

History 140.006 (Fall 2020)

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Office hours on line: TBA and by appointment

Lectures and Sections. Lectures are on-line. They are asynchronous, meaning they will not be offered at a particular time or place. As long as you keep up with the schedule, you can view them when it works best for you. Sections are at fixed times and places on Thursday and Friday (140.600-140.609). Some section meetings will be in the classroom and others may be on line. Sections may well be taught with elements of both. Sections have been designed to work equally well in the classroom and on line. Both those in the classroom and on line require the same amount of work and will be graded in the same way. Section 140.609 is the only section that will be offered exclusively on-line.

Teaching Assistants: Robin Buller, Matthew Gibson, Quinn Shepherd, and Abbey Warchol

Syllabi are works-in-progress, especially in uncertain times like these. Throughout the semester, I will make changes and clarifications as necessary and will inform you when I do. The most up-to-date syllabus will always be posted on the Syllabus page of the Sakai course site.

Per the requirements of the College of Arts and Sciences, you must wear a mask and practice social distancing in the classroom and in office hours. In conjunction with the instructor (Don Reid), teaching assistants will design the structure and format of their sections (whether in the classroom or through zoom) so as to best achieve our pedagogical goals in this difficult time.

In this course we will analyze major developments in world history since 1945 using a diversity of analytical concepts.¹ This semester, because History 140.006 replaces a couple of History 140 classes that were scheduled at different times, the lecture portion will be “asynchronous.” The lectures do not have a meeting time and therefore will not meet in person. Audio-visual versions with detailed PowerPoints will be posted on the Resources page of the Sakai course site. Watch the lectures by the beginning of the week and before you read or watch the text you will discuss in section as the lectures often provide background for these texts. Each lecture is about 50 minutes long. Some are a little shorter and some a little longer. Links for the lectures are provided in a file in the Sakai Resources page for this course (140.006).²

¹ **A warning.** Every text we discuss in this course is engaged with events you will find disturbing and perhaps from a perspective with which you disagree, i.e. nuclear war, genocide, prison conditions, a pandemic, police treatment of civilians, racism, misogyny, sexual violence, classism, layoffs, and terrorism. If you would like to talk to me about any such subject in preparation for class discussion, please contact me.

² My thanks to Abbey Warchol for providing a clear explanation of how to access the lectures. Click on the Zoom link. This sends you to the Zoom website. Scroll down and select “Sign in with SSO.” Enter “unc” as company domain and click continue to access UNC SSO page. (You can do this both on and off UNC VPN; either way the link takes you to the general Zoom company website, not the UNC Zoom SSO.) After signing in with your UNC Onyen, enter the password to access the lecture recording. Now, you can play the visual (PowerPoint slides), hear the audio of the lecture, and see the transcript on the right-hand side.

[References to the Sakai Syllabus page, the Sakai Resources page and the Sakai Reserves page in the syllabus refer to the Sakai page for History 140.006, not to the Sakai pages for individual sections.] Occasionally I ask you to watch video on line in conjunction with the lecture (and in addition to the material you prepare for discussion in sections that week.)

Listening carefully to the lectures in advance of preparing for section every week is necessary to do well in discussion, the papers and the final exam. When you ask how you can do well in this class, know that you've been told the first step toward achieving a good grade. If you have any questions after listening to the lectures, please send me an email. If something is unclear to you it is probably unclear to half of the class, but they may not be as astute as you in noticing it. I will respond to individual queries. When I think it would be helpful, I'll send an email to the class that responds to selected queries, as well as answer any questions about the mechanics of the class itself. I have posted a **Time Line** on the Resources page of the Sakai site, which will help you place what you are analyzing in the context of what is happening elsewhere in the world at the time.

Section meetings will be held on Thursday and Friday. Sections offer all students the opportunity to discuss and to debate meaningful issues and through this process to come to their own conclusions. Every text we address in this class, whether written or filmed, is a complicated and contradictory engagement with historical situations—and it is history that in turn makes these texts complicated and contradictory.

The required written texts for this course are:

Zohra Drif, *Inside the Battle of Algiers*

Yasmina Khadra, *The Attack*

Robert Linhart, *The Assembly Lines*³

Rigoberta Menchú, *I, Rigoberta Menchú*

Alexander Solzhenitsyn, *One Day in the Life of Ivan Denisovich*

Zohra Drif, *Inside the Battle of Algiers*, is available on-line through the UNC library. The other four texts are available at the UNC Student Stores.⁴ You can read any of these texts that are available as e-books in this form.

In addition to reading these texts and a couple of texts shorter available on the Sakai Resources and Reserve pages, you will be required to view and think about a number of films, accessible by going to the Reserve page.

The required films for this course that you will discuss in sections and will write about in your papers are

Herbert Biberman, *Salt of the Earth*

³ The University of Massachusetts Press is printing more copies of this text. It will be available before we read it in class.

⁴ I am not using a textbook for this class. I'd rather have you engage with a diversity of primary texts. However, if you are interested, the best text for the period covered in this course is Michael Hunt, *The World Since 1945*, 2nd ed. (2015).

David France, *How to Survive a Plague*
 Stanley Nelson, *The Black Panthers: Vanguard of the Revolution*
 Gillo Pontecorvo, *The Battle of Algiers*
 Alain Resnais, *Night and Fog*
 Peter Watkins, *The War Game*

In lecture, I will provide historical context for the books and films discussed in section. For both the written texts and the films, think about the historical situation of the author/director and screenwriter and what they want to tell you about the situation depicted and how you explain what you read and see as an historian. You will be asked about this, not told it, in your discussion sections.

What Every Student Should Know

The University's [Policy on Prohibited Harassment, Discrimination and Related Misconduct](#) prohibits discrimination or harassment on the basis of an individual's race, color, national origin, age, religion, creed, disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or veteran's status. Related Misconduct includes sexual violence, sexual exploitation, interpersonal (relationship) violence, and stalking.⁵

You are bound by the Honor Code and should sign the pledge on each assignment you submit, as well as the final exam.⁶ Be particularly aware of plagiarism. You do not need to do research or visit any sites to ace this course. Your time will be much better spent reviewing and rethinking material in the books, lectures, films and discussions than googling for the heck of it. However, should you venture off the reserve, be very careful not to import text from elsewhere into your work unless you give a full citation of the site you consulted.⁷ In particular be aware of importing text from elsewhere and reworking it into "your own words," without attribution. This too is plagiarism. Plagiarism will be detected—it's not hard—and you will likely be brought

⁵ Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. To discuss your specific needs, please contact the [Director of Title IX Compliance, Report and Response Coordinators](#) (Ew Quimbaya-Winship, Rebecca Gibson, or Kathryn Winn), [Counseling & Psychological Services](#) (confidential), or the [Gender Violence Services Coordinators](#) (confidential) (Cassidy Johnson or Holly Lovern). You can make a report to the university at eoc.unc.edu. Additional resources are available at safe.unc.edu. Students who want additional information regarding the University's process for investigating allegations of discrimination or harassment can contact the [Report and Response Coordinators](#) or visit eoc.unc.edu.

⁶ See <http://studentconduct.unc.edu/students/honor-system-module> for an explanation of the code.

⁷ For an online source, provide the name of the website, the title or if not the title, a descriptive phrase identifying the piece cited, and the author, if given. Then provide the complete address and the day you consulted it. For other materials, see "Citing Sources" on the Resources page of the course Sakai site.

before the Honor Court. From experience with the court, I can tell you that “I didn’t know that I didn’t write this” doesn’t work.

Assignments and Grading:

Discussion. (15% of the final grade) Sections are the highpoint of this course. This was true before COVID-19 as well. With the exception of first year seminars and a capstone course taken by majors, these may be the only opportunity you will get to have class time with an instructor in the History department in a class this small (unless you find a class which doesn’t fill). Furthermore, sections are unquestionably the best preparation for the papers and the final exam. The point is not that what will appear on your particular final exam will have been discussed in sections—much of the material will not have been. However, the skills of analyzing texts and making and supporting arguments that are the *raison d’être* of the sections are precisely what you will need to do well on the papers and the final exam.

I expect each of you to watch the lecture videos, to view all of the assigned films, to do all of the assigned reading, to think carefully about the films and readings and to come to section prepared to participate in discussion. Sections are **not** the place for teaching assistants to review lectures. This is **crucial**: if you did not understand something in lecture (or disagree with it), email me about it. Discussion sections for this course are **not** recitations. Nobody will recite anything.

8 There is no extra credit option for this course. Late papers will be marked off one-third of a grade per day late (i.e., A to A-), beginning the day and hour that the papers are due. The exception is for illness. If you are travelling for varsity sports or have a job interview, you know about this assignment in advance and can prepare your paper in advance.

I will monitor the grading of discussions, exams and papers to assure that all sections are graded consistently. **Grades are assigned using the criteria given instructors by the Office of the University Registrar: <http://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/>. Visit this site and click on “Undergraduate Grade Definitions” to see what an A, B, or C means at UNC-CH. Do not question a grade until you have read this.**

At the end of the semester, your teaching assistant will enter your grades on your Sakai section site. You will know how you are doing before then because you will receive your written work when it has been graded and will be given an idea of your performance in discussion each time papers are returned. We will be using the Sakai site grade scale, an A= 95; A- =90, B+ =87, B= 83, B- =80, etc. For your total semester grade, computed from the weighted scale (i.e. 15% for discussion, etc.) a total of 92.5 or above will be an A; 88.5 to 92.5, an A-; 85 to 88.5, a B+, 81.5-85, a B, etc. If your average is at a break point, you will receive the higher grade, i.e. a B for an 81.5. The Sakai scale has an A+, but we will not use this because it is not a grade at UNC-CH. However, the Sakai scale requires the student to attain 95 points to get an A, 90 points to get an A-, etc. When computing semester grades, we are more generous, making an A begin at 92.5 points and an A- at 88.5 points.

If illness prevents you from completing the course work, you can take an Incomplete and complete the course work the following semester under the direction of the professor (not the teaching assistant).

Discussions are the work of engaged participants who develop questions and arguments in dialogue with others. The point is not for a student to say something and then retire to his or her shell, waiting for the bell to ring. The important element is the quality, not the quantity of a student's contributions. What we would like to see is that you remain clearly engaged and intervene regularly over the course of the semester in such a way as to help other students and the instructor see texts and issues in new ways (and can defend why these new ways are valid and important). Respond to one another, not solely to the instructor. If you prepare well for sections, but do not feel comfortable intervening in discussion, see your teaching assistant at the beginning of the semester and discuss strategies to enter the discussion. (See below.) Exams and papers are important elements of a university education, but in the workplace and in the public sphere of citizens' debate, your abilities to make and defend an argument orally will probably be more important.

Attendance will be taken. If you skip a section and do not make it up, you will get a "0" for that section. That said, I am very aware that many of you will need to miss one or more sections for legitimate reasons, i.e. illness, quarantine, concussions, travel for varsity sports, job interviews, etc. To get credit for a missed section, you will need to submit a one-page double-spaced analysis of some facet of the text whose discussion you have missed. These are not "response" pieces of the "I liked it" or "I found it difficult to follow" variety. You might examine how a concept or subject like incarceration or terrorism is addressed in the text and what this reveals to you about this particular historical situation. Another possibility would be to compare similarities and differences in the presentation of a subject or the perspective of the author/director in the text at hand and one we have addressed earlier. To do a good job will take as much or more time as attending a section, so choose this option only when you need to do it. Submit your essays as soon as possible, ideally before a section you know in advance that you will need to miss. However, if you are prevented from writing because of illness, you may turn them in later when you are well. Submissions after the distribution of the "report on the discussion" (see below) should avoid repeating what was said in this report. Submit these analyses on your Sakai **section** web site (not History 140.006 Sakai site) following the procedure laid out by your teaching assistant. The teaching assistants will grade these analyses and inform the student. They will not return them with comments. If you contest your grade, I (the prof) will read your submission. I may keep the grade the same, raise it, or lower it.

Here is the grading scale for discussion. A: regularly makes interesting, important points. B: participates regularly. C: comes to all sections, but appears unprepared and participates infrequently. D: comes to section, but appears unprepared and never participates. Failure to come to section will receive 0 points on a 100-point scale. However, as outlined above, you can make up a missed section by submitting a one-page analysis. A well-written analysis that makes an argument and supports it will receive an A. A pro forma analysis that makes kind of an argument that is kind of supported will receive a B. An analysis that shows that the student read or viewed the text, but don't do anything with it, will receive a C. We will stick by these criteria. If you contest your missed-section essay grade, I (the prof) will review it using these criteria.

Each time your TA returns one of your three essays, s/he will tell you how you are doing in discussion. If you have missed any sections and not submitted a one-page analysis on the material discussed, this will effect your grade (until you do turn in your essay(s)). We will not

provide information on your discussion grade at other times because I (the prof) want to review these with the teaching assistants to assure that our grading of discussion is consistent. If there are sections with higher average discussion grades, it is because the students in the section realize that a section in which everyone works to make sure everyone participates in a meaningful way is certain to create high quality discussions. If you are a “talker,” talk less and refer in your interventions to what others are saying, whether you agree or disagree, and encourage them to respond. If there is a section in which everyone participates regularly in a meaningful way, we will consider giving every student in that section an A+ (100 points) for discussion. However, we will not give an A+ to an individual student in a section; it is a grade that can only be conferred on all members (or no members) of the community (your section). It is in everyone’s interest that every student in your section is an active, creative, and confident participant.

I want all of you to do well in this class. In discussion, as in all facets of the class, this may require you to develop new skills. Some of you may be quite assertive, but will profit from being prodded to develop evidence-based arguments in a discussion. Others of you may feel shy or insecure. You have good things to say, but by the time there is a quiet space, the discussion has moved on or class has ended. While being shy or insecure in classroom settings means you will not want to do this, email your TA and let him or her know your situation. Class will begin with the report of the discussion of the previous week. Since you know this will be talked about, speak up if you’ve got something important to say (not the “this was very good” comment that all students say of each other’s work). In addition, the TAs may start discussion with a general question like “How did the reading this week address terrorism?” and call on you or pose questions during discussion and then ask specific students for responses. Come prepared to class, be attentive and you can handle this well (and get that good grade you want in discussion). Once you have spoken a couple of times, you’ll realize that it wasn’t so bad, and that you can create your own opportunities.

Report on a Discussion (10%). You will not need to take notes in discussion (except the week you are secretary). Once in the semester, each student will be asked to serve as the secretary for the section meeting. Because as secretary, you will be busy taking notes on what others say, you may not have a chance to speak, but you’ll still receive an A for discussion that day. Organize your notes and write a 2-page double-spaced summary of the discussion. Focus on issues, insights, and debates; don’t give a general overview of the work itself. Don’t have us asking, like Ronald Reagan, “Where’s the beef?” Do not worry about identifying speakers or presenting everything that was said. It would be much better to take on an interpretive role and write something like, “Discussion focused on three central questions...,” even if at the time this was not apparent to the TA and the students. As secretary, you may well add ideas or interpretations of your own (recognizing that these are your additions to the discussion).

Send your report to your teaching assistant by 5 p.m. (no later) on the Sunday following the discussion. Your teaching assistant will review it and let you know if it is of “A” quality. If not, your TA will give you guidance as to what needs to be improved by noon on Monday: Is your report clear and coherent? Does it cover well the basic issues discussed in section? The TA will not rewrite your report. The TA will give at most a couple of sentences on what needs to be improved and you need to take it from there. If necessary, you should make changes and post your report on the Forum page by noon on Tuesday. The TA will not read your report after the

first submission. Nor will the professor. It is in your interest to submit your best job by Sunday at 5 p.m. Late submissions to the TA or late postings on the Forum site will receive a full grade deduction for each day late.⁹

Distribute your report to all students in the section and to you TA by noon on the first Monday after the discussion. Every student should read these reports. The first 10 minutes of discussion each week will discuss these reports as a bridge from one week to the next. If there is a consensus that something important in the discussion the previous week was missed, the secretary will amend the discussion notes to include this and circulate them. Prepare a clearly written report, distribute it on time, briefly answer student queries during the 10 minutes of discussion, and you'll get an A.

Essays (55% of the final grade). You will write three essays of 5 pages each.¹⁰ Your best two essays will count for 20% each of your final grade; your other essay for 15%.¹¹

What are we looking for in these essays? In your opening paragraph, provide your answer to the prompt. Do not take up a page repeating the prompt! Be creative and analytical in your response to the questions we are asking. In the body of the text, we want to see how you support your argument with close readings and detailed analyses of the texts you have read, seen and discussed. You can discuss briefly lectures where relevant, but focus on these texts. In your conclusion, reiterate your argument in light of the evidence you have presented and explore where this takes us.

Read the prompts closely and respond fully to them. This is the common basis which we will use to grade your essay.

⁹ A note on submission dates. There are three Mondays that you have a paper due: August 31, October 5, and November 2. If you are the secretary for a section whose report would have been due the Sunday before these dates, you have an extension to Tues. at 9 a.m. Your teaching assistant will get back to you about your report by Tues. at 2 p.m. Revise if necessary and post on the Forum page by Wednesday at noon. If you are secretary for the last section (on November 12-13), you will need to submit your report by Saturday, Nov. 14 at 5 p.m. Your TA will get back to you by Sunday, Nov. 15 at noon. You will need to post your report on the Forum page by Monday, Nov. 16 at noon.

¹⁰ All papers should be double-spaced, with 1-inch margins in Times New Roman 12 type. You will not be penalized for writing more than 5 pages, but you will not be rewarded either. Do not include lyrical throwaway lines that tell the reader what s/he already knows, i.e. "The world since 1945 was marked by a number of horrific tragedies...." Cut to the chase! Don't include unnecessary quotation or detail. If you refer to a scene in a film or novel, direct the reader to precisely what you want him/her to take from it. Your audience knows the texts you are referring to well so you don't need to provide excess information on them.

¹¹ I encourage you to discuss your ideas with one another and with your teaching assistant if you would like, but **neither the professor nor the teaching assistants will read or edit drafts of papers**. You can receive assistance at the Writing Center (<https://writingcenter.unc.edu/>). If you do, be sure to give the Center the name and email address of your teaching assistant (not Don Reid).

Essay no. 1 (Essay due at noon on Monday, August 31).

Choose one of these two prompts:

(a) In an interview not too long after the publication of *One Day in the Life of Ivan Denisovich*, the Hungarian social philosopher Georg Lukacs thought about Solzhenitsyn's novel in the context of other novels written about concentration camps. He was thinking primarily of Nazi labor camps like Buchenwald and extermination camps like Auschwitz. You do not need to have read any of these novels to answer this question. Work with what Lukacs says about *One Day in the Life of Ivan Denisovich*: "If you compare Solzhenitsyn's novel *One Day in the Life of Ivan Denisovich* with the rest of the concentration-camp novels, you have a great division between, on the one hand, a naturalistic description of atrocities, and on the other hand, the problem as to what ways, by cunning or whatever, a man in a camp can preserve his human integrity. It is in this regard that Solzhenitsyn's novel is something new and something revolutionary."

To what is Lukacs referring when he says "by cunning or whatever... something new and something revolutionary" in *One Day in the Life of Ivan Denisovich*? What does this mean and what is its significance? How is it similar or different from the elements of resistance you see in *Night and Fog*? In your conclusion, assess how your analysis reveals new elements of the novel to you and what their importance is. What is the political import of your interpretation of Lukacs and Solzhenitsyn for the study of the Soviet Union in the Stalin and in the Khrushchev eras and for all polities that make extensive use of imprisonment. In 2020, the nation with the highest incarceration rate in the world is the United States, followed by Russia. No other nation is close.

(b) In chapter 4 of *Side by Side*, you read accounts of largely the same events, but presented differently and with different goals: to analyze and explain (1) the war of independence and the creation of Israel and (2) Al-Nakbah. What is the narrative each account offers and how do they use evidence to support their argument? How do different forms of evidence, including poetry, statistics, drawings and photographs work in making and sealing the argument? Does one account pose important questions and answer them better than the other? Why and how? What questions does reading one account lead you to pose about the other?

Essay no. 2 (Essay due at noon on Monday, October 5)

In *Salt of the Earth*, *The Battle of Algiers*, the article on the Battle of Algiers by Donald Reid, and the memoirs of Zohra Drif and Rigoberta Menchú, we have met and gotten to know a diversity of women engaged in political action. Using these works as your source base, how does being a woman figure into the practices and goals of these women, whether they are conscious of this or not. Recognize that these women are distinct individuals who take action with different goals in very different cultural and political situations. Comparing men and women operating in the same situations with the same goals in these texts may be more revealing of the role of gender—the social and political construction of masculinity and femininity and other sexual identities—than simply or solely comparing women as women in dissimilar situations. None of these women were primarily engaged in a struggle to liberate women. In your conclusion, assess whether or not they were engaged in women's liberation (you can draw on a dictionary

definition) and how your response helps you understand the meaning of women's liberation more fully than a dictionary definition.

Essay no. 3 (Essay due at noon on Monday, November 2)

The Assembly Line, *The Black Panthers*, and *How to Survive a Plague* are works about a diversity of political and social activists and movements in capitalist democracies. What characterizes each of these activists and movements in terms of participants, goals, the relation of expertise and power, and the forces they confront in their struggles? What could these movements learn from one another that could help them achieve their goals? Drawing on these texts for evidence, what can we learn about the nature of power in a capitalist democracy and how it is exercised and in whose interests from those who contest that society that we would likely not know otherwise?

Final Exam (20% of the final grade).

The final exam will be a take-home. You all have access to the New York *Times* through the UNC-CH library site.¹² By Monday, November 9, 2020 at noon, I will tell each of you which particular issue of the New York *Times* published during the past year that you should access and read carefully. Each of you will have your own issue. Pick three articles on different subjects from your issue and present a reading of each in light of what you have learned from lectures and readings/films discussed this semester. Emphasize how your work this semester helps you to develop new interpretations of the stories you discuss. Do not limit yourself to presentations like here is an article on Algeria and here is what I learned about Algeria, unless what you learned about Algeria leads you to new interpretations that develop or pose challenges to the position presented in the article. More promising would be instances in which you do something like discuss an article on social protest or nuclear weapons and use what you have analyzed this semester to point out what is particular to the social protest in the article and how what you read/viewed/listened to/discussed this semester helps you understand it in new ways. Begin your paper by explaining briefly what is in each article you chose and give a full citation to the article. You can do this for all three articles in one page double-spaced. You do not need a formal introduction. Then follow this with your analysis in terms of what you have learned this semester for each article. These may be up to two double-spaced pages on each article would be fine. Then devote one to two pages to a conclusion in which you assess how analyzing the past can lead you to new and revealing interpretations of the present. Eight pages is certainly sufficient for an A quality essay. Your exam should be no longer than 9 pages. We won't read anything longer.

Yes, you can talk to other students in the class (but not your TA or the prof) about your ideas for the final exam. If you do this, my advice is that when you get together, you know which three articles you will write about and what you plan to say. Tell your colleagues what the articles are about and what you are planning to say. They may have other ideas and, in any case, the act of speaking out your argument to an audience will help you clarify and develop what you want to say. Recognize that just because a colleague suggests an idea, that does not mean it is

¹² Go the New York *Times* in the UNC-CH catalog. There are several options to access it, but I recommend "Newsstream." You can select the date you want and access any of the myriad articles.

something you'll want to use. If you can develop well a couple of ways that the work you've done the semester sheds new light on an article, this is much better than giving a half dozen poorly articulated thoughts. Just because something is possible, does not mean it is important. Don't distract the reader from the important things you have to say!

Your final exam is due Monday, November 16 at noon. Post it on the Assignments page of your TA's Sakai section webpage. Late submissions will not be accepted. You will receive a "0" on the final exam if you do not turn in an exam on time. However, if you have a medical reason why you cannot submit your final exam and do not have other work for the class you have been unable to do for medical reasons, you will receive an AB. Provide documentation of your medical excuse to the College of Arts and Sciences and I can submit your semester grade after you've been able to take the exam.

Schedule

Week of August 10

--An Introduction to This Class: Our Goals and to Achieve Them.

Read the syllabus carefully before you listen to this introduction

--Collective Memory of World War II: The Cases of France and the Two Germanys

--Japan and the Collective Memory of World War II: Wartime Atrocities and
Hiroshima

[After watching this lecture, view a portion, about 20 minutes of Ishiro Honda, *Gojira* (1954)—from minute 54 to 1 hour: 0 minutes; and from 1 hour: 8 minutes to 1 hour: 20 minutes). The link is on the Sakai Reserves page.]

Discussion: Alain Resnais, *Night and Fog* (1955), available on the Sakai Reserves page. [Before the section, read the material on *Night and Fog* on the Sakai Resources page]

Week of August 17

--The Soviet Project: From Lenin to Stalin

--The Soviet Union from Stalin to Khrushchev

Discussion: Alexander Solzhenitsyn, *One Day in the Life of Ivan Denisovich* (1962)

Week of August 24

--The Origins of the Cold War

--The Cold War and American Culture [For this lecture, watch part 7 of John Halis and Joy Batchelor, *Animal Farm* (1954), available on the Sakai Reserves page.]

Discussion: Herbert Biberman, *Salt of the Earth* (1954) available on the Sakai Reserves page.

Week of August 31

Essay no. 1 due at noon. You may choose either prompt. Post it on the Assignments page of your section

--The Creation of Israel

--Settler Societies and Colonialism: The Origins and Practice of Apartheid in South Africa

Discussion: *Side-by-Side. Parallel Histories of Israel-Palestine*, ch. 4 available on the Sakai Reserves page

Week of September 7

--Colonialism, including what Jean de Brunhoff's *Babar* (1931) can tell us

--Decolonization: The Theory and Practice of Mohandas Gandhi and Frantz Fanon

Discussion: Gillo Pontecorvo, *The Battle of Algiers* (1966) available on the Sakai Reserves page. [Before seeing the film, read Donald Reid, "Re-viewing the Battle of Algiers with Germaine Tillion," pp. 67-74. This article is available on the Resources page of the Sakai course site]

Week of September 14

--The Communist Revolution in China

--Mao's China

Discussion: Zohra Drif, *Inside the Battle of Algiers* (2013), ch. 1, ch. 2 (just the subchapter 'In Search of the November 1 Organizers'); ch. 3, ch. 4. The UNC-CH library has an e-book of this text. You can access it through the Sakai Reserves page. In the Sakai Resources page, there is a file with a couple of paragraphs on *Inside the Battle of Algiers* that discuss material in the part of the book you are not reading that you will find helpful.

Week of September 21

--Cuba, Guatemala, Chile and the Cold War

--The End of Apartheid

Discussion: Rigoberta Menchú, *I, Rigoberta Menchú* (1983), chaps. 4, 7, 15-18, 22-23, 31-32. Before you read *I, Rigoberta Menchú*, take a look at the paragraph on who she is and a couple of things to think about as you read on the Sakai Resources page.

Week of September 28

--The Cold War from the Blockade of Berlin to MAD and Détente

--Iran from the Shah to the Islamic Republic of Iran

Discussion: Donald Reid, "Re-viewing the Battle of Algiers with Germaine Tillion," pp. 75-95
Zohra Drif, *Inside the Battle of Algiers*, ch. 8 (just the subchapter "Meeting Germaine Tillion").

[Complete discussion of the works of Pontecorvo, Drif and Menchú]

Week of October 5**Essay no. 2 due at noon. Post it on the Assignments page of your section**

--Prague Spring and Solidarity Poland

--The Environment and the Development of Environmentalism

Discussion of Peter Watkins, *The War Game* (1965) [available on the Sakai Reserves page]

Week of October 12

--What's So Funny About Peace, Love, and Understanding?: The 1968 Years

--Immigration, Neo-Liberalism and Debates over Class and Identity

Discussion of Robert Linhart, *The Assembly Line*

Week of October 19

--The Civil Rights and Black Power Movements in a Global Context

--The Women's Movement and Gay Liberation

Discussion: Stanley Nelson, *The Black Panthers: Vanguard of the Revolution* [available on the Sakai Reserves page]

Huey Newton, Speech on August 15, 1970 [available on the Sakai Reserves page]

Week of October 26

--Gorbachev and the End of the Soviet Union

--Russia Under Yeltsin and Putin

Discussion: David France, *How to Survive a Plague* [available on the Sakai Reserves page]

Didier Eribon, "A World of Insult" [available on the Sakai Reserves page]

Week of November 2

Essay no. 3 due at noon. Post it on the Assignments page of your section

--Israel and Palestine

--Another Revolution in China

Discussion: Yasmina Khadra, *The Attack*

Important. If you have not done so already, make sure you can access issues of the New York *Times* on the UNC-CH library site so that you will have no trouble when you receive the date of the paper you will use to answer the final exam question. See footnote 9 of the syllabus.

Week of November 9

--Globalization and Its Discontents

--Populism: The Yellow Vests in France

Discussion: Derrick Bell, "The Space Traders" [available on the Sakai Reserves page]
Yu Hus, "Copycat" in *China in Ten Words*, [available on the Sakai Reserves page]

Week of November 16

Final Exam due midnight on Tuesday, November 17

--The People's Republic of China Today: Re-membering the Past and The Limits of Expressions of Discontent