History 18-01: World Since 1945

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Location: Caldwell 105
Class Time: MWF 3:00pm – 3:50pm
Office Hours: Immediately after class or by appointment

Course Description
World History since 1945 will introduce you to select major themes, areas, and points of conflict from the end of World War II to 2005. Obviously, “the world” is a big place. No one course could even begin to cover the range of topics, events, or themes present at any one single moment in world history. Compound that general problem with the enormous amount of information created and preserved in the last 60 years and you find that the title of this course is really a misnomer. Instead of examining the entirety of world history in the past half century – an impossible task – this course takes a three-fold approach to world history.

• First, we will examine three major patterns that have defined the post-war world: the Cold War, genocide, and the continuing conflicts in the Middle East.
• Second, we will investigate how three areas (Latin America, Sub-Saharan Africa, and Israel/Palestine) exhibited those general patterns.
• Finally, we will view those patterns in a roughly chronological format to see the relationship between the patterns.

Course Objective
The main course objective is that students will become more informed citizens of the world. Specifically, by the end of the course I hope that each student will be able to pick up a major newspaper and closely follow every article in the international section of the paper. This goal is harder than it may first appear. On any given day, the New York Times (www.nytimes.com) is likely to carry articles as diverse as the effort to draft an Iraqi constitution, increasing violence during the Israeli pullout of the Gaza strip, mounting corruption scandals in Brazil, and the continuing search for alleged terrorists responsible for the London bombings (all from NYT 15 August 2005). In this class, students will gain a broad knowledge of world events, but, perhaps more importantly, they will gain a sense of how current world events are shaped by long-standing patterns that can claim their roots in the immediate post-45 world.

Course Goals
1. Students will demonstrate an understanding of three major themes in post-45 world history. Specifically, they will use the midterm and final to show how given specific events demonstrate general patterns.
2. Students will explore three major themes in post-45 world history through examining, critiquing, and responding to multiple types of media.
3. Students will write three short reaction papers that show an understanding of assigned readings and how the readings support or veer from larger course topics.
4. Students will learn several key aspects of historical inquiry, specifically:
   a. how to identify a primary source document
   b. how to analyze primary source documents
   c. how to place primary source documents within their historical context
   d. how to draft and support an original argument

**Required Texts (available in the bookstore and on reserve at the UL):**


Power, Samantha. (2003) “A Problem from Hell”: *America and the Age of Genocide*

Sacco, Joe. (2002) *Palestine*

**Assignments**

**Response Papers (February 17; March 27):**
You will write two short (3-5 pages) response papers based on *The Motorcycle Diaries* and *A Problem from Hell*. I’ll tell you more about the reaction papers closer to the dates they are due.

**Document Analysis Exercise (January 27):**
In this course, you will learn how to analyze a primary source document. In this exercise, you will be asked to show your understanding of the skills you have learned.

**Report on a Cultural Event (anytime during the semester)**
We are fortunate that UNC-CH is such a culturally diverse environment. In any given week you will be able to attend a film screening on Darfur genocide, or a panel discussion on Israel/Palestine relations, or even a book signing by a prominent author on the future of US-Iran relations. You are required to attend and write a 1-page report on one cultural event that will take place this semester on or off campus. The only requirement is that the event highlights in some way an issue we discuss in class. I’ll advertise potential events as they occur.

**Midterm (February 27):**
The midterm will consist of short answers and a choice of two essays (the student answers one). The exam will assess everything you have learned in the first half of the course. You will be responsible for assigned pages in the text, reader, and *The Motorcycle Diaries* (and other readings as assigned).
**Term Paper (April 8):**
Throughout the entire semester, students will be required to read the international section of a major newspaper every day (either online for free or in print version (free newspaper websites are on BlackBoard)). After an introductory period of two weeks, students will decide on a particular broad storyline to follow throughout the semester. As the semester advances, the student will refine the topic to an increasingly narrow focus. For the final paper, you will take the information you have gathered over the entire semester and place that current information into the larger pattern of the post-45 world. Don’t worry if you are a bit lost; we’ll be talking about this assignment throughout the semester.

**Map Quiz (April 8)**
On the first day of the course you will be handed a blank map of the world and asked to identify certain countries and areas. The quiz will be used to spark discussion and assess previous learning. The quiz will not be graded on the first day. However, on the last day of class you will be handed a similar blank world map. Your answers to that map quiz will be graded.

**Final (May 8 4pm)**
The date for the final is set by the registrar. I cannot administer an early final or supply a makeup final without written approval from the Dean of the College of Arts and Sciences. That said, the final will have short answers and three essay questions: two essays related to the second half of the course, and one cumulative essay question.

**Assessment**

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<td>Document Analysis</td>
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<td>Cultural Event Report</td>
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<td>Reaction Papers (10% each)</td>
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**Honor Code**
I take the honor code seriously, as I am sure you all do. If you’re not familiar with the honor code, check it out at [http://honor.unc.edu](http://honor.unc.edu). The two key aspects of the honor code that will come into play in this course are academic honesty and classroom conduct. We will discuss each of these aspects early in the semester, and you can find resources about plagiarism and the honor code on BlackBoard.

**The Writing Center**
The Writing Center offers free, one-on-one help with all aspects of writing at any stage in the writing process. To make an appointment, browse the Writing Center's online resources, or send a draft online, please go to the web page
<http://www.unc.edu/depts/wcweb>. Located in the basement of Phillips Annex, the Writing Center is open for appointments Monday through Thursday from 9:00 AM until 8:00 PM and Friday from 9:00 AM until 4:00 PM. To make best use of your time there, please bring a copy of your assignment with you. The Writing Center will not proofread papers or talk with you about grades. Many students find visits to the Writing Center well worth their time. Visit http://www.unc.edu/depts/wcweb/faculty_resources/feedback.html for students' views on Writing Center services.

**Course Design**

**Unit I: The Cold War**

The main pattern that this class will examine is the Cold War. No other event or theme has had a more significant or lasting effect on post-45 world history than the Cold War. We will examine the Cold War from the perspective of policy makers as well as individuals who feared a nuclear holocaust. We will use video from the period as well as official documents and current historical analysis. A key element to our investigation of the Cold War will be how the Cold War played out in “hot” spots.

*Key Question:* What was the relationship of policy to practice?

**January 11**  Introduction

**January 13**  Film: *Atomic Café*

**January 16**  MLK Day no class

**January 18**  Fear
Film: *Atomic Café*
Text: 27-31
Reader: 46-51; 145-153

**January 20**  Primary Documents
Reader: 1-6
Specific Writing Center handouts (on BlackBoard)

**January 23**  Foundations
Text 33-53
Reader: 29-40

**January 25**  Stalinism and anti-Stalinism
Reader: 13-21; 134-142
January 27  Korea
Text: 54-59
Reader: 106-117
Document Analysis Exercise due

January 30  Vietnam
Text: 170-175; 247-251
Reader: 155-164

February 1  Chinese Revolution
Text: 113-122
Reader: 90-105

February 3  Great Leap Forward and the Cultural Revolution
Text: 240-247
View Chinese Propaganda Posters (on BlackBoard)

February 6  Crafting an Argument

February 8  The Cold War in Latin America
Text: 251-253

February 10 Guatemala
Text: 253-259; 412-416
Reader: 375-385
Motorcycle Diaries

February 13 Cuban Revolution
Text: 259-265
Excerpts from History will Absolve Me (on Blackboard)
Motorcycle Diaries

February 15 Cuban Missile Crisis
Text: 167-170
Reader: 254-260
Declassified NSA documents (on BlackBoard)
Motorcycle Diaries

February 17 Discuss Motorcycle Diaries
 Reaction Paper #1 due

February 20 Cold War Comes to a Close II: USSR
Text: 303-322
Reader: 283-301
Unit II: Genocide

While the Cold War can safely be termed the founding ideology of the post-45 world, a more disturbing but no less important or widespread pattern has emerged in the past 60 years: genocide. We all have heard of the Jewish Holocaust during World War II. While we might like to think that was an isolated incident easily dismissed by the widely-held view that Hitler was insane, genocide is a pervasive and lasting tactic used by warring parties. Cambodia, Bosnia, Rwanda, Darfur. And those are only the ones that we can definitively term “genocide.” In this class we will examine case studies to view how governments, international organizations, and human rights organizations have acted in cases of genocide. Will we solve the problem of genocide? No. Will we learn the warning signs of an impending genocide? Perhaps.

Key Question: What has been and should be the role of the U.S. and the U.N. in determining, preventing, and prosecuting potential genocide?

March 3 Film: Hotel Rwanda

March 6 Film: Hotel Rwanda

March 8 Genocide History and Law
Reader: 427-431
Genocide Convention, 1948 (on BlackBoard)

March 10 Cambodia
Text: 384-388
Read Eyewitness Testimony (on BlackBoard)
Start reading Power

March 13 Spring Break
March 15    Spring Break

March 17   Spring Break

March 20    Bosnia
Read Srebrenica documents (on BlackBoard)
Continue reading Power

March 22    Rwanda
Phillip Gourevitch *We wish to inform you*... (chapter 11)
On e-reserve

March 24    Kosovo
Discuss Power

March 27    Darfur
Read Documents (on BlackBoard)

March 29    Genocide Wrap-Up
UN Genocide Prevention Committee (on BlackBoard)
*Reaction Paper #2 due*

**Unit III: Middle East**

Finally, no area of the world fills today’s newspapers like the Middle East. The Middle East in general can be said to be a product of the post-45 world. National boundaries were created by victorious allied powers soon after the end of World War II. Those boundaries would prove to have repercussions and implications that far exceeded the wildest nightmares of those policymakers. At stake in the struggle between the various countries and peoples are very heavy and important concerns like nationalism, religious freedom, human rights, and self-determination/rule. In this course we will examine the roots of present-day conflicts in Israel/Palestine and the rise of theocratic states, specifically Iran. Like genocide, we will probably not come up with a solution to the many problems that those living in the Middle East deal with on a daily basis, but we will gain a more clear understanding of the area and be able to participate in current discussions.

*Key Question:* What are the origins to today’s increasing turmoil in the Middle East?

March 31    Origins of Present-Day Conflicts
Text: 278-281

April 3    Israel/Palestine
Text: 403-411
Reader: 386-398
Read *Palestine*

**April 5**  Israel/Palestine  
Film: *Paradise Now*  
Read *Palestine*

**April 7**  Israel/Palestine  
Film: *Paradise Now*  
Read *Palestine*

**April 10**  *Palestine Discussion*

**April 12**  Meetings with Instructor

**April 14**  Holiday

**April 17**  Iraq

**April 19**  Iranian Revolution  
Text: 281-285  
Reader: 363-374

**April 21**  Afghanistan

**April 24**  Al-Qaeda  
Text: 393-395  
Reader: 409-415

**April 26**  Future

**April 28**  Wrap-Up and Exam Discussion  
Term Paper due

**May 8**  Final Exam 4pm (regular classroom)