

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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Office Hours: Mondays and Thursdays, 4:00 p.m. to 5:00 p.m.; and by appointment. Requests for individual consultation are welcomed and encouraged.  
Course Meetings: Tuesdays, Wednesdays and Fridays, 1:30 pm. to 2:20 p.m., in David Turpin Building (DTB) A1 02

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), 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 F. D. Q. R. L. V. + D. U. W. R. J. F. D. O. O. V. <sup>3</sup> W. K. H. F. D. W. H. J. P. Therefore, in HSTR 112B, we will think critically about how the memory and perceived significance of the past are continually re-visioned 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-changing 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concerning whether figures from Robert E. Lee to John A. MacDonald should have their statues and various namesakes rescinded, owing to the unfavorable light in which some view those men, today.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

While we will make regular reference to, and maintain keen

continually ask simply, “what happened?” Rather, from an analytical 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, 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, T

## Methods of Evaluation

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	

## Comments About Specific Assignments

Midterm Exam: The midterm exam comprises short answers 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

(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)

It is also strongly recommended that you begin



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. 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. 263-272; In the Shadows of the American Century, please continue with any of the pages noted above that you have not finished.

x Please remember research essay due on Tuesday, April 2