

The World of the Twentieth Century (1945-Present)

HIS: 218-02

Spring 2018

Bryan 213

M/W, 3:30-4:45

Instructor: Mr. Matthew Hintz

Office: MHRA 2110

Office Hours: M/W, 1-2
or by appointment

Contact: Message through Canvas
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Course Description:

This class fulfills the General College Historical Perspective (GHP), Modern Era (GMO), and Global non-Western markers (GN), and is cross-listed with **IGS**. The course examines issues in the contemporary world, focusing mainly on the post-World War II period, from the dropping of atomic bombs on Japan in August 1945, to the complex, high-tech world of today. We will view this history from the point of view of those living it, including students in the class themselves. Everyone has a *historical consciousness*, an understanding of the way the world became what it is today, and the main purpose of this class is to introduce students to alternative ways of interpreting history by weighing the merits of differing points of view. We will examine the world by region—Europe, Asia, the Middle East, Africa, and Latin America—with a number of themes in mind: the Cold War; the rise & fall of communism; nationalism; terrorism; de-colonization/neo-colonialism; the international economy; racial, ethnic, and religious conflict; gender; class; and environmental issues.

As with any class, this syllabus may be given modifications over the course of the semester, but will largely remain in its present form.

Student Learning Outcomes:

General College Historical Perspective (GHP) SLOs:

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

General College Global Non-Western (GN) SLOs:

- Find, interpret, and evaluate information on diverse global cultures.
- Describe interconnections among regions of the world beyond Great Britain and North America. (For GN marker, must include cultures, nations or sub-nationalities in the Caribbean, Latin America, Asia, Africa, Pacific Islands, or indigenous peoples around the world).

Course SLOs:

Upon successful completion of this course students will be able to:

- Comprehend that history is not the memorization of dates and facts, but rather the interpretation of the past.
- Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods.
- Analyze the key terms, facts, and events in contemporary world history and thereby exhibit an informed historical perspective.
- Critically appraise varying historical arguments and clearly express their own interpretations.
- Critically read and distinguish between different types of historical sources and “read between the lines” of differing points of view.

Required Course Readings:

1. Leah Chishugi, *A Long Way From Paradise: Surviving the Rwandan Genocide*.
2. Khaled Hosseini, *A Thousand Splendid Suns*.
3. Other course readings provided on Canvas

Required Course Films:

- *Paradise Now* (2005)
- *The Battle of Algiers* (1966)

Course Activities:

- Two 3-4 page Position Papers (#1, 15%, #2, 20%)
 - 3-4 pages, double-spaced, 12-point font, Times New Roman
 - **Paper #1** is on the atomic bombing of Japan.
 - You are required to bring a thesis statement (your position/argument) and a brief outline to class one week before the due-date.
 - **Paper #2** is chosen by you from a class list.
 - You are required to bring a thesis statement (your position/argument) and a brief outline before the due-date (see date in schedule).
 - List of pre-approved topics on Canvas
 - Additional rules, requirements, and suggestions found under Paper Guidelines on Canvas
- One 3-4 page Current Events Paper (20%)
 - History does not exist in a vacuum. Many of the events discussed in this course, including the earlier ones, impact us today. Using newspapers, periodicals, scholarly journals, and other reputable sources, write a 3-4 page paper on an event/movement or person and how it relates, or was influenced by a topic in our class.
 - You are required to have your topic and source material approved by 3/19

- Due on the date of the Final Exam period.
- Four 1-2 page Response Papers (5% each)
 - I will pose four questions (found in this syllabus and in Canvas) that relate to the books and films. These responses should draw evidence from the readings or the films and be written double-spaced, 12-point font, Times New Roman.
- Two Primary Source Assignments (5% each)
 - These are small assignments that ask you to analyze multiple primary sources and offer a short (1-2 paragraph) response, or answer a several short questions.
- Participation: Quizzes, Discussion Boards, Engagement, etc (15%)
 - Participation includes asking/answering questions, being prepared and engaged. Quizzes (multiple choice/fill in the blank), and simple discussion boards are factored in to participation but there is no set number of these given. They are assigned at my discretion.

*All assignments are out of 100 points and will be weighted on Canvas appropriately using the percentages listed above.

Course Policies:

- **Attendance** for the course is mandatory.
- Students must attend for three-quarters of the class period to be counted as present.
- Students must sign the roll at the beginning of class to be considered present.
 - If you are caught signing-in for another student it will be considered an honor offense that will be dealt with accordingly with the Dean of Students.
- Each student gets three (3) excused absences, no questions asked.
 - Students will have their final Participation grade penalized 3% for every class missed beyond the three excused.
 - Medical excuses will be considered sparingly.
 - Remember, even with legitimate excuses (including those related to medical issues) there may come a point where, if you miss too much class, you simply cannot pass. If this situation arises, you may have to seek a medical withdrawal from the undergraduate school.
- If you **drop** the course it is your responsibility to contact the Registrar. If you do not do this, I will continue to mark you absent.
- **Electronic Devices:** Students will be allowed to use laptops, tablets, and smartphones for class and course related work only. **Please keep phones set to silent** (vibrate can equally be distracting).
- Please be aware that electronic use should assist you in class – it is your responsibility to take the notes necessary for you to do well in the course, whether those notes are electronic or written.
- If a student is distracted by another student’s electronic activity, please see me after class.
- There might be occasions where I ask that you put electronics away if we view film clips, or when we are working in class.
- I reserve the right to restrict the use of electronics in this class at any time.

- **Late Assignments:** Most assignments will be submitted via Canvas, but some will have a hard copy option. Regardless, all assignments must be submitted on time. Students who submit assignments after the deadline will be **penalized with a 10% grade deduction for every day the assignment is late**. No assignments will be accepted one week after the due date.
- **Plagiarism:** The University defines plagiarism as "intentionally or knowingly representing the words of another, as one's own in any academic exercise."¹ (See the University's Academic Integrity Policies for further information.) All sources (books, articles, documents, internet sites, etc.) used in any paper or assignment must be properly cited or will be considered plagiarism. Any instance of plagiarism will receive a zero and will be referred to the Office of Student Conduct for appropriate action, including suspension or expulsion from the University.
- **Contact:** Sending me a message through Canvas is the best way to reach me. Although I check my mailbox often, you should allow 48 hours for a response. If you do not receive a response within 48 hours, you should assume that I did not receive your message and try again. If you cannot access Canvas, or you believe your messages are not getting through, you may e-mail me directly at mdhintz@uncg.edu. I will respond to messages, and send messages periodically, through Canvas, so check your account often. Remember to observe basic etiquette when sending messages: clearly state the purpose of the message in the Subject line, Hello, Good day, Dear, or Mr. Hintz, are appropriate salutations, and make sure you write clearly with good grammar, as if you are writing a letter or filling out a job application.
- **Resources for Students with Disabilities:** Students with recognized disabilities should register with the Office of Accessibility Resources & Services (OARS). OARS is located on the second floor of the Elliott University Center (EUC) in Suite 215 and maintains a webpage at <http://ods.uncg.edu/>. The mission of OARS is to provide, coordinate, and advocate for services which enable undergraduate and graduate students with disabilities to receive equal access to a college education and to all aspects of university life.

Other Important Links:

- <https://www.facebook.com/UNCGDepartmentofHistory/>
- <https://his.uncg.edu/>
- <https://awrn.uncg.edu/>

Course Schedule:

1/08/18: Introduction to the Course

- Syllabus review.
- What is history?
- What are your expectations for the course?

****First Position Paper:** *“In your opinion, what were the main reasons US President Harry Truman decided to use atomic bombs on Japan in August 1945? Do you agree or disagree with his decision?”*

- **Required Sources:** “Thank God for the Atomic Bomb” by Paul Fussell; “Hiroshima: Needless Slaughter, Useful Terror” by William Blum; Extra! Update, “Media to Smithsonian: History is Bunk”; Government documents (Stimson’s diary entry and President Truman’s meeting with

advisers); Basic Information on the Bomb; “Second Guessing Hiroshima”; “Hiroshima: Was it Necessary?” by Doug Long; A Petition to the President of the United States; “The Decision That Launched the Enola Gay” by John Correll; “Diary Shows Tojo Resisted Surrender Till End” by Mari Yamaguchi; and “The Day Hiroshima turned into Hell” by Cajsa Wikstrom; view the video clip “Truman and the Bomb” (23:15).

- **All sources found on Canvas in the 1st Paper module.**
- **Refer to the Paper Guidelines** for further information regarding this assignment.
- **Due: January 22nd via Canvas at 8pm**

***Mandatory Syllabus Agreement

- Complete the Mandatory Syllabus Agreement on Canvas. This indicates that you have read the syllabus and agree to the expectations and requirements of the course. **Due by 1/17.**

1/10/18: Truman and the Bomb

- Be sure to have read and are familiar with the following readings:
 1. Fussell, Paul “Thank God for the Atomic Bomb”
 2. Blum, William “Hiroshima: Needless Slaughter, Useful Terror”
 3. Long, Doug “Second Guessing Hiroshima”; “Hiroshima: Was it Necessary?”
 4. Correll, John “A Petition to the President of the United States; “The Decision That Launched the Enola Gay”
 5. Wikstrom, Cajsa “The Day Hiroshima turned into Hell”

1/15/18: MLK Day. No Class.

1/17/18: Discussing the Bomb (cont.)

- **Bring a copy of your position/thesis for the paper, and a brief outline of how you plan to argue your point.** This should only be a single page. We will discuss these in class.

1/22/18: Origins of the Cold War, and Dueling Democracies

- Read the following materials before class:
 1. Excerpts from *Stalin* by Hiroaki Kuromiya
 2. Speech by Soviet leader Andrei Zhdanov
 3. Speech by Harry Truman announcing the Truman Doctrine

1/24/18: Post-Soviet Russia

1/29/18: India, the Struggle for Independence

***Begin reading *A Thousand Splendid Suns* by Khaled Hosseini.**

****Prompt for Response Piece #1:** Provide evidence from the novel to support **one** of these two arguments:

1. *This source shows that women had little or no power in Afghan society and that they were mere*

objects in the eyes of men.

2. *This source shows that women in Afghan society had a great deal of informal power and could at times manipulate the patriarchal system to their advantage.*

- **Remember to refer to evidence from the book**
- 1-2 pages double-spaced
- **Due: February 12th before class via Canvas**

1/31/18: India, the Struggle for Independence (cont.)

Read the following materials before class:

1. Excerpts from Mahatma Gandhi: All Men Are Brothers: Autobiographical Reflections compiled and edited by Krishna Kripalani
2. "Passive Resistance" from Hind Swaraj or Indian Home Rule by M. K. Gandhi

2/5/18: Afghanistan: A Country in Turmoil

2/7/18: Afghanistan: A Country in Turmoil (cont.)

2/12/18: Discussion: *A Thousand Splendid Suns*

2/14/18: China: from Confucianism to Communism

2/19/18: The Great Leap Forward and Constant Revolution

2/21/18: Discussing Mao and China Since Mao

- Read the following materials before class:
 1. "Lei Feng, Chairman Mao's Good Little Fighter"
 2. "'Father is Close, Mother is Close, but Neither Is as Close as Chairman Mao'" from *Wild Swans* by Jung Chang
- **Primary Source Assignment #1 distributed (on Canvas)**
 - **Due February 26th before class via Canvas**

2/26/18: French-Indochina and the Origins of the Vietnam War

- Read the following materials before class:
 1. Material on Vietnam from Michael Hunt, ed. *The World Transformed*
 2. Excerpt from *When Heaven and Earth Change Places* by Le Ly Hayslip

2/28/18: Library Visit

- Meet at the Jackson Library
- **Begin searching for a Current Events topic**
 - **Must have some kind of topic idea, outline, and list of sources by 3/19, submitted via**

Canvas before class

Spring Break: 3-4-2018 through 3-11-2018

- **Select a second paper topic from the list on Canvas during break**
 - **Second Position Paper due April 18th before Midnight via Canvas**

3/12/18: French-North Africa

3/14/18: Algeria – “The Islands”

***Watch** *The Battle of Algiers*, and **read** *Terrorism on Screen: Lessons from The Battle of Algiers Response Piece*.

****Prompt for Response Piece 2:** Using evidence from the film, write a 1-2 page response to the following question:

- *In 2003, the Pentagon screened The Battle of Algiers. Why do you think this film was selected and do you think it offers important insight into terrorist insurgents?*
- **Remember to refer to evidence from the film and the accompanying text.**
- 1-2 pages double-spaced
- **Due: March 21th via Canvas by Midnight**

3/19/2018: Discussion of Second Paper Topics

- **Bring a copy of your position/thesis for the paper, and a brief outline of how you plan to argue your point.** We will discuss these in class.

3/21/2018: Zionism and the Founding of the Modern State of Israel

****Prompt for Response Piece #3:** View the film “Paradise Now”(2005) and read the controversy over the film (found on Canvas) and write a 1-2 page paper assessing the strength of the arguments over the film, using evidence from the film.

- **Due April 2nd before class via Canvas**

3/26/2018: Conflict in the Middle East

3/28/2018: Iran: Secularism to Fundamentalism

4/2/2018: Persian Gulf Wars

- Read the following materials for class:
 1. “Excerpts from the 9/11 National Commission Report on Terrorist Attacks Upon the United States” (Chapters 7 & 10)

***Begin Reading** *A Long Way From Paradise* by Leah Chishugi

****Prompt for Response Piece #4:** Which factor do you think played the most significant role in explaining the Rwandan genocide— tensions between Hutus and Tutsis, economic problems (i.e. the collapse of world coffee prices), or demographic/population issues—and why? (Remember to refer to

evidence from the readings and lectures to address this question; 1-2 pages double-spaced).

- **Due April 11^h before class via Canvas**

4/4/2018: Overview of Sub-Saharan Africa

4/9/2018: Genocide in Rwanda

4/11/2018: Discussion of *A Long Way from Paradise*

4/16/2018: Latin America: An Overview

- **Primary Source Assignment #2 distributed (on Canvas)**
 - **Due April 23rd before class via Canvas**

4/18/2018: Cuba and Guatemala: Coups and Revolution

4/23/2018: Argentina and Chile: Dirty Wars and Dirty Tactics

4/25/2018: Last Day of Class

- Concluding Latin America
- Summation

4/26/2018: Reading Day

Current Events Paper Due TBA