

History 218-01: The World of the Twentieth Century since 1945 (Spring 2018)
Time and Place: TR 9:30-10:45 AM, SOEB 224

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

Office Hours and Location: TR 11:00 AM-Noon & by appointment, MHRA 2116

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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 online.

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	20%
Writing Assignment 1	20%
Writing Assignment 2	30%
Final Examination	30%

Grading will be on the following scale: A+ = 97 and up; A = 94-96; 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

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 two lowest quiz scores will be dropped (including those 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 Monday, 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.

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?

¹ Paper grading rubric from Emily S. Rosenberg

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 10% 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 10%; the following day marked down 20%, etc.)

FINAL EXAMINATION

There will be an in-class final examination. For this exam, the format will consist of historical IDs, passage analyses, and essay questions. The historical IDs operate the same as the in-class quizzes. For the passage analyses, you will need to evaluate the historical context and relevance of short passages from assigned course readings. Essays will require you to produce a historical thesis in response to the prompt that you then support with examples and analysis. Study sheets will be provided in advance of the final.

ACADEMIC INTEGRITY

The University of North Carolina at Greensboro prohibits any and all forms of academic dishonesty. It is the student's responsible 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 1/9 – Welcome & What is World History?

R 1/11 – The World in 1945

WEEK 2

Readings: Donggil Kim, “China’s Intervention in the Korean War Revisited” (2016)

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

T 1/16 – Decolonization and the Cold War, 1945-1953

R 1/18 – Three Economic Orders, 1945-1953

WEEK 3

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

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

John F. Kennedy, “Imperialism – The Enemy of Freedom” (1957)

https://www.jfklibrary.org/Research/Research-Aids/JFK-Speeches/United-States-Senate-Imperialism_19570702.aspx

Mao Zedong, *Quotations from Chairman Mao* (1966) Chapters 5, 6, 7, 18

<https://www.marxists.org/reference/archive/mao/works/red-book/>

T 1/23 – The Second Sex, 1945-1953

R 1/25 – The Challenge of the Third World, 1954-1962

WEEK 4

Readings: National Liberation Front for South Vietnam, “Ten-Point Manifesto” (1960)

Frantz Fanon, *The Wretched of the Earth* [excerpts] (1961)

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)

Wambui Waiyaki Otieno, *Mau Mau’s Daughter* [excerpts] (1998)

T 1 /30 – Economic Recoveries and New Beginnings, 1954-1962

R 2/1 – Women Revolutionaries, 1954-1962

WEEK 5

Readings: Mao Zedong, “Talk to Leaders of the Centre” (1966)

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)

Stokely Carmichael, “The Pitfalls of Liberalism” (1969)

T 2/6 – Fracturing Political Orders, 1963-1968

R 2/8 – Globalizing Economic Orders, 1963-1968

WEEK 6

Readings: Ahmed, Introduction, Chapters 1 & 2

T 2/13 – Sexual Revolutions and Second Wave Feminism, 1963-1968

R 2/15 – Seeking Détentes, 1969-1975

WEEK 7

Paper 1 Due (Tuesday 2/20)

Readings: 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/>

Ahmed, Chapter 3

T 2/20 – The End of Bretton Woods, Environmentalism, and the NIEO, 1969-1975

R 2/22 – Islamism and the Veil, 1969-1975

WEEK 8

Readings: Ahmed, Chapters 4, 5, 6

T 2/27 – The Cold War and Islamism, 1976-1983

R 3/1 – The Resurgence of the Veil, 1976-1983

WEEK 9

Break Week

WEEK 10

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

Deng Xiaoping, “We Should Make Use of Foreign Funds,” “We Can Develop A Market Economy Under Socialism,” “To Build Socialism We Must First Develop the Productive Forces,” and “China’s Historical Experience in Economic Construction” (1979-1982)

<https://dengxiaopingworks.wordpress.com/selected-works-vol-2-1975-1982/>

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

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

T 3/13 – Crises of Capitalism, Communism, and ISI, 1976-1983

R 3/15 – The End of the Cold War, 1984-1991

WEEK 11

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

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

T 3/20 – Global Capitalism Triumphant, 1984-1991

R 3/22 – Global AIDS Crisis, 1984-1991

WEEK 12

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

Ahmed, Chapters 7 & 8

T 3/27 – New World Order, 1992-2000

R 3/29 – Globalization and Its Discontents, 1992-2000

WEEK 13

Readings: Osama Bin Laden, “The Towers of Lebanon” (2004)

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

T 4/3 – Third Wave Feminism, 1992-2000

R 4/5 – The Global War on Terror, 2001-2008

WEEK 14

Paper 2 Due (Tuesday 4/10)

Readings: Ahmed, Prologue to Part II, Chapter 9

T 4/10 – The Apex of Neoliberalism, 2001-2008

R 4/12 – Of Burqas and Bikinis, 2001-2008

WEEK 15

Readings: Xi Jinping speech in Seattle (2015)
http://news.xinhuanet.com/english/2015-09/24/c_134653326.htm

Vladimir Putin speech at the United Nations (2015)
<http://en.kremlin.ru/events/president/news/50385>

Ahmed, Chapter 11

T 4/17 – Shifting toward Multipolarity?, 2009-2018

R 4/19 – Overcoming the Great Recession and Global Warming?, 2009-2018

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 4/24 – Advancing Gender and Sexual Equality?, 2009-2018

WEEK 17

T 5/1 – Noon-3:00 PM – Final Exam