

UNIVERSITY OF VICTORIA, DEPARTMENT OF HISTORY
WINTER SESSION 2018-2019, SECOND TERM

Subject to change

HISTORY 112B A01 – WORLD HISTORY 1945-PRESENT (CRN 21810)

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Course Meetings: Tuesdays, Wednesdays, and Fridays, 1:30 p.m. to 2:20 p.m., in David Turpin Building (DTB) A102

Outline of Course Content

From a chronological standpoint, HSTR 112B continues the journey begun by HSTR 112A (World History 1900-1945). More important, though, is that HSTR 112B seeks to depict modern global history as a vital medium through which we can learn about how our own contemporary world has been constructed, together with the many alternative standpoints from which the world can be read and understood.

Crucial to our approach is engaging in critical reflection on why certain modes of **periodization** (by which is meant, e.g., delineating specific blocks of years, as if they could stand on their own; or, in a related vein, evoking a forward-moving timeline that leads to “modern progress”) are superimposed on history—no doubt, quite artificially—in the first place. Important, as well, is maintaining an awareness of the contemporary tendency toward “**presentism**”, that is, the impulse to regard history in a manner dominated by what historian François Hartog calls “the category of the present”. Therefore, in HSTR 112B, we will think critically about how the memory and perceived significance of the past are continually re-envisioned through present and future prisms. To paraphrase the Mississippi-born writer William Faulkner, the “past” has never fully “passed”; rather, it flows ceaselessly through us, and helps give rise to our ever-emerging identities and perceptions of reality. The profound extent to which the memorialization of history is bound up with ongoing struggles over identity, and the framing of reality itself, is underscored by debates concerning whether figures from Robert E. Lee to John A. MacDonald should have their statues and various namesakes rescinded, owing to the unfavorable light in which some view those men, today. **In sum, whether or not you have also taken HSTR 112A, HSTR 112B aims to provide an illuminating, thought-provoking experience that enhances your ability to think about, and relate to the world in a deep, informed, and sensitive way.**

While we will make regular reference to, and maintain keen awareness of history preceding 1945, we will begin, nonetheless, with this chronological marker that the humanist Ian Buruma has termed “Year Zero”—a year during which the far-flung, cataclysmic devastation of World War II gave way to a radical reordering of global power arrangements, and countless new manifestations of human striving and identity. Thus, at the course’s outset, we will reflect on the immense human costs of World War II, from the ruins of Europe to those of Asia, as well as the 1945 birth of a pillar in the postwar international order like the United Nations. Thereafter, as we move through the postwar epoch, we will often be guided by the worldwide interplay between two distinct themes that are pivotal for us in HSTR 112B: **the Cold War**, a contest for global supremacy between the United States and Soviet Union; and **decolonization**, a process whereby the emergence of, or revolutionary change within myriad nation-states in areas that had been under the domination of newly-deceased, or disintegrating empires, simultaneously saw those countries swept up (or try to avoid being swept up) into the Cold War.

Once we see the USSR, itself, having dissolved by the early 1990s—a process accompanied by a further proliferation of new countries and conflicts—there will, of course, remain much for us to consider, as we carry matters up through the current, unfolding historical era of shifting global rivalries, and fluid, unpredictable upheavals and transformations. For instance: we will want to think about the (now-waning, or even defunct, some would say, while others might disagree) phenomenon of US hyper-power, amidst the political-economic and cultural forces of late twentieth-century and early twenty-first century global capitalism, and as this power is carried forth by border-crossing strategic modalities from drones, to electronic surveillance, to economic sanctions. (Our reading of Alfred McCoy’s 2017 book, *In the Shadows of the American Century: The Rise and Decline of US Global Power*, will be especially revealing in these respects). For that matter, we will be studying, throughout HSTR 112B, the modern history of states posing present-day challenges both to the US, and to international bodies (e.g., NATO) within which US and “Western” power is focal, such as China, Russia, India, and Iran. Moreover, acknowledging today’s urgent debates concerning whether or not we live in a world where the nation-state form, and democratic life, are experiencing some sort of fundamental “crisis”, we will also be positioned to consider the historical significance of contemporary affairs like the following: the acutely troubled project of European integration, exemplified by Brexit and its tenuous future; civil wars and humanitarian catastrophes in Syria and Yemen that (having been initially sparked from among the interlinked, post-2010 Arab uprisings) are bound up with religious and ethnic communities, and state as well as non-state combatants—most infamously, ISIS—in Iraq, Turkey, Lebanon, and elsewhere; and the evermore widespread emergence of populist leaders like US President Donald Trump.

In HSTR 112B, we will engage with various dimensions of history (for example, social, cultural, political, religious, ideological, economic, and so forth). Moreover, we will pay especially close attention to the ideas and beliefs that have driven the dynamics of modern world history, and that have influenced the ways in which this history has been interpreted and debated. In all events, a key goal of ours in HSTR 112B will be to not

continually ask simply, “what happened?” Rather, from an **analytic** as differentiated from a **descriptive** perspective, we want to know, “**what is the historical importance of what happened?**,” and, with this, “**how do differing historiographies (i.e., approaches to the recounting, or narration of history) depict what happened, together with its significance?**”

HSTR 112B will utilize three basic forms of presentation—lecture, group discussion, and a couple of movies—to foster a classroom environment that is intended to be stimulating, challenging, and enjoyable (even exciting!). During the times at which I am lecturing, you are welcome to punctuate, as appropriate, by offering pointed questions or reflections. Please be sure to attend class diligently, as the combined lectures and discussions will establish the framework for your understanding of the curriculum; and you will be held responsible, in the evaluative components of the course (details on this matter follow below), for knowing the content of what we have been talking about in class.

Course Texts

The following **three** texts are required, and are available for purchase at the UVic Bookstore: Frantz Fanon, *The Wretched of the Earth*, Richard Philcox, trans. (New York: Grove Press, 2004 [original text from 1961]); Alfred McCoy, *In the Shadows of the American Century: The Rise and Decline of US Global Power* (Chicago: Haymarket Books, 2017); and David Runciman, *The Confidence Trap: A History of Democracy in Crisis from World War I to the Present*, with a new afterword by the author, Revised Edition (Princeton, NJ and Oxford, UK: Princeton Univ. Press, 2018).

Occasional supplementary readings may be added electronically via CourseSpaces, or the Library catalogue.

Also, please take note of two additional items:

- The History Department’s Style Guide is an invaluable aid for the writing that you will be doing in HSTR 112B (and, quite likely, for the writing in other History courses, and those across many further disciplines, that you may take throughout your academic career). It is available through the Department’s website at: <https://www.uvic.ca/humanities/history/assets/docs/Dept%20Style%20Guide.pdf#DEPT%20STYLE%20GUIDE>.

It is strongly recommended that you avail yourself of the Guide.

- Because we are concerned in HSTR 112B, in significant part, with exploring how the world has become as it is today, please consider your regular, thoughtful engagement with news accounts of what is happening in the world around us as comprising an important further text. This will also help us to achieve another important goal of ours in HSTR 112B, namely, enhancing our abilities at critically analyzing various types of historical accounts.

Methods of Evaluation

Your performance in HSTR 112B will be evaluated and weighted in the following fashion:

- A midterm exam, to be held in class on **Friday, February 15**: 20% of your final grade.

- A brief response paper (approximately 1000 words/4 double-spaced, numbered, twelve-point type pages, in addition to title page, and bibliography or list of works consulted) on *The Wretched of the Earth*, due in class (i.e., at our seminar discussion that day) on **Friday, March 8**: 15% of final grade.

- Research essay (approximately 2000-2500 words/8-10 double-spaced, numbered, twelve-point type pages, in addition to title page, and bibliography or list of works consulted), elaborating on a post-1945 historical issue brought up in McCoy's and/or Runciman's book, due in class on **Tuesday, April 2**: 30% of final grade.

Please note a dimension to this assignment that is due prior to April 2: by Tuesday, March 26 (earlier is permissible and encouraged, particularly if you would like feedback), you must turn in a paragraph in which you summarize the issue that you would like to pursue, and what you have learned about it so far from McCoy's and/or Runciman's book. While this paragraph will not be graded, failure to turn it in by March 26 will result in a 10% deduction to your research essay grade.

- Final exam, to be held during the April exam period: 30% of final grade.
- Participation in class discussions: 5% of final grade.

A few words on the methods of evaluation:

In General:

- Failure to complete all assignments will result in a grade of "N" for the course.

- No written assignments will be accepted by an electronic means of submission (for example, e-mail attachment, or fax). Therefore, the only acceptable means of submission for these assignments is in hard copy, please.

- Please make sure to staple your written assignments.

- No assignments will be accepted without penalty after the stated due dates for each assignment. The only exceptions will be for documented medical (physical

or psychological) reasons or family emergencies. Late assignments will be penalized at the rate of 5% per day.

- Further details will be discussed about the assignments as we get deeper into the term.

UVic Undergraduate Percentage Grading System:

We will employ the UVic Percentage Grading Scale, which is as follows:

Passing Grades	Grade Point Value	Percentage	Description
A+	9	90 – 100	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
B	5	73 – 76	
B-	4	70 – 72	
C+	3	65 – 69	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60 – 64	
D	1	50 – 59	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
Failing Grades	Grade Point Value	Percentage	Description
F	0	0 – 49	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0 – 49	Did not write examination or complete course requirements by the end of term or session; no supplemental.

1. The percentage grading scale applies to all Faculties at the University of Victoria.
2. The percentage grades should be associated with a letter grading schema.
3. A percentage grade for an N grade should be assigned in the following manner:

N grade percentage range 0-49: In cases where a student who has not completed the exam or has not completed the course requirements but has submitted course requirements that total more than 49% of the total grade for a course, an instructor will assign a percentage grade of 49%.

Comments About Specific Assignments:

Midterm Exam: The midterm exam comprises short answer, as well as brief to medium-length essay questions; it will draw on course sessions, and accompanying readings and resources, from up through February 13 (i.e., Topic 5).

Response Paper: In terms of the text itself, as well as the manifold historical impacts that the book and its ideas have had, Fanon's 1961 work *The Wretched of the Earth* is one of the most consequential primary documents available to us on the experiences both of being colonized, and struggling for liberation from colonialism. In this paper, please develop a thesis-driven argument in which you critically assess (rather than merely summarize), and respond to Fanon's claims. Do you find his views valid and/or compelling? What do they tell us about the historical times and places surrounding the text, and do they seem to have a defensible applicability outside of those times and places? As you compose your paper, please be sure to take into account the significance of what we will come to discuss as the "W" questions of primary source analysis—e.g., who is the author?; when and where was the text written?; to whom is it being addressed?; why was the book written?; what does it assert?

Please be ready to present to your colleagues, in an informal, sit-down way during the class/seminar session of Friday, March 8, the gist of what you have written.

Your paper will be evaluated on the basis of your independent, documented (i.e., properly cited) engagement with the book itself; please do not base your analysis on reviews of, or broader academic writing about the book.

In all of your writing for HSTR 112B, please strive for clear and incisive writing that is grammatically and syntactically sound, and that has correct spelling. Structural aspects will count significantly in the grading of all writing in the course (less so for the exams). Moreover, all written assignments must properly cite, in the humanities-appropriate format set forth in the History Department's Style Guide, or the *Chicago Manual of Style*, every source upon which you rely for quotations, or specific factual material.

Research Essay: Please identify a post-1945 historical issue brought up in McCoy's and/or Runciman's book that you would like to pursue. Recall that, as stated on p. 4 of this course outline, you will have turned no later than March 26 a paragraph summarizing the issue, and what you have learned about it so far from McCoy's and/or Runciman's book. Papers should develop an analytic thesis, as opposed to being merely descriptive, and should integrate no fewer than **eight** scholarly sources other than McCoy and/or Runciman (beyond this, it is permissible to cite the latter two books), as well as at least **one** primary source. It is permissible to utilize some of the sources that McCoy and/or Runciman cite.

Exams: Second term examinations begin on April 8, 2019 and end on April 27, 2019. Instructors do not control the exam schedule. The undergraduate calendar states

(p. 47): “Students should wait until the final examination timetable is posted before making travel or work plans.”

Participation in Class Discussions: Contributions to class discussion will be judged primarily on the basis of their insightfulness and critical attention to the course curriculum, rather than their frequency. Therefore, please do not monopolize discussion time. Key criteria that will be employed in evaluating contributions to discussion are the extent to which they help to advance other students’ understanding of the material being studied; and whether the contributions are not only intellectually fruitful, but congenial, and committed to a spirit of open, friendly, and respectful inquiry. Accounted for in your participation grade will be your discussion of your *Wretched of the Earth* response paper during the March 8 class/seminar session. Regular, engaged attendance of class will also count for a portion of the discussion element of your grade.

Course Experience Survey (CES): Toward the end of the term, as in all other courses at UVic, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience (CES) in HSTR 112B. The survey is vital in providing feedback to us regarding the course and our teaching, as well as to help the Department of History provide an optimal program for students in the future. When it is time for you to complete the survey, you will receive an e-mail inviting you to do so. If you do not receive an e-mail invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind you nearer the time, but please be thinking about this important activity, especially the following three questions, during the course:

1. What strengths did your **instructor** demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the **instructor** could have helped you learn more effectively.
3. Please provide specific suggestions as to how this **course** could be improved.

List of Topics and Associated Readings, Resources, and Activities

(Subject to Adjustment)

• **Please note: all listed dates corresponding to topics and readings are tentative. So that we can maintain flexibility throughout the term with respect to setting the dates on which specific topics are treated, it is essential that you maintain regular attendance, so that you are aware of our schedule, as it unfolds.**

• **Please be sure to read *The Confidence Trap*, pp. 1-75 (i.e., the chapters on Alexis De Tocqueville, and 1918), at your earliest convenience; it offers very helpful historical background for understanding the post-1945 world.**

• It is also strongly recommended that you begin *The Wretched of the Earth*, in its entirety, at your earliest convenience. You may also find it useful to work through *In the Shadows of the American Century* at your leisure, as the book is not necessarily organized by chronology, and many pages are repeatedly relevant for us.

(1) Introduction to the Course (Jan. 8): *The Confidence Trap*, pp. xi-xxiii; *In the Shadows of the American Century*, pp. 1-24.

(2) Reflecting on World War II and Its Consequences (Jan. 9, 11, 15, 16, 18): *The Confidence Trap*, pp. 76-110; *In the Shadows of the American Century*, pp. 27-35 (up through paragraph three that ends with, "...the control over another (Eurasia)"; viewing the movie, 'Days of Glory'.

(3) The Beginnings of the Cold War, and Introduction to the Postwar World (Jan. 22, 23, 25): Odd Arne Westad, 'The Cold War and the international history of the twentieth century', pp. 1-19 in Melvyn P. Leffler and Odd Arne Westad, eds., *The Cambridge History of the Cold War, Volume I: Origins* (Cambridge, UK: Cambridge Univ. Press, 2010) [please access electronically through Library catalogue, using the fourth item indicated under the name of author "Westad, Odd Arne"]; *The Confidence Trap*, pp. 111-144; *In the Shadows of the American Century*, pp. 35-59 (beginning with "When it came to the establishment of a new postwar Pax Americana...).

• **NB: Wednesday, Jan. 23 is the last day for adding courses**

(4) Exploring the Dynamics of Colonialism and Decolonization in Relation to the Cold War (Jan. 29, 30, and Feb. 1, 5, 6): Jan C. Jansen and Jürgen Osterhammel, *Decolonization: A Short History*, Jeremiah Riemer, trans. (Princeton, NJ and Oxford, UK: Princeton Univ. Press, 2017), pp. 71-118 [through CourseSpaces]; *In the Shadows of the American Century*, pp. 61-96 (up to "The War on Terror (2001-2008), 109-122 (up to "Surveillance under Obama"), 152-162 (the section on "Torture and Empire" from pp. 152-157, and then the first three and a half pages of Chapter Six, ending on p. 162 just before "Crucible of War"); *The Wretched of the Earth*, please begin with the 'Foreword' and 'Preface', pp. vii-lxii, and continue working your way into the main text [**NB: the main text of *The Wretched of the Earth* will not yet be the basis for any questions appearing on the Feb. 15 midterm; however, our broader, Topic 4 discussions of colonialism and decolonization will be included on the midterm**].

(5) The 1960s Deepening of the Global Cold War, from Latin America to Asia (Feb. 8, 12, 13): Michael E. Latham, 'The Cold War in the Third World, 1963-1975', pp. 258-280 in Melvyn P. Leffler and Odd Arne Westad, eds., *The Cambridge History of the Cold War, Volume II: Crises and Détente* (Cambridge, UK: Cambridge Univ. Press, 2010) [please access electronically through Library catalogue, using the sixth item indicated under the name of author "Westad, Odd Arne"]; *The Confidence Trap*, pp. 145-183; *In the Shadows of the American Century*, please continue with the indicated pages from Topic 4, above, and go on to include pp. 135-139 (up through the first paragraph on p. 139, ending with "for the next six years"), 162-170.

- **Midterm Exam on Feb. 15, followed by Feb. 19, 20, and 22 off for Reading Break**

(6) Decolonization in 1960s-1970s Africa, and Concurrent Turbulence from North America, to Europe, to the Middle East (Feb. 26, 27, March 1, 5, 6): *The Confidence Trap*, pp. 184-224; *The Wretched of the Earth*, please keep working on entire book; please continue with Latham, ‘The Cold War in the Third World, 1963-1975’, from Topic 5, above; Douglas Little, ‘The Cold War in the Middle East: Suez crisis to Camp David Accords’, pp. 305-326 in Melvyn P. Leffler and Odd Arne Westad, eds., *The Cambridge History of the Cold War, Volume II: Crises and Détente* (Cambridge, UK: Cambridge Univ. Press, 2010) [please access electronically through Library catalogue, using the sixth item indicated under the name of author “Westad, Odd Arne”].

FOR LATE FEBRUARY AND THE FIRST HALF OF MARCH, A SERIES OF IMPORTANT DATES TO NOTE:

- **NB: Tuesday, Feb. 28 is the last day for withdrawing without penalty of failure**
- **Please remember: *The Wretched of the Earth* response paper due in class March 8, at our corresponding seminar discussion**
- **Depending on our timing at this point during the term, the movie ‘The Fog of War’ will be shown and discussed either within the context of Topic 6, or immediately after, during the week of March 12.**

(7) From the Latter 1970s, into the 1980s—Revolution in Iran, Soviet Overreach in Afghanistan, and Transformations from Africa to Asia (March 12, 13, 15): Amin Saikal, ‘Islamism, the Iranian revolution, and the Soviet invasion of Afghanistan’, pp. 112-134 in Melvyn P. Leffler and Odd Arne Westad, eds., *The Cambridge History of the Cold War, Volume II: Crises and Détente* (Cambridge, UK: Cambridge Univ. Press, 2010) [please access electronically through Library catalogue, using the sixth item indicated under the name of author “Westad, Odd Arne”]; Chen Jian, ‘China and the Cold War after Mao’, pp. 181-200 in Melvyn P. Leffler and Odd Arne Westad, eds., *The Cambridge History of the Cold War, Volume II: Crises and Détente* (Cambridge, UK: Cambridge Univ. Press, 2010) [please access electronically through Library catalogue, using the sixth item indicated under the name of author “Westad, Odd Arne”]; Chris Saunders and Sue Onslow, ‘The Cold War and southern Africa’, pp. 222-243 in Melvyn P. Leffler and Odd Arne Westad, eds., *The Cambridge History of the Cold War, Volume II: Crises and Détente* (Cambridge, UK: Cambridge Univ. Press, 2010) [please access electronically through Library catalogue, using the sixth item indicated under the name of author “Westad, Odd Arne”].

(8) The Cold War Ends—But Does History?! (March 19, 20, 22): Archie Brown, ‘The Gorbachev revolution and the end of the Cold War’, pp. 244-266 in Melvyn P. Leffler and Odd Arne Westad, eds., *The Cambridge History of the Cold War, Volume III:*

Endings (Cambridge, UK: Cambridge Univ. Press, 2010) [please access electronically through Library catalogue, using the seventh item indicated under the name of author “Westad, Odd Arne”]; *The Confidence Trap*, pp. 225-262.

(9) The Late Twentieth Century, and the World on Either Chronological Side of 9/11—US Hegemony, and the Emerging Blowback (March 26, 27, 29): *In the Shadows of the American Century*, pp. 96-106, 122-134, 139-152, 170-256.

- **Please remember: paragraph summarizing your intended research issue due by Tuesday, March 26**

(10) The Twenty-First Century Thus Far—a Turbulent and Indeterminate World (April 2, 3, 5): *The Confidence Trap*, pp. 263-342; *In the Shadows of the American Century*, please continue with any of the pages noted above that you haven’t yet finished.

- **Please remember: research essay due on Tuesday, April 2**