HISTORY 140 (009)
THE WORLD SINCE 1945
UNC CHAPEL HILL
SPRING 2014

Dr. Matthew Andrews
Office: Hamilton 515
Office Hours: Tu 3-5; W 12-2; Th 11-12; and by appt.
Email: andrewsm@email.unc.edu

Teaching Assistants, their office numbers, and their emails:
Erika Huckestein (HM 411) huckeste@live.unc.edu
Caroline Nilsen (HM 461) cnilsen@live.unc.edu
Kristen Twardowski (HM 465) ketward@live.unc.edu

COURSE THEMES

This course is an introduction to some of the critical events and issues confronting the post-1945 world. In a course with a scope this wide we obviously cannot cover everything, so we will instead focus on four main themes in an attempt to better uncover significant historical meaning. Our chief topics of inquiry will be:

1. “The Kingdom of Freedom”—we begin by exploring the competing economic and political ideas espoused by the leaders of the United States and the USSR, as well as trace the emerging geopolitical “Cold War” between these two “superpowers.”

2. “Fish in a Revolutionary Sea”—in this section we will explore political and cultural turmoil in Asia, focusing on independence in India, revolutions in China, and wars in Vietnam.

3. “The Barrel of a Gun”—here we will examine some of the revolutions and independence movements in Africa and the Middle East. Our main focus will be on violence as a tool of resistance, rebellion, and nation-making.

4. “The End of History”—we will conclude the semester with a discussion of some of the more persistent and long-reaching issues in post-1945 world history, focusing on the matters of wealth, poverty, and human rights.
CLASS STRUCTURE AND ATTENDANCE

The rhythm of this course is as follows—there are two lectures every week (Tuesday and Thursday from 12:30-1:45). Eight times during the semester students will also meet for Document Workshops (the Registrar’s Office calls them “recitations”). Your document workshop will be led by one of the Teaching Assistants and will last 50 minutes. Depending on which one you registered for, your document workshop takes place on either Thursdays or Fridays. The dates we have document workshops are marked clearly in this syllabus.

Though I will not usually take attendance in lecture (I may on occasion), I expect you to attend every meeting. You are also expected to attend every scheduled document workshop. Your TA will take attendance. **In a large lecture course such as this, document workshops are a vital part of this course.** If you miss more than one document workshop your course grade will be negatively affected. Conversely, attending and participating in every document workshop will boost your course grade.

On **Tuesday 25 March at 7:00 p.m.** we will gather to **watch a movie** (place to be announced). Like the books and other documents that you read for this course, the movie is a text to be studied. You should come prepared to take notes and to think about how you can use this visual source to answer the essays and better understand the post-1945 era. Your attendance is required.

Please note that the instructor reserves to right to make changes to the syllabus, including project due dates and test dates (excluding the officially scheduled final examination), when unforeseen circumstances occur. These changes will be announced as early as possible so that students can adjust their schedules.

COURSE READINGS

- David Reynolds, *One World Divisible: A Global History since 1945* (textbook)
- John Pomfret, *Chinese Lessons: Five Classmates and the Story of the New China*
- S. Yizhar, *Khirbet Khizeh*
- Shirin Ebadi, *Iran Awakening: One Woman’s Journey to Reclaim Her Life and Country*
- Documents on Course Sakai Page

The readings are listed under each lecture/document workshop topic and should be read before coming to class. This is especially essential for all non-textbook readings assigned for lecture and all readings assigned for document workshops. Carefully read the assigned piece(s) before class meetings and always bring the material for reference.

You can access the documents on the Course Sakai Page by clicking the “Resources” tab on the left side of the page. I have listed the documents in the order that we will be reading and discussing them.

A note about the textbook: The textbook is dense. It is filled with a tremendous amount of information packed into a small number of pages. This is the book’s value, but it also means you cannot possibly digest all of the material in one reading. I suggest that you read each assigned textbook segment twice. The first time, read with the goal of understanding the general narrative in preparation for lecture—don’t get bogged down in the details. Later, go back and reread the assigned segments with an eye toward sifting out specific information (i.e. the details) that you can use to answer the essay questions that I have posed.

ASSIGNMENTS AND GRADES

Your course grade will be determined by the quality of your two argument essays (each about 5-6 pp.), your final exam, your performance on classroom quizzes, and your document workshop input (attendance, think pieces, and quality of participation).

Argument essay prompts (that is, the question we would like you to answer) will be posted on Sakai and discussed in lecture two weeks before each essay is due.
In six of the document workshops there will be a short quiz. Your best five quiz scores will count toward your final grade. In order to take the quiz, you (obviously) must be in your document workshop. Each quiz will consist of five multiple-choice questions that will cover material discussed in lecture in the weeks immediately prior to the document workshop and/or the readings for that day.

We will give you a “final exam study guide” two weeks before the final exam. The final exam will likely be a mix of term identifications, short answer questions, and an argument essay. The final exam will cover information discussed in lecture and encountered in course readings.

Here is how your final grade will be calculated:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>First Argument Essay</td>
<td>25%</td>
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<td>Second Argument Essay</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Document Workshop Engagement</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Policies regarding late work:** Argument essays are due at the beginning of class on the day noted in this syllabus. If you must miss class on the due date, your essay should be emailed to your Teaching Assistant before class begins, and then you MUST give your TA a paper copy at our next class meeting. Any essay not handed in during class (or emailed before class begins) will be considered late. Essays will be marked down one full letter grade (ten points) for every class (lecture) meeting they are late. Think pieces (see below) are not accepted late.

**GRADING SCALE**

At the end of the semester we will add up your numerical scores and come up with a number between 0-100. That number will be translated into a letter grade. The grading scale looks like this:

<table>
<thead>
<tr>
<th>Numerical Score Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>100-93:</td>
<td>A</td>
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<tr>
<td>92-90:</td>
<td>A-</td>
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<tr>
<td>89-87:</td>
<td>B+</td>
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<td>86-83:</td>
<td>B</td>
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<td>82-80:</td>
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<td>79-77:</td>
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<td>76-73:</td>
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<td>66-63:</td>
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<td>62-60:</td>
<td>D-</td>
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<td>below 60:</td>
<td>F</td>
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</table>

All final grades will be “rounded up.” In other words, if your final mark is 92.50 it will rounded up to a 93 and, thus, an A (a 92.49 would still be an A-).

**THINK PIECES**

You are required to write a think piece for most Document Workshops. Think pieces are your short essay answers to specific questions that I have posed about the reading(s). The questions are in this syllabus, listed under the relevant date. (Please note, however, that the think piece question that I ask for each document workshop is just one of many things you will discuss in your class meeting—indeed, your TA may choose not to discuss the think piece question at all.)

**Specifics:** Think pieces should be between 300-400 words (that is, about one full page). Think pieces must be typed, double-spaced, and use 12-point font and one-inch margins. They should have titles and the pages MUST be stapled together. You do not need to use footnotes in your think pieces.

At the conclusion of your prose you must skip a line and then pose one question prompted by that day’s readings. Your TA may call on you to ask your question to further the classroom conversation. Your question can count as part of your word count, if you would like.
Think pieces will be turned in as paper copies at the end of each document workshop. Once the TA has collected the think pieces, you may no longer turn one in. If you did not write one before class, sorry. If you forgot to print it, sorry. If you were not in class, sorry. In other words, plan ahead! There will be no exceptions to this rule.

Think pieces are not graded. Your TA will read them, but I have asked them not to spend time commenting on them—they have plenty to do! If the think piece is unacceptable—that is, if the TA believes that you either did not read the assigned material or did not appropriately consider the readings or the assigned question—you will be asked to rewrite your think piece and turn it in at the next document workshop.

If you have to miss a document workshop—something I strongly discourage—and if you have notified your TA well in advance of your absence, and if your TA has excused your absence, you may send your think piece to your TA by email. But you must send your think piece before the document workshop begins and you must bring a paper copy for your TA to the next class meeting.

ACADEMIC SUPPORT SERVICES

The College of Arts and Sciences has developed several support programs to assist students. Accessibility Resources and Services provides individual support to students with diagnosed learning disabilities (962-8300). The Learning Skills Center offers free instruction in a variety of academic learning strategies (962-3782, 962-6389). The Writing Center—which fills up quickly—provides free tutorial services (962-7710).

HONORABLE AND COURTEOUS BEHAVIOR

I encourage you to study together; however, you are bound by the Honor Code in taking exams and in writing your papers. Please consult with me if you have any questions about the Honor Code.

THE HONOR CODE: It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity.

THE CAMPUS CODE: It shall be the further responsibility of every student to abide by the Campus Code; namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University community.

The Campus Code asks us to be courteous to each other. In a large class, civility and manners are especially important.

COURTESY DURING CLASSES. It is disruptive to others to arrive late to class or to leave early. If you must do it (which I strongly discourage), please be unobtrusive. Also, please turn off all cell phones.

COURTESY IN DISCUSSION. Disagreement is an important part of intellectual discussion, and arguing out issues is critical to a university education. Therefore, you should expect to disagree with the ideas or opinions of others, especially in your discussion sections. Please always disagree in a respectful manner. Treat others as you would like to be treated.

Laptop computers may only be used in class for taking notes. If you are checking your email, looking up sports scores, or shopping for shoes, your classmates who can see your screen will not be able to concentrate on our course. If I learn that you are using your laptop for any reason other than note-taking while in class, I will bar your laptop from our classroom for the rest of the semester.
OFFICE HOURS AND CONTACTING ME

I am glad you are in this class and I want you to do well. One of the best ways of doing so is to come and ask questions or just chat with me (or your TA) during office hours. I genuinely enjoy meeting students and learning from and about them. If you cannot make my office hours (they are listed on the front page of this syllabus) please contact me and we will arrange a meeting time convenient to us both.

Likewise, as college students of the 21st Century, I expect that you will check your email regularly between classes. Always check your UNC email account the evening before a class meeting to confirm that I have not announced any changes to the next day’s schedule (I will try not to do this).

COURSE CALENDAR

9 January (Thu.) Course Introduction

14 January (Tue.) World War II: The World Split Open
Read: One World Divisible, 9-20.

16 January (Thu.) The Bomb

16 or 17 January (Thu. or Fri.) Document Workshop – Remembering the Bomb
Read: John Dower, “Three Narratives of Our Humanity.”
To Do: Hand in Think Piece (see question below).
Think Piece Question: In his essay, “Three Narratives of Our Humanity,” John Dower suggests there are three different ways of “reading,” or understanding, the story of Hiroshima. If you were in charge of creating an exhibit remembering the dropping of the atomic bomb on Hiroshima, which of the three narratives that Dower outlines would you privilege? In other words, in your imagined exhibit, from whose perspective would you tell the story of the dropping of the atomic bomb and why? One specific question to consider—in his essay, John Dower mentions a little girl’s lunchbox found at ground zero. Would you include this artifact in your exhibit? Why or why not?

“THE KINGDOM OF FREEDOM”

21 January (Tue.) Cold War Ideology
Read: One World Divisible, 20-36.

23 January (Thu.) Cold War Politics
Read: Nikolai Novikov, “Telegram to Moscow” (1946).
Read: One World Divisible, 37-54; 102-107.

28 January (Tue.) Cold War Annihilation
Read: One World Divisible, 108-135; 166-182; 194-199.

30 January (Thu.) Cold War Heroes

30 or 31 January (Thu. or Fri.) Document Workshop – Behind the Iron Curtain
Read: Heda Kovaly, Under a Cruel Star: A Life in Prague, 1941-1968 (1973) [excerpt].
To Do: Quiz # 1 (in class).
To Do: Hand in Think Piece (see question below).

Think Piece Question: These three documents come from Czechoslovakians writing about communism in their nation. The chapter from Heda Kovaly’s memoir, Under a Cruel Star, attempts to explain why many Czechs turned toward communism after World War II, while the pieces from Milan Kundera and Vaclav Havel explore what life
was like under a communist state. Based on the descriptions of Czechoslovakia offered by Kundera and Havel, to what extent were the Kovaly’s hopes about communism realized?

“FISH IN A REVOLUTIONARY SEA”

4 February (Tue.) Revolutions in Asia
Read: One World Divisible, 67-75.

6 February (Thu.) Indian Independence

6 or 7 February (Thu. or Fri.) Document Workshop – Writing a History Essay
Read: “How to Write a Compelling History Essay.”
To Do: There is nothing to turn in today. Instead, come to the workshop with your ideas about how you might answer the first essay question. In this workshop we will discuss strategies for crafting a compelling college-level thesis and essay. We will discuss the importance of evidence and counter-evidence. Finally, we will go over some of the common mistakes that students make in their essays.

11 February (Tue.) China and Mao

13 February (Thu.) Out of Mao’s Shadow

13 or 14 February (Thu. or Fri.) Document Workshop – Chinese Lessons
Read: John Pomfret, Chinese Lessons: Five Classmates and the Story of the New China, (pp. 3-174).
To Do: Quiz # 2 (in class).
To Do: Hand in Think Piece (see question below).

Think Piece Question: John Pomfret’s book uses the story of his experiences in China, as well as the stories of five of his classmates, to explore the transition from “Mao’s China” to (as the title of the book puts it) the “New China.” Based on your reading, what is the difference? In other words, how would you characterize this “new China?”
18 February (Tue.) The Vietnam Wars
Read:  One World Divisible, 271-288.

20 February (Thu.) And the War Drags On…
To Do:  Hand in First Argument Essay.

25 February (Tue.) 1968

“The BARREL OF A GUN”

27 February (Thu.) African Decolonization
Read:  One World Divisible, 88-98.

27 or 28 February (Thu. or Fri.) Document Workshop – 1968
Read:  Ludvik Vaculik, “Two Thousand Words” (1968).
Read:  Kate Millett, “Sexual Politics” (1968).
To Do:  Quiz # 3 (in class).
To Do:  Hand in Think Piece (see question below).

Think Piece Question: For your meeting today I have assigned four “manifestos” from the year 1968. When gauging the significance of revolutionary individuals and organizations, historians sometimes make a distinction between those that are “destructive” and those that are “constructive”—that is, between those whose energies are directed toward tearing down the existing order and those that offer concrete visions of what a better society would look like. Based on the assigned documents, do you see the revolutionaries of 1968 as being “destructive” or “constructive?”

4 March (Tue.) Hearts of Darkness: The Congo
Read:  One World Divisible, 213-219.
6 March (Thu.) Arab-Israeli Conflict I
Read: Declaration of the Establishment of the State of Israel (1948).
Read: *One World Divisible*, 76-80.

11 March (Tue.) SPRING BREAK

13 March (Thu.) SPRING BREAK

18 March (Tue.) Nasser and Arab Nationalism
Read: *One World Divisible*, 80-88.

20 March (Thu.) Arab-Israeli Conflict II
Read: *One World Divisible*, 234-242; 369-382.

20 and 21 March (Thu. or Fri.) Document Workshop – A Soldier’s Story
Read: S. Yizhar, *Khirbet Khizeh* (1949) [entire].
To Do: Quiz # 4 (in class).
To Do: Hand in Think Piece (see question below).

*Think Piece Question:* Some Israelis believe that the historical novella, *Khirbet Khizeh*, should be banned in their country. After reading the short book, why do you think they want it banned and do you agree with their demand?

25 March (Tue.) South Africa and Apartheid

25 March (Tue.)* FILM: *The Battle of Algiers* (1966)
*Please Note:* This film will be shown on Tuesday March 25 at 7:00 p.m. in a room tba.
27 March (Thu.)  
**Iran and the Islamic State**

*Read:*  
*One World Divisible*, 382-402.

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27 or 28 March (Thu. or Fri.)  
**Document Workshop – Violence, Resistance, and Rebellion**

*Read:*  
Franz Fanon, *The Wretched of the Earth* (1961) [excerpt].

*Read:*  

*Read:*  

*Read:*  
Martin Luther King, Jr., “Nonviolence: The Only Road to Freedom” (1966).

*To Do:*  
Quiz # 5 (in class).

*To Do:*  
Hand in Think Piece (see question below).

*Think Piece Question:* After reading the four above essays about violence as a revolutionary tool, write a think piece that explores which of the two essays you see as most oppositional—that is, of the four essays, which two views offered by their authors are most unalike?

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**“THE END OF HISTORY”**

1 April (Tue.)  
1989

*Read:*  
*One World Divisible*, 539-561; 569-576.

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3 April (Thu.)  
**The End of History**

*To Do:*  
Hand in Second Argument Essay.

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8 April (Tue.)  
**Globalization**

*Read:*  
*One World Divisible*, 644-657; 679-692.

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10 April (Thu.)  
**Human Rights**

*Read:*  
The United Nations “Universal Declaration of Human Rights” (1948).
10 and 11 April (Thu. and Fri.)  **Document Workshop – Women’s Rights in Iran**

Read: Shirin Ebadi, *Iran Awakening: One Woman’s Journey to Reclaim Her Life and Country* [entire].

To Do: Quiz # 6 (in class).

To Do: Hand in Think Piece (see question below).

**Think Piece Question:** When discussing the Islamic Revolution of 1979 in Iran, the question is often asked, “Why would a woman support the revolution that removed the Shah and led to the rule of the Ayatollah?” After reading Shirin Ebadi’s memoir, how would you answer that question?

15 April (Tue.)  **Modern Genocide**

17 April (Thu.)  **The Problem of Poverty**

22 April (Tue.)  **The Road to September 11**

24 April (Thu.)  **The Road since September 11**

2 May (Fri.)  **FINAL EXAM (12 noon)**

*Soccer in Brazil*