

HISTORY 1F95
World History Since 1914

COURSE GUIDE : WINTER TERM, 2010

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The information in **Course Guide : Fall Term** mostly still applies to grading scheme, lectures, seminars, etc. But please see below:

1. For this term's essay you should read the entire winter term course guide at your **early** convenience and decide on possible essay "areas" (in the widest sense), drawn from seminar subject areas this term. In seminars of the **week of January 25-29** seminar leaders will collect, and/or recommend essay subject areas, and then you should narrow and deepen your final topic via research. In this term you must consult with seminar leader on "narrowing and deepening", and use at least one reserve item for essay, where appropriate; and **especially**, use primary sources or primary source document collections. For some of the more contemporary subjects The Reader's Guide to Periodical Literature is invaluable and you may certainly consult journalistic primary sources cited there, or in on-line compendia. You can also use university library databases to locate other articles. For this essay you must include an **annotated** bibliography; i.e., a list of sources you consulted, with a few lines under each item, indicating its use to you, its interest or relative non-interest, biases etc. Essays should have a good thematic introduction and thematic focus throughout the paper, supported by relevant, interesting detail and a sense of historiography (other historians' views). Outlines on "narrowed" essay topics and consultations come in the **weeks of February 8-12 or February 15-19**. It is important to do a fair amount of reading/research before consulting with your seminar leader. Those who do not meaningfully consult with seminar leader about their topic at a fairly advanced stage will find their mark affected this term, and that includes a possible zero for the consultation mark.

The deadline for essay submission is FRIDAY, MARCH 19. (Lateness penalty is 5% per weekday.) And remember that **no** essays will be accepted after the final examination. Finally please put SEMINAR LEADER'S name on your essay!

2. Please note that too many unexplained absences might result in a poor seminar grade this term.
3. Lecture material will form part of basis for seminar discussions, along with assigned reading (most important!).
4. Winter exam (20% of the grade) is **only** on material covered in the winter semester.

Course Percentage Reminder:

1. Reading Assignment	5 %
2. Primary Source Assignment	5 %
3. Book Review	10 %
4. Fall Seminar Participation	10 %
5. Fall Examination	20 %
6. Essay Consultation	5 %
7. Essay	15 %
8. Winter Seminar Participation	10 %
9. Winter Examination	20 %

LECTURE AND SEMINAR SCHEDULE

WEEK 1 January 12

- Lecture 1 Introduction
Lecture 2 Origins of Cold War

.....**NO SEMINARS WILL BE HELD THIS WEEK**.....

WEEK 2 January 19

- Lecture 1 Origins of Cold War ... Continued
Lecture 2 Indian nationalism and independence

SEMINAR TOPIC : Cold War : Atomic Diplomacy/Berlin Crisis

Core Readings for Seminar

The Berlin Crisis (DOCUMENT), on LIBRARY RESERVE
Goff, Ch. 20 (appropriate parts)

Supplementary Readings (on three-hour library reserve)

- R. Fenno, ed., The Yalta Conference
J. Gaddis, Russia, the Soviet Union, and the United States
J. and G. Kolko, The Limits of Power : the World and U.S. Foreign Policy
W. LaFeber, ed., The Origins of the Cold War (2 copies)
J. Lukacs, A History of the Cold War
H. Trefousse, ed., The Cold War : A Book of Documents (primary)
H. Truman, Memoirs (primary)
Truman, The Autobiography of Harry S. Truman (primary)
E. H. Judge and J. W. Langdon, eds., A Hard and Bitter Peace: A Global History of the Cold War
E. H. Judge and J. W. Langdon, eds., The Cold War: A History Through Documents (primary)

Note: Both of the latter titles are useful for a number of seminars/essay areas this term.

Possible Questions for Seminar Discussion

1. Was dropping the bomb on Hiroshima the first diplomatic act of the Cold War?
2. What was the Truman doctrine? How does it relate to subsequent events?
3. What motivated the Soviets to blockade Berlin and the Americans to respond in the way that they did? How significant was this response?
4. Who, or what, was to blame for the Cold War? (Stalin's personality? America's conception of the world economic order? Or...?)
5. What patterns can you detect in the development of a "Cold War" mentality from Yalta forward?

WEEK 3 January 26

- Lecture 1 Chinese Revolution
 Lecture 2 U.S. response to Communist victory in China/Korean War

SEMINAR TOPIC : Gandhi and Non-Violence

Core Readings for Seminar :

Moss: Reading 10.1 (A,B,C) - pp. 113 - 117
 Goff, pp. 204-210, 354-359

Supplementary Readings (on three-hour library reserve)

M. Brecher, Nehru
 G. E. Catlin, In the Path of Mahatma Gandhi
 Mahatma Gandhi, Autobiography (primary)
 Mahatma Gandhi, The Essential Gandhi: an Anthology (primary)
 Mountbatten, L. Mountbatten and the Partition of India
 (interviews; primary)

Possible Questions for Seminar Discussion

1. How did Gandhi's early experiences in South Africa shape his ideas?
2. Describe his philosophy of *satyagraha* and/or non-violence in theory and action. How effective?
3. Was Gandhi's version of civil disobedience the key factor in dislodging the British from India?
4. Does Gandhi's pacifism have universal applicability?
5. Why did Gandhi have such great impact on his followers or disciples?
6. Do you see Gandhi as "modern" or "traditional" in his outlook?

REMINDER : SUBMIT PROPOSED ESSAY "AREA" TO YOUR SEMINAR LEADER OR ASK FOR RECOMMENDATIONS OF TOPICS.

WEEK 4 February 2

- Lecture 1 End of European Empire/Decolonization
 Lecture 2 Algerian Crisis/Fanon

SEMINAR TOPIC : Chinese Revolution and Aftermath**Core Readings for Seminar**

Moss: Reading 10.2 A, B, C, D, 10.3 A (117-126); 18.2 (243-246)
 Nien Cheng, "Experiencing the Cultural Revolution"
 (on LIBRARY RESERVE)
 Goff, pp. 190-198, 349-354 and appropriate parts of Ch. 29.

Supplementary Readings (on three-hour library reserve)

L. Bianco, Origins of the Chinese Revolution (2 copies)
 C. Brandt, et al, A Documentary History of the Chinese Revolution
 (primary : 2 copies)
 H. R. Isaacs, The Tragedy of the Chinese Revolution
 S. Karnow, Mao and China
 J. and G. Kolko, The Limits of Power : the World and U.S. Foreign Policy
 M. J. Middleton, The Compact History of the Korean War
 I. Chang, The Rape of Nanking: The Forgotten Holocaust of W. W. II
 Nien Cheng, Life and Death in Shanghai (Cultural Revolution; primary)

Possible Questions for Seminar Discussion

1. Why did Sun Yat-Sen place such importance on Chinese nationalism and unity?
Influence of Gandhi?
2. Discuss the significance of the May 4th Movement in China after W. W. I.
3. How did the Chinese break with tradition after 1911? Influence on women?
4. How did Mao hope to organize Chinese peasants for revolution -- and against whom?
Was he a true Marxist? Or simply power-hungry?
5. How did Communism grow, and how did the KMT respond in the 1930's?
6. What was the response of Chinese Communists to Japanese aggression?
7. Why did the Communists finally prevail over the Kuomintang-Nationalists?
8. How did Mao's Cultural Revolution to some extent rival the scope of Stalin's or Hitler's purges?

WEEK 5 February 9

- Lecture 1 Hungarian Revolution
 Lecture 2 Prague Spring

SEMINAR TOPIC : The Process of Decolonization

Core Readings for Seminar

Chinua Achebe, Things Fall Apart (most important)
 Moss: Reading 19.1 (A, B,; 19.2 A, B (253-266); 11.2 (136-139).
 Goff, appropriate parts of Ch. 23.

Supplementary Readings (on three-hour library reserve)

- B. Davidson, Black Star: A View of the Life and Times of Kwame Nkrumah
 R. Edgerton, Mau Mau
 F. Fanon, The Wretched of the Earth (primary)
 D. Gordon, The Passing of French Algeria
 J. Kariuki, "Mau Mau" Detainee (primary)
 K. Nkrumah, Kwame Nkrumah: the Conakry Years, His Life and Letters (primary)
 B. Ogot and W. Ochieng, Decolonization and Independence in Kenya, 1940-93
 C. L. Sulzberger, De Gaulle and Algeria
 H. Tint, French Foreign Policy Since the Second World War
 E. Wolf, "Algeria"

Possible Questions for Seminar Discussion

1. From your reading of Things Fall Apart, discuss African conditions under colonial rule; complexity of both Igbo (Ibo) culture and that of colonial whites, including missionaries; tribal procedures, brutality, superstitions, etc.; and possibilities of an eventual kind of cultural synthesis (as in the author himself).
2. Why did Fanon accord centrality to violence in revolutionary struggle?
How do his views compare with Gandhi's?
3. Compare the Kenyan independence movement (against Britain) to what you know of the struggle in Algeria against French colonialism.
4. Discuss views of key African leaders and their workability.
5. What have been some of the outcomes of both colonization and decolonization?
6. Has "neo-colonialism" replaced European control of Africa? Or should less blame be placed on larger powers for continuing African problems?

REMEMBER: HAND IN ESSAY OUTLINE AND CONSULT WITH SEMINAR LEADER THIS WEEK OR NEXT.

WEEK 6 February 16

Lecture 1 Cuban Missile Crisis
 Lecture 2 Vietnam War

SEMINAR TOPIC : Cracks in the Monolith : Hungary (1956), Czechoslovakia (1968)

Core Readings for Seminar

The Prague Spring, 1968 (DOCUMENT), on LIBRARY RESERVE
 Gyorgy: "The Hungarian Revolution of 1956" (on LIBRARY RESERVE)
 Goff, pp. 315-317, 415-417

Supplementary Readings (on three-hour library reserve)

C. Chapman, August 21st : The Rape of Czechoslovakia. The Czech Black Book (primary)
 R. R. James, ed., The Czechoslovak Crisis, 1968
 R. Lettis and W. E. Morris, eds., The Hungarian Revolt
 J.P. Sartre, The Ghost of Stalin
 H. Skilling, Czechoslovakia's Interrupted Revolution
 F. S. Wagner, ed., The Hungarian Revolution in Perspective
 P. Windsor, Czechoslovakia
 I. William Zortman, Czechoslovakia : Intervention and Impact

Possible Questions for Seminar Discussion

1. What prompted the abortive revolutions in Hungary and Czechoslovakia? (economic problems? literary ferment? expectation of assistance from the West? or...?)
 2. On what pretexts did the Soviet Union crush the uprisings?
 3. What was the political and social atmosphere in Prague during the uprising and during its repression?
 4. What are the similarities and differences between the Hungarian Revolt and the Prague Spring?
 5. How did the Western powers respond to the uprisings in Hungary and Czechoslovakia?
 6. To what degree did these uprisings foreshadow the Gorbachev era?
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WEEK 7 February 22 - 26**READING WEEK - NO CLASSES****WEEK 8 March 2**

Lecture 1 Domestic Opposition to the War in the U.S.

Lecture 2 1960's : A Decade of Revolt

SEMINAR TOPIC : Vietnam War**Core Readings for Seminar**Ron Kovic, Born on the Fourth of July (primary, and key source: 11 copies on reserve)

Moss: Reading 10.3 B (126-128)

Goff, pp. 444-450

Supplementary Readings (on three-hour library reserve)Tim O'Brien, If I Die in a Combat Zone (4 copies; primary)M. Baker, Nam (primary)F. Fitzgerald, Fire in the LakeD. Halberstam, The Best and the BrightestM. Herr, DispatchesS. Hersh, My-Lai-4George N. Katsiaficas ed., Vietnam Documents: American and Vietnamese Views of the War (primary)J. and G. Kolko, The Limits of Power : The World and U.S. Foreign PolicyM. Raskin and B. Fall, eds., The Vietnam Reader (2 copies; primary)N. Truong, A Vietcong Memoir (primary)**Possible Questions for Seminar Discussion**

1. What were the conditions (on reserve, you might also look at O'Brien, ch. 13, 14) and dilemmas experienced by American soldiers in Vietnam? How "patriotic" were they?
2. What choices and dilemmas confronted the Vietnamese in the 1960's?
3. What was the revolutionary ideology of Ho Chi Minh? Why had he originally turned Communist?
4. What was the Cold War context that shaped U.S. policy toward Vietnam?
5. Discuss the evolution of American soldiers' views or feelings on Vietnam, including as "veterans" back home.

WEEK 9 March 9

Lecture 1 Genocide in Cambodia

Lecture 2 Changes in South Africa

SEMINAR TOPIC : Student Revolt

Core Readings for Seminar

Goff, appropriate parts.

A. Bloom: "The Sixties" (on LIBRARY RESERVE)

J. Farber: "The Student as 'Nigger'" (on LIBRARY RESERVE)

Supplementary Readings (on three-hour library reserve)

H. Bourges, The French Student Revolt (primary)

P. Collier, Destructive Generation

D. Hibbard and C. Kaleialoha, The Role of Rock

V. Fisera, ed., The Writing on the Wall, May 1968 (primary)

K. Keniston, Young Radicals

M. MacPherson, Long Time Passing: Vietnam and the Haunted Generation

C. Reich, The Greening of America (2 copies)

Possible Questions for Seminar Discussion

1. Who and what were the targets of student revolt? How did student revolt connect with other forms of protest in the U.S.?
2. What are the positions of Farber and Bloom respecting student upheaval?
3. How does student unrest relate to poverty/affluence; generational conflict; the coming of mass higher education?
4. Does the student revolt have any relevance for today?
5. Is Farber's analogy of student revolt with African-American revolt of the '60s a fair one?

WEEK 11 March 23

- Lecture 1 Gulf Wars
 Lecture 2 From Soviet Repression to Gorbachev

SEMINAR TOPIC : Israel and the Arabs

Core Readings for Seminar

Moss: Reading 11.1 A, B, C (131-136); and all of Moss, Chapter 20 (267-279)
 Goff, Ch. 25 (all)
 Contemporary on-line articles of student's choice.

Supplementary Readings (on three-hour library reserve)

R. Bowie, Suez 1956
 Moshe Dayan, Diary of the Sinai Campaign (primary)
 Moshe Dayan, Story of My Life (primary)
 Abba Eban, Abba Eban: An Autobiography (primary)
 F. J. Khouri, The Arab-Israeli Dilemma
 P. Mansfield, The Middle East
 J. Quigley, Palestine and Israel
 C. Sykes, Crossroads to Israel
 E. Said, The Question of Palestine
 D. Vital, The Future of the Jews

Possible Questions for Seminar Discussion

1. Discuss Arab expectations of statehood during the revolt against the Ottoman Empire in W. W. I -- and British response.
2. Evaluate contradictions in the Sykes-Picot Agreement and Balfour Declaration. Significance for future of the region?
3. What was the character of life in early Jewish settlements?
4. Under what circumstances did the British mandate in Palestine come to an end? How does Golda Meir relate Israel's independence (1948) to prior Jewish history?
5. How have Arabs perceived the creation of Israel and Palestinian needs?
6. Evaluate the importance of Egypt's Nasser as a proponent of nationalism and opponent of Israel or Zionism.
7. What caused war between Israel and its neighbours in 1948, 1956, 1967, 1973, and 1982?
8. Relevance for the growth of today's terrorism? (Use contemporary on-line articles here.)

WEEK 12 March 30

- Lecture 1 The End of the Soviet Empire
 Lecture 2 Conflict in the former Yugoslavia

SEMINAR TOPIC : Gulf War / Iraq Problem**Core Readings for Seminar**

Goff, pp. 392-395, 547-549
 H. N. Schwarzkopf, "Gulf War Aftermath" (on LIBRARY RESERVE)
 Khidhir Hamza, "Saddam's Bombmaker" (on LIBRARY RESERVE)
 Recent articles (use databases) chosen by student on evolving Iraq situation

Supplementary Readings (on three-hour library reserve)

H. Metz, Iraq: A Country Study (appropriate pages)
 B. Jentleson, With Friends Like these: Reagan, Bush, and Saddam, 1982-1990
 J. McCausland, The Gulf Conflict
 R. Tucker et al, The Imperial Temptation
 M. Sifry and C. Cerf eds., The Gulf War Reader
 R. Butler, The Greatest Threat
 A. Arnove ed., Iraq Under Siege

Possible Questions for Seminar Discussion

1. Evaluate the effect of the Iran-Iraq War as a background for the first Gulf War.
2. How successful were the U.S. and its coalition allies in the first Gulf conflict? Why (or why not)?
3. Discuss the views and personality of General Schwarzkopf in terms of that victory. Too cautious?
4. Using Hamza's account, discuss possibilities of dissidence inside or outside Iraq of the '80s-'90s.
5. How serious was the Saddam threat? Role of "weapons of mass destruction" etc.? Appropriate use of sanctions, inspections, war measures?
6. Discuss policies in the second Gulf conflict and aftermath through to the present.

Week 13 April 6

- Lecture 1 Culture and Trends of the '90s and beyond (including terror)
 Lecture 2 Conclusion/Review for Examination

SEMINAR TOPIC: The Collapse of European Communism

Core Readings for Seminar

- Goff, Ch. 31
 Moss: Reading 15.1 A, B, (192-198); 15.2 A (199-203); 15.3 (205-208)
 J. S. A. Grenville, "The Iron Curtain Disintegrates: The Death of
 Communism in Eastern Europe." (on LIBRARY RESERVE)

Supplementary Readings (on three-hour library reserve)

- M. Gorbachev, Toward a Better World (primary)
 Z. A. Medvedev, Gorbachev
 T. H. Naylor, The Gorbachev Strategy

Possible Questions for Seminar Discussion

1. Discuss the heritage and internal atmospheres (U.S. - U.S.S.R.) of the Cold War.
2. Why did the Berlin Wall symbolize the Communist grip on its "empire", and why did its fall have such significance?
3. If Lenin and Stalin could be brought back to life, what would they have to say about Gorbachev?
4. What are "perestroika" and "glasnost"?
Did they lead to the destruction of Soviet-style Communism and ultimately of the Soviet Union itself (as well as of "satellite Communism")?
5. What are the connections between the collapse of Communism and the upsurge in Eastern European nationalism?
6. How did the collapse of the Soviet Union affect the rest of Europe?
7. What do you think Russia will go back to - or will it go forward? Military dictatorship? Slav nationalism? Western democracy? A form of Tsardom?
