

History 1F95 – Winter Term 2014
**World History since 1900:
1950 to the Present**
Lectures: Fridays 10-12, TH 247



COURSE DESCRIPTION:

The world in 1950 had just emerged from one of human history's most destructive conflicts. While the killing subsided, the world would be riven by a new divide, as the former partners in the war against Fascism and Nazism became competitors in a new ideological struggle between Communist and anti-Communist worldviews that would persist until its collapse in 1989. This Cold War was largely "cold" in Europe and North America; elsewhere in the world it helped conflagrate violence that emerged from the decolonization process, from an ever-widening gap between wealthy states and wealthy elites and poor states and poor masses, or from a whole host of unique political, social, ethnic and communal factors. Thus the second half of the 20th century was still "violent", but this violence migrated from the heartland of the two World Wars – Europe – to more impoverished societies and states. For the non-Communist "western" half of Europe and North America, the second half of the 20th century was marked by unprecedented economic growth, cooperation and peace. The familiar global problems of poverty, undemocratic governance, inter-ethnic and inter-religious tensions would be compounded by new challenges such as the HIV-epidemic, and more recently, by global warming and other environmental challenges. Today, the old divide between the "West and the rest" is crumbling, as the economies of China, India, Chile and others surge, and a world increasingly interconnected by wireless communication makes old state boundaries seemingly less important.

While political and economic continuities and changes will form the backbone of our survey of the second half of the world's twentieth century, intellectual, cultural and social history will help give it life as we explore secondary-source scholarship, primary-source documents, as well as literature, visual art and moving images. The course aims to

continue the good work of its first half, by sharpening your skills in assessing historical evidence and familiarizing you with the various techniques in researching and writing history papers.

COURSE ORGANIZATION:

The course consists of a weekly two-hour lecture and one-hour seminars. Lectures will be presented on Fridays from 10-12 am in TH247. I strongly encourage consistent attendance at lectures as they will be critical in providing a summative framework for your readings and tutorial discussions. Seminars will be your chance to participate, ask questions and investigate in-depth the themes and ideas extracted from your weekly readings and lectures. They will also be instrumental in honing your skills in researching and writing history papers.

TEXTS:

The following texts, which were for sale at the Brock University Bookstore in the Fall Term, are required reading:

Richard Goff et al, *The Twentieth Century and Beyond: A Brief Global History*. Seventh Edition (Boston: McGraw Hill, 2007)

Chinua Achebe, *Things Fall Apart*. (New York: Anchor Books, 1994)

Mary Lynn Rampolla, *A Pocket Guide to Writing History*. Fifth Edition. (Boston: Bedford/St. Martin's, 2007)

All other readings will be available on Isaak/Sakai.

IN-CLASS SHORT FILM SCREENINGS:

Will be added as necessary and as the course progresses.

GRADING FORMAT, ASSIGNMENTS and ATTENDANCE:

Biographical Research Paper Proposal	5%
Biographical Research Paper	15%
Tutorial Participation	(half-year value) 10%
Final Exam	20%

Grade Scale: All written assignments will be marked on a 100-point scale:

A: 100-85	B+: 79-77	C+: 69-67	D+: 59-57	F: 49 or less
A-: 84-80	B: 76-74	C: 66-64	D: 56-54	
	B-: 73-70	C-: 63-60	D-: 53-50	

A =Outstanding; A- =Excellent; B =Good; C =Average; D =Marginal; F =Unsatisfactory

NOTE: All assignments listed below are to be submitted in stapled, hard-copy format. The teaching assistants and I will not accept e-mailed submissions.

Seminar Participation:

A university education in the humanities is at its heart an experience of learning through conversation, debate and interaction. Seminars are thus a crucial part of the course. Their informal atmosphere is designed to allow students to discuss the main problems and ideas of the course and to raise any questions of their own. Seminar topics will be based on (although not necessarily limited to) the assigned weekly readings (see **Course Schedule**). Your seminar participation grade will be assessed by combining your overall attendance in seminars (which is required), with your energy and inquisitiveness in seminar discussions.

Biographical Research Paper Proposal:.....Due in seminars during Week 5

Purpose of Proposals: Historians, as well as other scholars, routinely draw up research proposals when applying for grants and fellowships, or when seeking entrance into historical conferences or symposia. Research paper proposals also save time and avoid unfocused research by forcing the historian to declare early what question(s) they are hoping to answer and what steps they will take to answer them.

The biographical research paper proposal asks you to formulate:

- A **1-page (double-spaced, Times New Roman 12-point font)** proposal in which you briefly describe the person you have chosen to write your biography on AND suggest some very preliminary ways in which this person has made significant historical contributions (on a national and/or international level) to post-1950 history (1950-2000). How you answer this key question (i.e., how did this individual impact post-1950 history?) will form the basis of your final paper's thesis. While I do not expect a completed final thesis in your proposal (further research in the time between your proposal and your final paper will probably alter/modify your thesis), I would like some sense of where you believe this person's historical significance lies, thus revealing to me and your TAs avenues of research/investigation you intend to further explore.
- Your proposal must include a **bibliography of at least 5 sources**, presented in **Chicago Style**
- Only a maximum of two sources can be peer-reviewed / reliable "internet sources" (this limitation does not apply to e-versions of scholarly articles, books, or primary documents, which can be used as often as you wish.) Internet web-sites ending with .com/.ca are unacceptable (this includes Wikipedia or About.com), unless you can give a written explanation as to why the web-site can be considered reliable and peer-reviewed. This justification must be attached to the end of your proposal. Websites ending with .edu, .gov, or .org are generally acceptable, but, to repeat, only a maximum of two of these websites can be used in your bibliography.
- You can choose to write your biography on any person, so long as that person's contributions to history were significant and occurred primarily during the years

1950-2000. The person you choose can be born before 1950 so long as the bulk of their contributions to history occurred after 1950. For example, Mahatma Gandhi cannot be chosen because he lived from 1869-1948. However, you can choose John Lennon, despite the fact that he was born in 1940. The test of *significance* in choosing your historical personality is a little less clear-cut, but your proposal/biography should reveal how this individual's historical impact went beyond the local level, to significantly impact national and/or international history in the post-1950 era. Their impact does not have to be simply in the field of politics, but can be in economics, culture/arts, human rights, science/technology, etc..

- If your proposal does not meet the approval of your TA (that is, a passing grade), you will not be allowed to proceed with your biographical research paper until a re-written proposal is submitted and approved.

Biographical Research Paper:.....Due in seminars during Week 11

Goal/Strategy behind Research Papers: The research paper is the bread-and-butter of historical inquiry. Research papers in history also take time as they involve a great deal of reading and examination of historical documents, and it is for this reason that the due date is placed near the end of the semester. The research paper should use an adequate number of sources (books, scholarly articles, memoirs and/or other primary sources) to answer and support your thesis. Last-minute writing of your papers will not only leave you stressed, but it will also not convey the depth of your research. Striking a balance between adequate research and adequate time to clearly express this research in writing will be invaluable for future courses.

Some guidelines for the biographical research paper:

- The historic personality you have chosen and the manner/direction in which you will analyze their historical significance and their historical contributions is your own decision. The only restrictions:
 - their contributions mostly fell during the years 1950-2000
 - their contributions made a significant impact on the national and/or international level
- Length of the research paper should be approximately 6-8 double-spaced pages (1,500-2,000 words) including all footnotes/endnotes and a bibliography
- An unnumbered title page must be affixed to the front of your paper (see Sakai for sample) but will **not** count towards your 6-8 page limit
- Use Times New Roman 12-point font
- Chicago Style endnotes OR footnotes must be used to reference sources
- A bibliography in Chicago Style listing your sources in alphabetical order must appear at the end of your paper. A bibliography of less than **at least five sources** is unacceptable
- Only a maximum of two sources can be peer-reviewed / reliable “internet sources” (this limitation does not apply to e-versions of scholarly articles, books, or primary documents, which can be used as often as you wish.) Internet web-sites ending with .com/.ca are unacceptable (this includes Wikipedia or About.com), unless you can give a written explanation as to why the web-site can be considered reliable and peer-reviewed. (If you have used new web-sites that fit

this description since your proposal, then a justification must be attached to the end of your research paper). Websites ending with .edu, .gov, or .org are generally acceptable, but, to repeat, only a maximum of two of these websites can be used in your bibliography.

NOTE: you do not need to limit yourself only to the five (or more) sources you listed in your proposal. Feel free to add any additional sources to your bibliography that you have consulted since your proposal.

- See the course website for sample endnotes, footnotes, bibliography and tips on research paper methodology/organization

Final Exam

A three-hour final examination is scheduled during the April examination period covering the second half of our course. The final examination will involve six term identifications (from a choice of twelve), two document identifications (from a choice of four) and two essay questions (from a choice of four).

NOTE: The list of historical terms that you may be tested on, are available on our course website. The list of documents that you may be tested on, are marked with a “✓” symbol in the Course Schedule.

Attendance:

Attendance is required for seminars and strongly suggested for lectures. Your seminar participation grade will partly reflect your attendance record in tutorials.

POLICIES AND PROCEDURES:

Course Withdrawal without Academic Penalty:

Friday, 17 January 2014 is the last date for withdrawal without academic penalty and the last day to change from credit to audit status for duration 1 courses.

Late Papers:

Late papers will be accepted but will have a mark of 5% deducted for each day beyond the due date. (**Note on weekends:** Papers due on Friday but handed in on Monday will have 15% deducted). Short-term extensions are handled on a case-by-case basis, but you must contact your TA a minimum of 48-hours before the deadline. To be fair to the students who do hand their papers in on time, extensions will *only* be granted for serious reasons, such as *documented* illness or family emergency.

Plagiarism / Turnitin.com:

Research paper must be screened by Turnitin.com

Academic integrity is a core value of the academic mission of Brock University. It is our goal to ensure that every student adheres to the highest standards of scholarly integrity.

Plagiarism, as defined in Sub-Section 15.2.3 of Section 3 of the Brock University Faculty Handbook, involves:

[...] presenting work done (in whole or in part) by someone else as if it were one's own and applies to all forms of student work. The work of others can include, but is not limited to, written work, ideas, music, performance pieces, designs, artwork, computer codes and Internet resources. Associate dishonest practices include faking or falsification

of data, cheating, or the uttering of false statements by a student in order to obtain unjustified concessions.

Further information on academic misconduct at Brock University can be found at:
http://www.brocku.ca/university-secretariat/facultyhandbook/section3#_genIndex97

Students with disabilities:

Students with disabilities requiring accommodation are urged to contact Services for Students with Disabilities (SSWD): <http://www.brocku.ca/services-students-disabilities>

Assistance in Writing:

For additional assistance in writing/researching skills, please do take advantage of additional resources provided by Brock University, including the Drop-In Learning Centre <http://www.brocku.ca/learning-skills/drop-in-learning-centre> and Drop-In Consultation Hours <http://www.brocku.ca/learning-skills/drop-in-consultation-hours-lea>

COURSE SCHEDULE

NOTE: All readings marked with “●” can be found on our course website

NOTE: All documents marked with “✓” may appear on the “document identification” section of the final exam

Week 1 (January 6-10, 2014)

FRAMING THE GLOBAL COLD WAR

Review of Course Syllabus

No seminars this week

Goff et al, *The Twentieth Century*: reread Chapter 20 / pp. 332-40 (Latin America: Reform and Revolution, Poverty and Dictatorship) / pp. 349-54 (The Triumph of Communism in China) / pp. 361-67 (The Cold War in Asia)

- United Nations Security Council Resolution, 1950
- Speech by Joseph McCarthy, 1950✓
- Khrushchev’s Secret Speech to the Closed Session of the 20th Party Congress, 1956✓
- Appeal by the Budapest Technological Students During the Hungarian Revolution, 1956
- Castro at UN Asks ‘Colonial’ Revolt, 1960
- The United States and the Soviet Union: Exchange of Notes on the Berlin Wall, 1961

While reading, think about...

- 1) the opposing worldviews in the Cold War
- 2) the language used in the various speeches

- 3) the description of the “enemy”
- 4) the definition of “freedom”, “democracy” and “justice”
- 5) the origins of the global Cold War

Week 2 (January 13-17, 2014)

DECOLONIZATION IN ASIA

Seminars begin:

NOTE: Week 2’s seminar will discuss the readings from Weeks 1 and 2

Goff et al, *The Twentieth Century*: pp. 354-361 (Decolonization in Asia / The Problems of New Nationhood in Southeast Asia)

- Vietnamese Declaration of Independence, 1945
- British Government Statement: Policy in India and its Potential Partition, 1946
- Jawaharlal Nehru: Speech on the Granting of Indian Independence, 1947
- Partition Journeys – A Muslim School Girl’s Story
- Letter from US President Dwight D. Eisenhower to Captain E. E. Hazlett, Jr. on the Battle of Dien Bien Phu, 1954

While reading, think about...

- 1) the arguments put forth on behalf of decolonization
- 2) the promises and the pitfalls of decolonization
- 3) the willingness of colonial powers to permit decolonization

Week 3 (January 20-24, 2014)

DECOLONIZATION IN AFRICA

Goff et al, *The Twentieth Century*: Chapter 23; pp. 481-485 (Turmoil in Independent African Nations / Dictators in West Africa); **pp. 491-493** (Common Problems Facing African Nations / Agriculture: Crisis and Potential)

Don’t forget: Chinua Achebe, *Things Fall Apart* (New York: Anchor Books, 1994)

- Proclamation of the Front de Liberation Nationale: To the Algerian People, 1954
- Kwame Nkrumah, *I Speak of Freedom*, 1961
- Frantz Fanon. *The Wretched of the Earth*, 1963

While reading, think about...

- 1) colonialism’s challenge to “traditional” ways of life
- 2) pan-African unity as a solution to colonialism’s fragmentation of the continent
- 3) the role and utility of violence in colonization/decolonization
- 4) the challenges Africans faced in the aftermath of independence
- 5) the reasons for the slide to authoritarianism/dictatorship in many African states

Week 4 (January 27-February 31, 2014)

THE MIDDLE EAST: NATIONALISM, REVOLUTION, COMMUNAL STRIFE AND THE ARAB-ISRAELI CONFLICT

Goff et al, *The Twentieth Century*: Chapter 24 and 25; pp. 567-569 (Israeli-Palestinian Arab Conflict)

- Declaration of Israel's Independence, 1948✓
- The Palestinian National Charter, 1968✓
- Yasser Arafat's Speech Before the UN General Assembly, 1974
- The Hamas Covenant, 1988
- Israel-PLO Recognition: Exchange of Letters between PM Rabin and Chairman Arafat, 1993

While reading, think about...

- 1) the source of ongoing Great Power influence in the Middle East
- 2) the unity and the schisms in Middle Eastern society
- 3) the source(s) of the Israeli-Palestinian and Israeli-Arab conflict
- 4) the change in language between the Palestinian National Charter of 1968 and the Hamas Covenant of 1988
- 5) the limits of compromise in the Israeli-Palestinian conflict

Week 5 (February 3-7, 2014)

WEALTH, THE WELFARE STATE AND THE SIXTIES GENERATION Research Paper Proposal due in seminars this week

Goff et al, *The Twentieth Century*: pp. 326-332 (The United States: An Economic Golden Age and Struggles over Freedoms and Rights); **pp. 340-341** (Canada in the Postwar Era); **pp. 412-414** (The Common Market and De Gaulle)

- Aneurin Bevan, *In Place of Fear*, 1952✓
- President Dwight D. Eisenhower, Message from the President of the United States Relative to a National Highway Program, 1955
- Preamble to the Treaty of Rome, 1957
- Port Huron Statement, 1962
- Martin Luther King, "I Have a Dream Speech," 1963✓
- President Lyndon B. Johnson, "The Great Society," 1964
- National Organization for Women, Statement of Purpose, 1966

While reading, think about...

- 1) the state and government as a "force for good"
- 2) the willingness of the post-war generation to invest in the future
- 3) what makes the sixties *the sixties*
- 4) impact of prosperity
- 5) generational schisms

Week 6 (February 10-14, 2014)
**SOUTH AND SOUTHEAST ASIA: CARPET BOMBINGS AND KILLING
FIELDS**

Goff et al, *The Twentieth Century*: Chapter 28

- Viet Cong Program, 1962
- President Lyndon Johnson and President Ho Chi Minh: Letter Exchange, 1967
- John Kerry, Vietnam Veterans against the War Statement, 1971 ✓
- The Testimony of Cambodian Genocide Survivor Leng Houth
- Khmer Rouge Biographical Questionnaire

While reading, think about...

- 1) what the “containment of communism” meant to the peoples of South-East Asia
- 2) how various stake-holders in the Second Indochina War (Viet Cong, US/North Vietnamese governments, soldiers/veterans) compared in their views of the war
- 3) the parallels between the French and the American experiences in Vietnam
- 4) how control was exercised in the Khmer Rouge movement

READING WEEK: February 17-21, 2014



Week 7 (February 24-28, 2014)
**EAST ASIA: JAPAN’S ECONOMIC MIRACLE, THE RISE OF THE TIGER
ECONOMIES AND MAO’S CHINA**

**Goff et al, *The Twentieth Century*: pp. 344-349 (The United States Remakes Japan);
Chapter 29**

- Mao Tse-Tung, “U.S. Imperialism is the Most Ferocious Enemy of the World’s People,” 1964
- Editorial of the Liberation Army Daily, “Mao Tse-Tung’s Thought is the Telescope and Microscope of Our Revolutionary Cause,” 1966 ✓
- Mao-Tse Tung, A Letter to the Red Guards of Tsinghua University Middle School, 1966
- Wei Jingsheng, “Democracy: The Fifth Modernization”, 1978 ✓
- US State Department summary for June 4, 1989
- US State Department document entitled “Themes,” June 29, 1989

While reading, think about...

- 1) Mao’s Cult of Personality
- 2) the elements of the Cultural Revolution
- 3) the distance between the previous worship of Mao and Jingsheng’s piece

- 4) Jingsheng's remarkable foresight on China's path to today
- 5) Mao's anti-US stance in the 1960s and the US's careful reaction to the Tiananmen Square massacre

Week 8 (March 3-7, 2014)

CRACKS IN THE SOVIET MONOLITH IN EUROPE

Goff et al, *The Twentieth Century*: pp. 410-412 (The Dawn of Détente); **pp. 414 – 421** (The Soviet Union: Brezhnev to Chernenko / Eastern Europe in the 1960s: The Pursuit and Limits of Autonomy / The Flowering of Détente); **pp. 422-426** (Eastern Europe, 1970-1984 / The Collapse of Détente / Summary)

- The East German Communist Leadership's Criticism of Rock 'n' Roll Music as a Form of Western Subversion, 1963
- Transcript of Leonid Brezhnev's Telephone Conversation with Alexander Dubček, 1968
- Willy Brandt, "Two States, One Nation," 1969 ✓
- Vaclav Havel, "The Power of the Powerless," 1979 ✓
- 21 Demands of the Interfactory Strike Committee of the Gdansk Shipyards, 1980

While reading, think about...

- 1) why Communist regimes are being challenged by their people
- 2) the limits of Soviet tolerance for "experimentation" in their East European satellite states
- 3) the meaning and significance of détente
- 4) what the power of Communist regimes rests upon

Week 9 (March 10-14, 2014)

THATCHER, REAGAN AND THE GLOBAL DRIFT TO THE RIGHT IN THE 70s AND 80s

Goff et al, *The Twentieth Century*: pp. 421-422 (Western Europe, 1970-1984: Economics and Politics); **Chapter 27; pp. 485-491** (Freedom Struggles in Southern Africa)

- President Richard Nixon, Address to the Nation about National Energy Policy, 1973
- Secret Memorandum of Conversation between US Secretary of State Henry Kissinger and Chilean President Augusto Pinochet, 1976
- Margaret Thatcher, Speech to Conservative Party Conference: 'The Lady's Not for Turning,' 1980 ✓
- Anti-Thatcher Pop Songs by British Artists
- President Ronald Reagan, Inaugural Address, 1981
- Archbishop Desmond Tutu, "The Question of South Africa," 1984 ✓

While reading, think about...

- 1) shifting trends in economic growth and wealth distribution
- 2) the perceived role of government and society in Britain and the US
- 3) America's global role and the Cold War
- 4) human rights during the Cold War
- 5) the persistence of apartheid

Week 10 (March 17-21, 2014)

WHEN THE WALL CAME TUMBLING DOWN: THE END OF THE COLD WAR

Goff et al, *The Twentieth Century*: Chapter 31 (*except pp. 512-514, to be read next week)

- Excerpt from Anatoly Chernyaev's Diary, 1988
- Experiences of a GDR Citizen Buying a New Wartburg, 1989
- Moscow Embassy Cable: If Solidarity Takes Charge, What Will the Soviets Do? 1989
- Guenter Schabowski's Press Conference in the GDR International Press Center, 1989
- Transcript of the closed "trial" of Nicolae and Elena Ceausescu, 1989
- Gorbachev's Farewell Speech, 1991 ✓

While reading, think about...

- 1) what lay at the root of the collapse of the Iron Curtain
- 2) why the transition to a post-Communist Eastern Europe was mostly peaceful (note the Romanian exception)
- 3) how and why Gorbachev went from "Gorbymania" to being detested by large sections of Soviet society
- 4) why the communist system that theoretically spoke on behalf of the exploited ended up being hated by the "exploited"

Week 11 (March 24 – March 28, 2014)

THE HANGOVER: ECONOMIC SHIFTS, TERRORISM AND THE SKELETONS IN THE CLOSET

Research papers due in seminars this week

Goff et al, *The Twentieth Century*: pp. 512-515 (Western Europe, 1985-1991: Economics, Politics, and the Common Market); **Chapter 33**

- "My Children are Burning!": For three people, there was no escape after the arson attack in Mölln, 1992
- Eighth Report of War Crimes in the Former Yugoslavia, 1993
- Statute of the ICTY, 1993
- Jean-Marie Colombani, "We are all Americans", *Le Monde*, 2001
- Address to a Joint Session of Congress and the American People, 2001 ✓

While reading, think about...

- 1) what new challenges and old “skeletons” confront Europe and the Americas in the aftermath of the Cold War
- 2) how the end of the Cold War has assisted in offering some solutions to these problems
- 3) the contrasting reactions to 9/11 in the *Le Monde* article and US President George W. Bush’s address to Congress

Week 12 (March 31 – April 4, 2014)

**GLOBAL HISTORY FROM 1950 TO THE PRESENT:
AN ASSESSMENT**

No seminars this week

Goff et al, *The Twentieth Century: Chapters 32 and 34* (except 567-569, which was already read for Week 4)