?, etc. *Annotated Bibliographies should be at most 5 pages double-spaced using a 12-point font. Sources will be cited using Chicago Manual Style:*

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

- **Final Paper:** This will be the culmination of all of the research that students have done over the course of the semester. Students will submit papers that have a clear thesis supported by evidence that attempts to answer their research questions. *Keep in mind that you will receive more detailed instructions in the form of a rubric closer to the paper's due date. Papers will be 5 pages double-spaced using 12-point font. The paper will be footnoted using Chicago Manual Style (this video shows how to format and insert notes HOWEVER I want footnotes not end notes as demonstrated):*

- **Discussion Board:**
 - Monday and Wednesday with the exception of holidays, students are expected to take part in discussions with their fellow students. They will center around the readings for that day. The goal is to come together to answer any questions about the text, highlight key ideas, and contextualize it within the larger framework of the course. *Students are expected to start one thread in which they submit a passage from the text that they highlighted and why. Additionally, this post will include one question derived from their reading of that passage. **THIS WILL BE DONE FOR ALL SOURCES REQUIRED FOR THAT DAY.** On top of this initial posts, students will be required to respond to two other students questions. Your answer should explain with evidence from the text or previous texts, why you answered in the way you did. Discussion boards will open three days before each scheduled class meeting and close the day of at 6 PM. Late Responses will not be accepted.*
 - Since we do not meet physically for this course, it is even more important for students to participate in class activities. In the context of this class, that means weekly discussion boards. While you will be receiving credit for completing the assignment, you will also be monitored for quality of participation in those discussion. *Your posts should be well thought out and engage critically with the reading of that week. Questions should be open-ended to stimulate conversation, meaning they should not be able to answered in a simple yes or no. Responses to other students should be held to the same standard. One-sentence answers will not garner full credit for*

participation. A fuller explanation of expectations will be included in the discussion board descriptions, please see those or contact me with any further questions.

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 instantmessaging.
- 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.

Section 1: World War II, the Postwar Consensus, and the Cold War



Liberation of Auschwitz

Week 1

August 19: Read the introduction to [*The Historian's Craft*](#) by Marc Bloch

Week 2

August 24: Read the first chapter of *The Historian's Craft* and *The Century: A Bird's Eye View* from our textbook

August 26: Watch the following film

The Living Dead - Part 1: On the Desperate Edge of Now by Adam Curtis and Read ["the Vietnamese Declaration of Independence"](#) by Ho Chi Mihn [\(there is an audio recording accompanied by film with subtitles, but please read ahead of watching\).](#)

Week 3

August 31: Read the chapter "the Age of Total War" and watch segments 12-15 in the film [Genocide in the First Half of the Twentieth Century](#)

September 2: Read the chapter "the World Revolution" and ["The Great Union of the Popular Masses"](#) by Mao Tse-Tung

Week 4

September 7: Labor Day Holiday

September 9: Read the chapter "Into the Economic Abyss" and watch this short film "Life in the 30's"

Section 2: Decolonization, the Developing World, and National Liberation



Propaganda Poster for Chinese People's Liberation Army

Week 5

September 14: Read the chapter "Cold War" and watch this short video about the Non-Aligned Movement along with reading the ["Ten Principles of Bandung"](#)

September 16: Read the chapter "End of Empire" and watch the short video ["Algeria 1954: Revolt of a Colony"](#)

Reminder that the Essay Proposal is due September 18

Week 6

September 21: Read the chapter "The Third World" and the speech ["What is Peronism?"](#) by Juan Domingo Peron as well as the "the Twenty Truths of Peronist Justicialism" included on the same page

September 23: Read the chapter "the Social Revolutions" and the short excerpt from [the Feminine Mystique](#) by Betty Friedan and the poem ["I Ain't the Right Kind of Feminist"](#) by Cheryl L. West

Week 7

September 28: Read the chapter "the Third World and Revolutions" and read Patrice Lamumba's [speech](#) at the ceremony celebrating Congolese independence (a recording of the speech with English subtitles is available below) and this segment of the documentary *Cuba, an Africa Odyssey*.

September 30: Read chapter "Cultural Revolutions" and watch the documentary *Morning Sun* by Carma Hinton

Reminder that the Annotated Bibliography is due October 2

Section 3: Pivotal Decade, Decades of Crisis, and the End of History?



Photo of the Fall of the Berlin Wall in 1989

Week 8

October 5: Read the chapter "the Crisis Decades" and "[the Coming of Post-Industrial Society](#)" by Daniel Bell along with this short essay "[the Devil in the Slums](#)" by Eduardo Galeano

October 7: Read the chapter "[Dawn of a New World](#)" from the book *the Global 1970s* by Duco Hellema and the article "[Soviet Hegemony of Form: Everything Was Forever, Until It Was No More](#)" by Alexei Yurchak

Week 9

October 12: Read the chapter "End of Socialism" and watch sections 3 through 14 of the film [Embargo](#)

October 14: Read "[the End of History](#)" by Francis Fukuyama and the "[Introduction](#)" to *Rebirth of History* by Alain Badiou

Week 10

October 19: Read the chapter "Sorcerers and Apprentices" and the chapter "[Road to Riches](#)" from *the Technology Trap* by Carl Frey

October 21: Read "Towards the New Millennium" and the article "[Of Flying Cars and the Declining Rate of Profit](#)" by David Graeber

Section 4: The Twenty-First Century: Postmodern Culture, the Global War on Terror, and the Great Recession



Photo of Tahrir Square Protest during Arab Spring in 2011

Week 11

October 26: Watch the video "Dialectic of Enlightenment: The Culture Industry" before reading the articles ["Retail, the Service Worker and the Polity: Attaching Labour and Consumption"](#) by Bridget Kenny and ["Mass Media and Leisure in Africa"](#) by Charles Ambler

October 28: Watch sections 2 through 21 of the documentary [Bitter Rivals: Iran and Saudi Arabia](#) and read the article ["Family Values and the Formation of the Christian Right Agenda"](#) by Seth Dowland

Week 12

November 2: Read [this](#) selection of the 9/11 Commission report and read ["Declaration of Jihad"](#) and ["the Example of Vietnam"](#) by Osama Bin Laden along with the short introduction by Bruce Lawrence

November 4: Read the article ["At War with the Truth"](#) by Craig Whitlock along with these two articles: ["Why we went to war"](#) by Bill Kristol and Robert Kagan and ["Who lied to whom?"](#) by Seymour Hersh. Also, watch these two videos: the

first, former President George W. Bush's announcement of the start of the Iraq war, and second, a short interview concerning the failure to find WMDs in Iraq:

Week 13

November 9: Watch short film "Seeds of Revolution" and read personal accounts of the Arab Spring in Egypt from the book [Voices of the Arab Spring](#) edited by Assad Saleh

November 11: Read the chapters "Immediate Riot", "Latent Riot," and "Historical Riot" included in the PDF of *Rebirth of History* as well as the chapters ["Half Revolution, No Revolution"](#) and ["Revolution and Hope"](#) from the book *Revolution without Revolutionaries* by Asef Bayat

Week 14

November 16: Read article ["Labour and underdevelopment? Migration, dispossession, and accumulation in West Africa and Europe"](#) by Hannah Cross and watch the documentary *Congo, My Precious: The Curse of Coltan Mines in the Congo*

November 18: Watch this short animated lecture on the Great Recession by David Harvey along with this video on the Occupy Movement along with the article ["How to spot a populist"](#) by Mark Rice-Oxley and Ammar Kalia

Reminder that your Final Paper is due November 20.

Week 15

November 23: Read ["Why populism?"](#) by Rogers Brubaker and ["The Right Turn in India"](#) by Priya Chacko, as well as, this short video by the chief economic commentator at the *Financial Times* and his more recent article ["Democracy will fail if we don't act as citizens"](#)

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