

General information

Introduction

New things are happening in our world everyday. However, they are always linked to the past: whatever is happening now, has its roots in history. This implies that for many events of our time we must look to the past to gain a better understanding.

Why do the problems between Israel and its neighbors persist? What was the background of the adoption of a common currency by a number of European states? What is the background to recent turmoil in a number of West African countries?

In this course you will learn about major events and trends in the world, as they happened during roughly the last seventy years. Of course this is a big proposition for a 6-week course, and it cannot be stressed sufficiently that only the major events will figure in it. It also means that there will be selective attention for events. Some of the major issues of the last seventy years have been enormously complex, and half a week definitely does not do justice to the intricacies of the cold war, developments in Asia or the long march of European integration.

Hence this course is not geared towards detailed knowledge of events. However, the course will give you an historical framework in which many present day issues can be understood. Such a framework does not consist of a few concepts or schemata. To develop it, knowledge of historical facts is essential. Adapting General Mc Arthur's motto "In war there is no substitute for victory", we can say: In the study of history there is no substitute for facts!

Given the scope of the course, the latter assumption means that there will be a substantial amount of reading to be done. Expect to read over a hundred pages each week during this course. Make sure that you plan your week in such a way that you have time to do this. Major textbook for the course is:

Antony Best, Jussi M. Hanhimäki, Joseph A. Maiolo and Kirsten E. Schulze, *International history of the twentieth century and beyond*, Third edition, Routledge. 2015

Students will need to make their own selection of chapters and paragraphs from the text book, based on the learning goals for each task. Bear in mind that you have to use the contents pages and index and may well find that various sections of the book may be useful for a single learning goal. As the course is not directly covering India, Australia and South Africa this may well help you in your selection of relevant sections. The various articles mentioned in the literature list, dealing with specific issues or areas, are collected in an E-reader, available from the machines in the computer rooms.

Objectives of the course

At the end of this course students will have an understanding of the main trends in politics, demography, society and culture since 1945, and will be able to see and put these trends in a global context.

As a subsidiary goal, students will develop a critical attitude towards the interpretation of historical data and processes, and thus develop a critical understanding concerning the relation between perspective (bias), facts, and context, as well as the difficulties regarding causality in history.

For those students who want to read more about the important historical developments in the earlier part of the twentieth century, prior to 1945, the first few chapters of the text book are recommended.

Tutorial groups, Lectures and videos

The success of each course taught at UCM depends largely on the quality of the tutorial group meetings. Only if every student comes to class well-prepared, and determined to make a meaningful contribution to the discussions, PBL can do what it is supposed to do: get the best out of every individual group member and use it to the benefit of the group. We expect our students to adopt a pro-active attitude, which finds expression in (a) critical reading of the tasks, (b) assuming responsibility for formulating useful and relevant learning goals, and (c) a contribution to the post-discussions that is based on serious research and a full application of one's ability to think!

In order to promote this approach, we will adopt an explicit strategy towards critical reading, every time we read a new task, identifying:

1. The main argument / line of reasoning of the task;
2. Its structure: how is (the content of) each paragraph related to (the content of) the other paragraphs;
3. The relevant historical facts or other background knowledge;
4. The sources used (if applicable).

Only after we have done this, we will set ourselves to formulating one or more problem statements. In order to come to class well-prepared, it is crucial that students read the relevant Task *before* the actual Tutorial Group takes place and bring answers to learning goals with them (often around 3-4 sides of A4). Furthermore as active participation in discussions is expected **NO** laptops, tablets etc. are allowed to be used in class. **NOTE** that as educated participation in PBL sessions is required- meaning that you have read all the readings for the task, have detailed notes with you and share your findings effectively- one point of your final grade will be based on your participation.

During the timeslots reserved for lectures, there will be introductory lectures covering the main themes addressed in the course and documentaries. The information brought forward in these lectures and documentaries will be considered an integral part of the course, and may therefore be used in exam questions.

Attendance

Students are expected to attend all tutorials. The usual rules regarding missed tutorials apply to COR1003. If students fail to attend the required number of tutorials then they must apply for permission to submit an Extra Assignment, this is done at the Office of Student Affairs. The Extra Assignment will consist of an additional paper of 2000 words on a title that will be announced on ELEUM. It must be submitted to the course coordinator in digital and paper format within the time limit stated in the Rules and Regulations.

Assessment

There will be two moments on which your knowledge is evaluated:

1. Final exam in week 7, time and place to be announced, on the subject matter of all the tasks. The final exam will consist of essay questions, and will each contribute 50% to the final grade for this course.
2. Paper/writing assignment, due **23rd March at 17:00hrs.**

The nature of the paper is treated below. The paper represents 50% of the final grade for this course.

If and *only if* a student fails the entire course, there is an opportunity to participate in either doing the **resit exam or writing a paper**, during resit week. *This resit will replace one of the two main grades.* Please note that students forfeit their right to participate in this retake if they do not participate in all formal parts of the regular assessment. Only genuine attempts at papers and exams will be accepted and allow the possibility of taking the resit. Students should check the date of the resit exam at the Office of Student Affairs.

Requirements for the writing assignment

Topic: Papers written for COR1003 should be analytical as opposed to merely descriptive. There should be a clear thesis statement that makes a claim which the rest of the paper then supports. Your paper might consider whether or not this or that theory explains certain phenomena, trends, events, etc., in a satisfactory manner? Or: which theory does the best job of explaining this particular event, development, etc.? It might involve comparisons between events or theories, and for those with an interest in the philosophy of history, it might even be interesting to touch upon questions regarding the possibility of writing history and giving explanations. It is strongly recommended that you choose a topic that is related to the issues (or subsidiary issues) from the tasks dealt

with in this course and that you send a short outline of your paper to your tutor before the end of week 4. The outline should consist of: a title, introduction - including a thesis statement making a claim, and an indication of how you intend to support the claim that you make. You may find the following websites on writing a comparative paper helpful:

<http://www.writing.utoronto.ca/advice/specific-types-of-writing/comparative-essay>

<http://writingcenter.fas.harvard.edu/pages/how-write-comparative-analysis>

Your paper should consist of 3000 words, not including bibliography, title page, etc. The Going beyond the margin of 100 words, one point will be taken off for each additional 100 words (or part thereof) above or below the margin (more than 3100 or less than 2900) up to a maximum of 5 points. Regarding the number of sources, you should use at least five academic sources in English—articles or books written by academics-excluding the literature provided during the course.

A digital version of the final version of your paper should be submitted through the "Assignments" section of the COR1003 Blackboard (ELEUM) environment, **AND** a printed version should be handed in at the Office of Student Affairs, **before** the deadline. **Papers that are handed in after the deadline has expired, will not be marked and will not contribute points towards the final grade.**

As this is a rather short paper, do not make too many subdivisions and use the usual structure: a beginning, stating your thesis statement, a main section in which you present those facts, theories, views that are relevant to your question/thesis, and, finally, a conclusion in which you use the material from the main section to answer your research question, or confirm your thesis. You are required to insert page numbering, and apply consistency in style. *For suggestions, turn to the FAQ-pages at the APA Style website at <http://www.apastyle.org/>.*

Paper Grading

The **introduction** should contain at least the following:

A clear topic

A thesis statement:

-“The thesis statement narrows your subject to a single, central idea that you want readers to gain from your essay...

...It claims something specific and significant about your subject, a claim that requires support...

...It conveys your purpose, your reason for writing.”ⁱ

An explanation as to *how* you will argue in support of your thesis statement.

The **main body** should contain information about the sources you want to use, and how you will use them;

The **conclusion** should be more than just a summary: here you actually answer your research question, or confirm your thesis, by bringing together the various bits and pieces of information and theory you have presented in the main body.

Grading Criteria:

The final paper will be graded on the following criteria

Criteria	Approx. 80% for 1-4
1. Structure: Do the introduction and conclusion provide an adequate frame for the paper?	
2. Argument: Does the paper have a main point? Is there a clear and logical progression of idea expanding on that main point?	
3. Evidence: Is the argument supported by an adequate number of facts and details? And are these facts and details applied in a meaningful and convincing way?	
4. Research: Are the facts, details and theories from articles, the course text book and other sources relevant, and presented accurately? Notes, bibliography, sources, etc.: Consistent and clear?	
5. Paragraph organization: Are paragraphs unified, coherent and fully developed? Is there a flow from one paragraph to the other? Has repetition of information or ideas been avoided?	
6. Choice of words: Are words spelled and chosen correctly, avoiding jargon, etc.?	
7. Sentences: Are sentences clear and concise? Are grammar and syntax correct?	

Exam grading

Regarding grading for the exam the following points should be helpful.

In order to achieve a pass i.e. 5.5 Students are expected to show a clear understanding of the relevant core concepts involved and to avoid giving incorrect information. From there on grades increase as students give more relevant information, name and use theories, provide analysis and top grades will go for students who show not only a clear understanding of the topics concerned but also demonstrate scholarly originality.

A common error is that students do not answer the question as it is given and tend to provide lots of irrelevant descriptive detail.

Plagiarism

When you use literature (or websites), and you put a point made by another author in your paper, always make a reference to the work from which you have taken the point. Most of what you will be doing is putting the arguments, theories or positions that you have found into a logical order in your paper. In the process you paraphrase the position of others in your own words. The latter is important: Do not just copy a paragraph from a book. Rephrase texts in your own words. Sometimes, when an author makes a very interesting point, uses a particularly happy phrase or says something that you want to criticize/comment on in detail, you may want to *quote* the author. Always put quotation marks around anything that you have copied, and never copy large sections of text (i.e. more than say 4 or 6 lines) for this purpose. Always make an in-text APA citation and include the page number, indicating where you have found the piece of text quoted. Not doing this, is a form of plagiarism. This constitutes a mortal sin, for which there is no redemption. If caught you will forfeit the course and you may even be barred from school for a period. Do not take this lightly. Copying and pasting pieces of text from the internet is as much a form of plagiarism as is copying from a book!

The Student Portal

This is the electronic learning environment of Maastricht University. All students in a course have an account for the specific parts of the site dealing with their course. The Student Portal gives you access to the E-reader, to an electronic version of the course manual. You can discuss on the Student Portal with students about the course. Most importantly: Announcements will regularly be made on the Student Portal, so it is essential to check the site at least a few times a week. The Student Portal is available on the machines in the computer rooms.

Course coordination

Dr. Mark Stout, ZW4 room 0032; phone 38 85 198

Problems

Task 1: The Philosophy of History

According to the great historian Arnold Toynbee some historians consider history to be just 'one damned thing after another.' Such historians are now relatively rare and, as Toynbee's exasperation indicates, such an approach to history is both simplistic and problematic.

The application of philosophy to history makes understanding what we are doing when we study history a whole lot more complicated –and interesting!

A range of great philosophers have thought about the nature of the study of history. Some have discussed the possibility that history has a structure and direction. Surely the rules of causality make history accessible, understandable, and scientific:

If P, then Q

P

Therefore: Q

E.g. If there is famine there will be political instability; there is famine; therefore there will be political instability. Seems persuasive enough, but is it?

Some have focused on the problem of objectivity in history and discussed the desire of victors to make history theirs. Still others have stressed the glaring absence of many societal members from the historical record; women are notoriously ignored in most historical accounts.

Whilst some scholars are very sceptical about the study of history others have proposed linear theories to explain the triumph of Liberal Democracy.

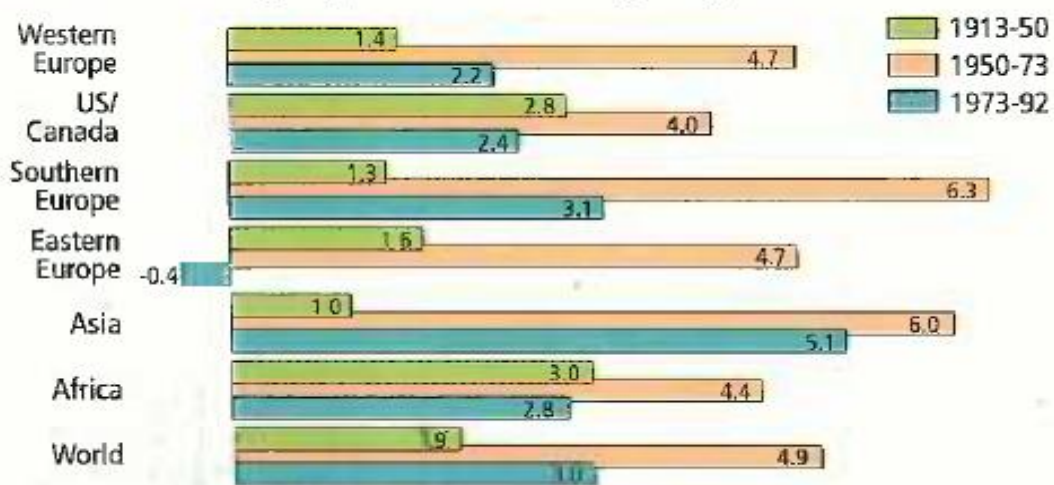
So even though the entire notion that history is all about dates and facts has been severely criticized by many if not most, history still retains its importance.

Task 2: The Nation-State and the Global Market

It seems tempting to look at history as a set of actions and interactions by and between *nations*, or *states*. Many would argue that even decisions made by individuals or small groups of individuals at the level of the state, are determined by their nationality (or: culture). After all, these individuals may be seen as the 'product' of a certain type of upbringing in a specific social, political and economic context: we do as we do because we belong to a certain group or *nation*. This would suggest that the way states function and are organized is determined by the nationality of the people making up that state, as if there would be a natural development from national sentiments into the formal structures of a state (ultimately resulting into a true "Nation-State").

Despite the importance of Nation States for our period of history, global markets and related institutions like the World Bank and IMF etc. have always played an important role. Whilst the Bretton Woods agreement indicated a curbing of the powers of unregulated markets, from the late 1970s onwards this began to change. Some argued that a cure to the economic woes of this period was to reduce market regulations and state interference in the economy. The term often used by scholars to describe this market deregulation and privatisation is neoliberalism. The success of this approach combining as it does with globalisation might even be argued by some, though certainly not all, to have led to a decline in Nation States. There is much debate on the desirability of such a decline and discussion about possible alternatives to the Nation State.

Annual average growth rates by region



Task 3: Cold War: two ways of looking at the world

April, 1950, the US National Security Council presented a report to President Truman that would be the foundation of US foreign policy for decades to follow. Four years earlier, Soviet ambassador Nikolai Novikov had sent a telegram to his superiors at the Kremlin, in which he gave an elaborate assessment of the geo-political situation, focusing on the emerging US-Soviet controversy. As can be seen in the excerpts given below, both clearly express diametrically opposed interpretations, leading to the same concrete result: a Cold War of mutual deterrence, in which the notion of a sphere of influence would play a fundamental role. According to one scholar the use of paradigms like ideology, technology and the Third World is helpful to understand the full scope of the Cold War that took place.

US National Security Council

"The fundamental design of those who control the Soviet Union and the international communist movement is to retain and solidify their absolute power, first in the Soviet Union and second in the areas now under their control. In the minds of the Soviet leaders, however, achievement of this design requires the dynamic extension of their authority and the ultimate elimination of any effective opposition to their authority."

"The fundamental purpose of the United States is laid down in the Preamble to the Constitution: ". . . to form a more perfect Union, establish justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity." In essence, the fundamental purpose is to assure the integrity and vitality of our free society, which is founded upon the dignity and worth of the individual."

Novikov Telegram

"The enormous relative weight of the USSR in international affairs in general and in the European countries in particular, the independence of its foreign policy, and the economic and political assistance that it provides to neighboring countries, both allies and former enemies, has led to the growth of the political influence of the Soviet Union in these countries and to the further strengthening of democratic tendencies in them. Such a situation in Eastern and Southeastern Europe cannot help but be regarded by the American imperialists as an obstacle in the path of the expansionist policy of the United States."

"The present policy of the American government with regard to the USSR is also directed at limiting or dislodging the influence of the Soviet Union from neighboring countries. In implementing this policy in former enemy or Allied countries adjacent to the USSR, the United States attempts, at various international conferences or directly in these countries themselves, to support reactionary forces with the purpose of creating obstacles to the process of democratization of these countries. In so doing, it also attempts to secure positions for the penetration of American capital into their economies."

Task 4: Decolonization: one world divisible - by three?

The Second World War had been just as much a battle of empires, as of nations. In the early forties of the twentieth century, major European countries like Great Britain and France, but also smaller ones like Belgium and the Netherlands, controlled large areas elsewhere in the world. Big chunks of far-away continents like Asia, Africa, and Latin America had been added to their territories and jurisdiction during many ages of colonialism. The global conflict of the 1940's served as a *catalyst* for a process towards decolonization and independence that had started around the turn of the century, and that now rapidly reached a point of no return. A time table of the late forties and fifties displays a long list of former colonies gaining independence from the old 'motherlands'.

Decolonization has been described as 'the process of revealing and dismantling colonialist power in all its forms'. This process has been a difficult and often painful one (if it has been completed at all), and many of its consequences still play an important role in global politics today.

The newly independent states were faced by one driving need namely achieving modernization. They had inherited predominately rural, agricultural economies geared to producing a few basic commodities in which science and related education had been dealt with by the colonial powers. Now they desperately wanted and needed to become 'modern' states as fast as possible. The question was whether to follow the Capitalist or the Communist approach to modernization; given the Cold War reality of alliances and associated foreign policies and aid was any other choice possible? A non-aligned way maybe?

Where there had been two worlds, that of Capitalism and Communism, there was soon a Third World which became synonymous with poverty, instability and inequality and it all seemed horribly inevitable.



Task 5: From Conflict to Integration

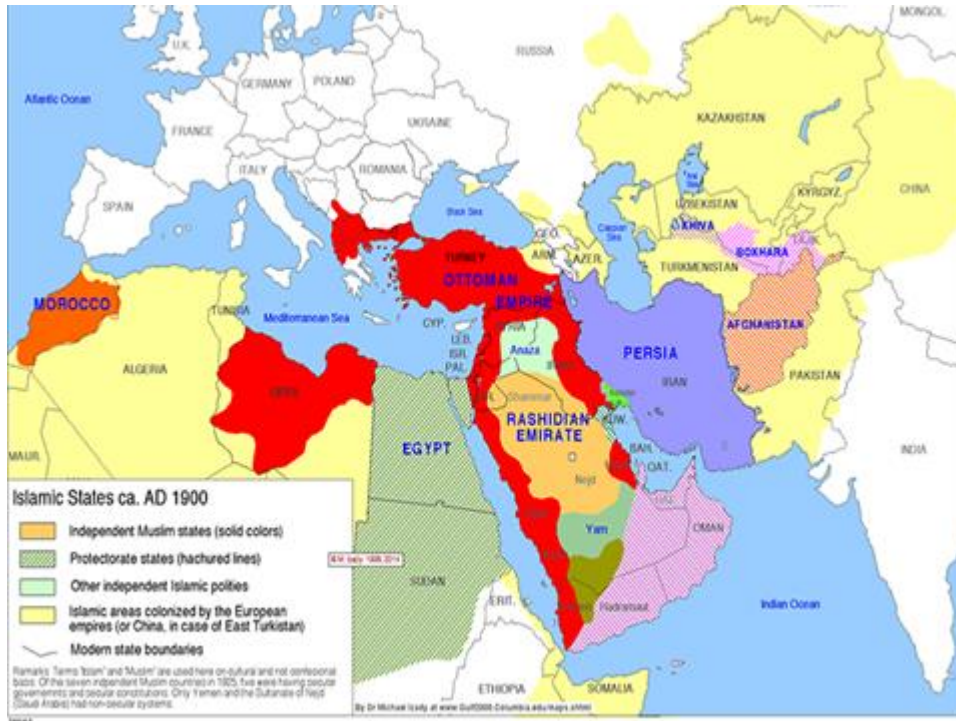
Arguably one of the most remarkable phenomena in contemporary history was a matter of omission: after ages of bloody diversity and even messier conflicts, culminating in two horrific wars within thirty years, Europe finally seemed to relax and was able to refrain from its traditional pastime: war. All of Europe? No, but a considerable part of it had found a way to settle its difference in more subtle ways than before, and enjoyed peace.

The new global situation at the end of World War II provided the conditions in which hitherto abstract and idealistic ideas could be turned into concrete and real policy. The Second World War had been interpreted as the backlash of poor decision making on the part of the victorious nations at the conclusion of WW I, and a strong feeling of 'never again' permeated the continent. The context of the moment was one in which the outbreak of a new, global conflict seemed imminent: the Cold War could turn *hot* any moment. Military security however was no longer considered a sufficient means towards maintaining peace. Thus, under the threat of a new military conflict, Western Europe sought new ways of creating and maintaining a safe balance between various national interests by reinterpreting them as *economic* in nature, before anything else. Indeed, the integration project was always linked to both the Cold War and global economics and developments in both could be expected to affect it. That said, the member states were not always so willing to pool their national sovereignty for the benefit of the project. The project has seen some remarkable successes but also some major crises. Most recently, with Brexit among other things, the nation state and nationalism seem to have made an unwelcome, at least to some, comeback and to be threatening the integration project itself.



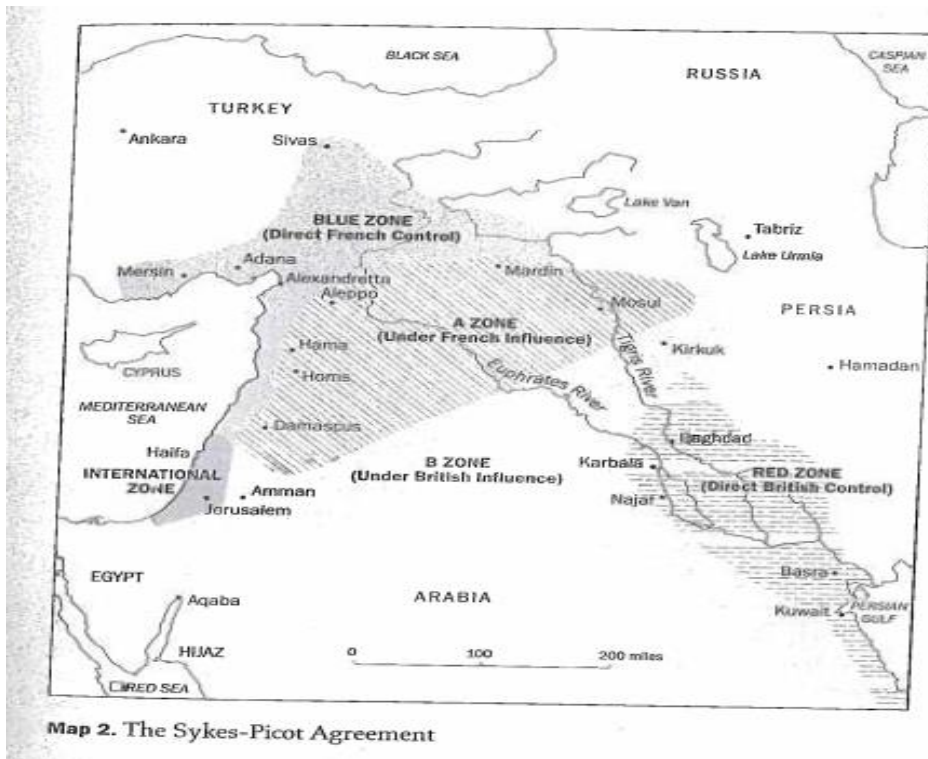
The US, France and Great Britain condemn Germany to death after WW I. The 1919 Treaty of Versailles, the formal conclusion of WW I, had isolated Germany from the rest of Europe, and forced it to pay huge reparations

Task 6: Middle East: local tension - global entanglements

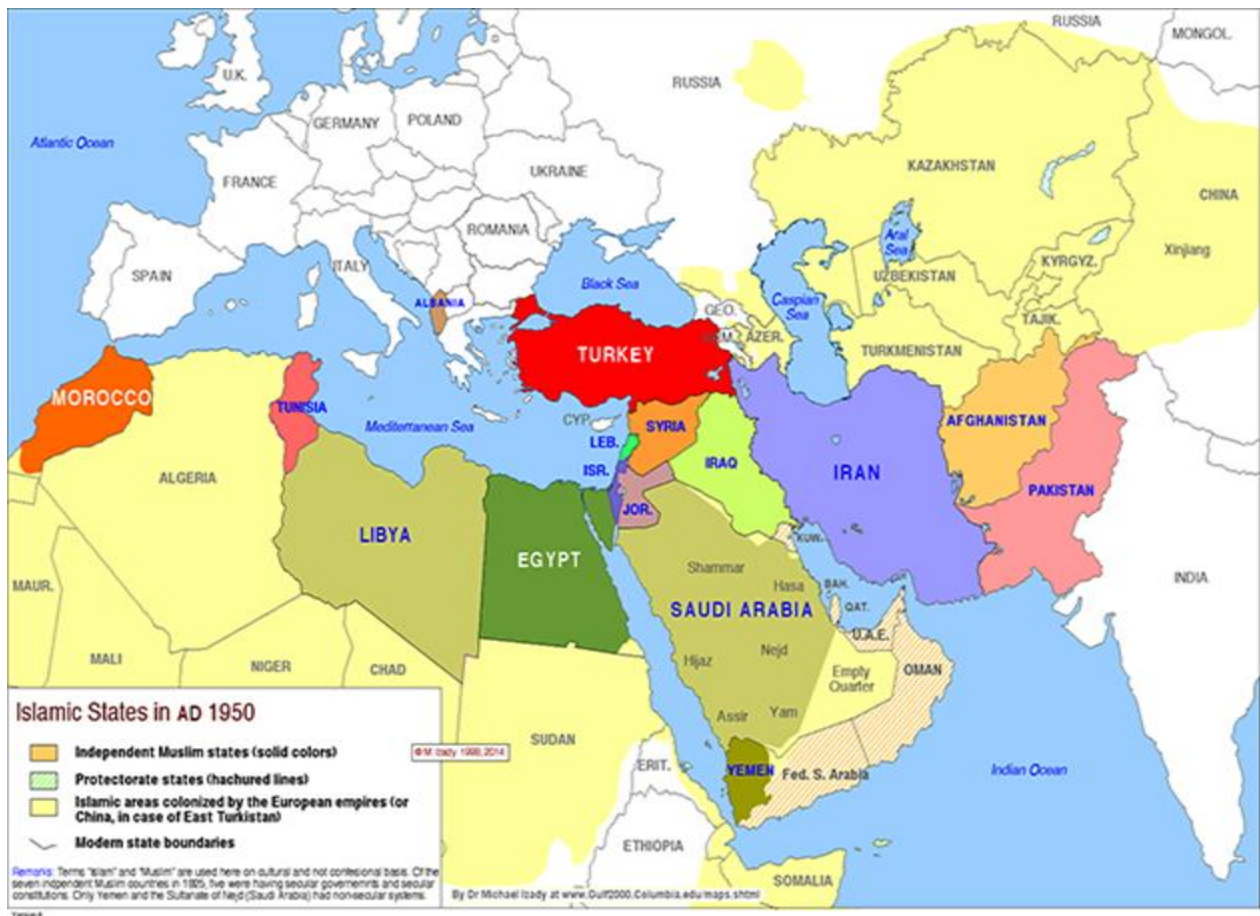


iii

Sykes-Picot 1916^{iv}



Map 2. The Sykes-Picot Agreement



v

Table 3. Palestinian Refugees of the 1948 War

Total Arab population of Palestine in 1948	1,400,000
Arab inhabitants under Israeli control in 1948	900,000
Total displaced from Israel	846,000
Prewar population of West Bank	425,000
Postwar population of West Bank	785,000
Prewar population of Gaza	80,000
Postwar population of Gaza	280,000
Refugees' distribution:	
West Bank	360,000
Gaza	200,000
Jordan	100,000
Syria	82,000
Lebanon	104,000

SOURCE: Samih K. Farsoun and Christina E. Zacharia, *Palestine and the Palestinians* (Boulder, CO: Westview Press, 1997), p. 137.

Table 1. Jewish Immigration in Each *Aliya*

First <i>aliya</i> , 1881–1900	25,000
Second <i>aliya</i> , 1904–13	35,000
Third <i>aliya</i> , 1919–23	37,000
Fourth <i>aliya</i> , 1924–28	70,000
Fifth <i>aliya</i> , 1932–39	200,000*

SOURCE: Data from Mark Tessler, *A History of the Israeli-Palestinian Conflict* (Bloomington: Indiana University Press, 1994), pp. 60–61, 185, 208.

* Does not include illegal immigration.

vi

vii



10.2 Israel - armistice lines, 1949-67



10.3 Israel - 1967, after the Six Day War, showing territorial gains



10.4 Israel - 1975, after the Sinai interim agreement with Egypt



10.5 Israel today

Task 7: China: Ruled by Communism or by the Chinese Communist Party?

From its painful beginnings in the Chinese civil war the modern China was dominated by ideologically driven government led by the Communist party and its chairman. The result of which was, up until Mao's death, a series of ideologically determined political upheavals in the pursuit of a communist modernization programme. The Great Leap Forward and the Cultural Revolution were extraordinary events which saw millions being thrown into a revolutionary fervor and vast changes forced onto Chinese society at a massive cost in terms of millions dead and lost economic potential.

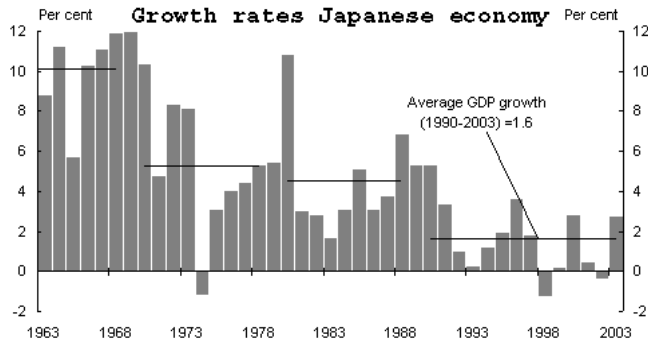
Although it had been clear enough before, the Cultural Revolution finally revealed that the apparent unity of the Chinese Communist Party was a mirage and Mao's persecution of elements within his own party showed that were various groups pulling in different directions. Unity is hard to maintain even with an apparently monolithic party state. After his death the different groups struggled for dominance and Deng was the victor. His victory was remarkable considering how he had been removed from power in the Cultural Revolution.

In terms of foreign policy many observers in the 1950s expected China and the USSR to be natural partners both striving to ensure the triumph of Communism internationally and the expansion of the Communist bloc. But expectations were not met and tensions between the two Communist states finally led to conflict. China followed a dynamic foreign policy with Third World and gradually opened up to the US and the rest of the world.

Trade relations were now pursued with the US and the West and promoted by Deng and a range of capitalist approaches to economic progress were permitted. Remarkably, the Chinese Communist Party remained in power and survived political turmoil whilst the USSR collapsed. Scholars have offered many possible reasons for this ranging from economic explanations to ideational ones.

Task 8: Japan and the Far East: Communist? Capitalist? Or Developmental States?

After WW II Japan led a number of countries following in its wake as rising industrial powers. What's more, in many respects Asia succeeded in mixing elements from both cultures. Japan adopted the industrial way of production, but its capitalism was under bureaucratic guidance and owed a large extent of its success exactly to this. Indeed, the relationship of states and markets was more complex in Asia than in many places and the outcome remarkably positive.



Japan wasn't the only Far East Asian country to emerge from relative poverty and backwardness to become a leading industrial nation. In fact a whole spate of tigers began to challenge the dominance of the West. Some scholars decided that the role of the state was all important in economic development and the term 'the developmental state' was used to describe the apparently unique approach taken in Japan and other Asian states. Unsurprisingly, other there has been a debate amongst scholars about this and as to whether the developmental state can be democratic. Another interesting point of debate is about the how generally applicable the approach might be.

Task 9: Africa: Colonial Legacy and Ethnic Tribal Divides.

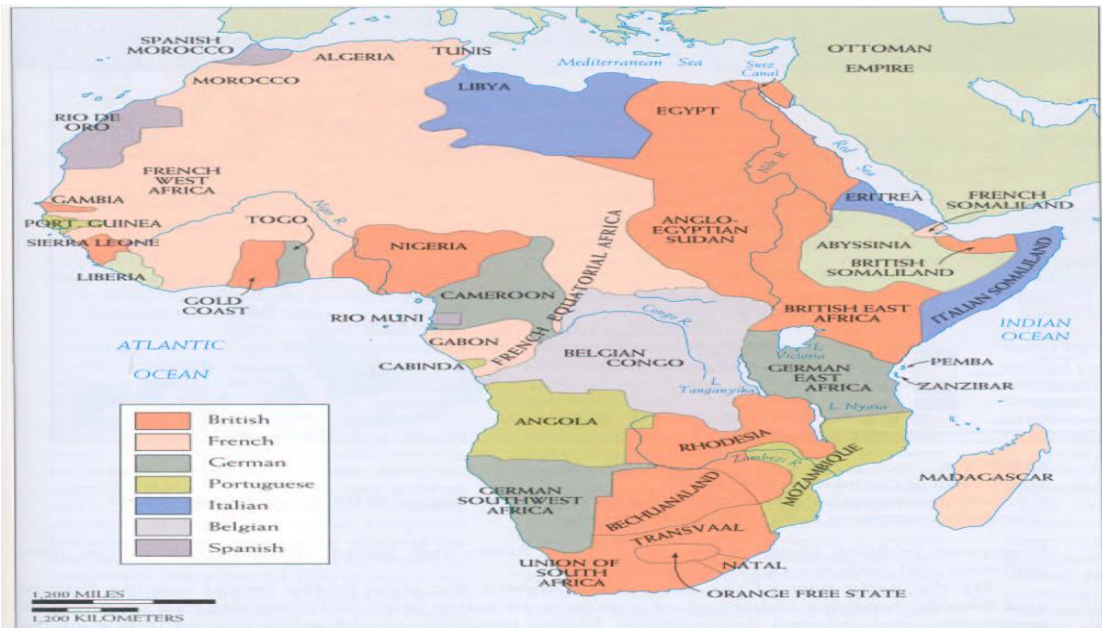


In 1993, Rwanda aftermath of the Hutu-Tutsi genocide.

Africa Tribal Boundaries



MAP 15.5 Africa: Tribal Boundaries
Source: *1999 in the World: Adventures in Geography* by George J. Dimbleby with Jennifer Agel, and Eugene Hsu.
Copyright 1999 by Jennifer Agel.



MAP 3.3

Africa after the 1880–1914 Partition.

Almost all of the African continent was divided amongst European powers except for Liberia and Abyssinia. Little regard was made for ethnic or tribal lines. Compare this map with the one on "Africa: Tribal Boundaries" in the chapter on "Religion, Nationalism, and Conflicting Identities."

x

xi

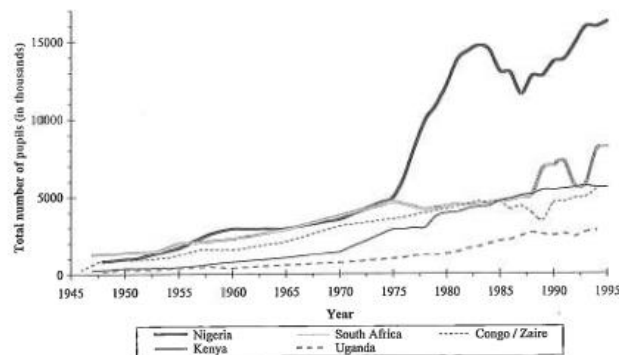


Figure 6a Primary education: total number of pupils in selected African countries, 1946–1995

Again, the budget crisis of the 1980s affected schools. Government spending per pupil has declined around 20 percent since then. Primary enrollments often stagnated after 1980, but show signs of recovery. Teachers' plummeting salaries force them to do other work; sometimes

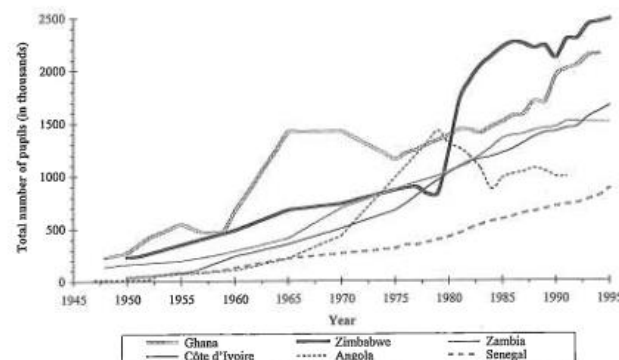
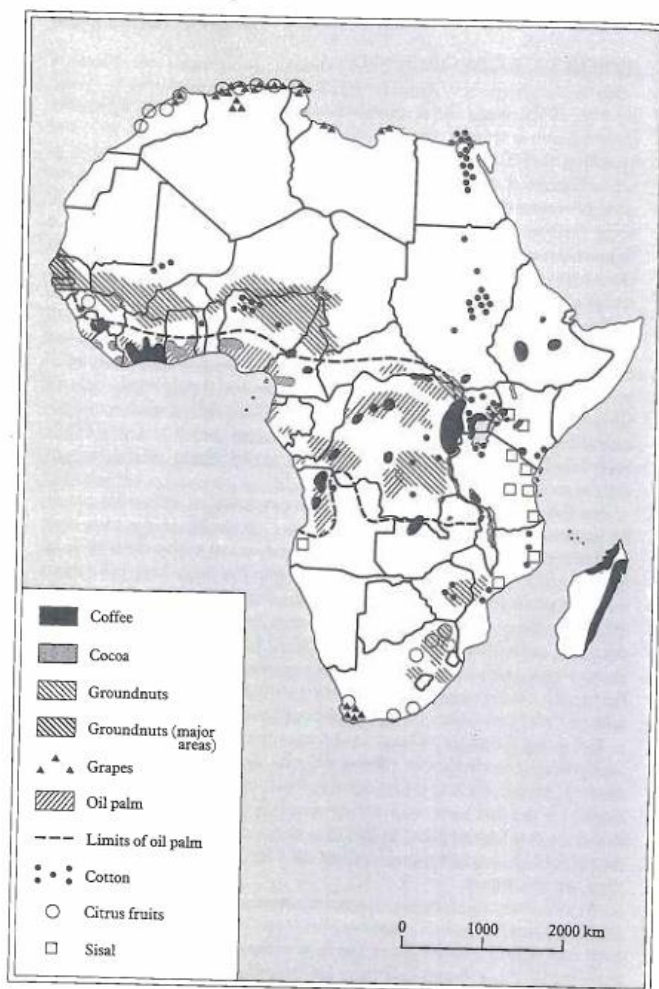


Figure 6b Primary education: total number of pupils in selected African countries, 1946–1995



Map 10 The distribution of some important cash-crops, in 1980

xiii

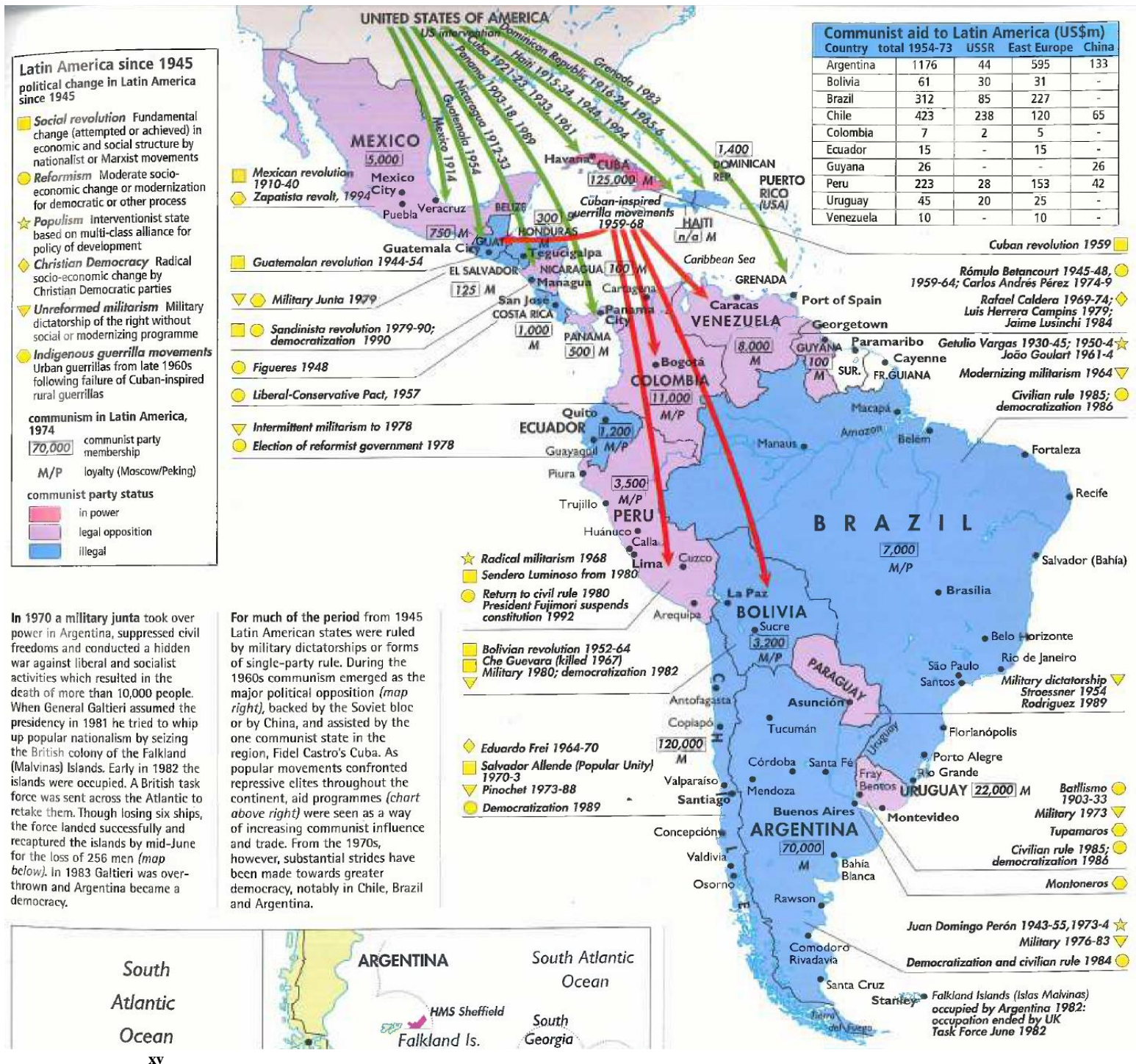
What commodities could buy in 1975 and in 1980

	Barrels of oil	Capital (US\$)
<i>Copper</i>		
(1 tonne could buy)		
1975	115	17,800
1980	58	9,500
<i>Cocoa</i>		
(1 tonne could buy)		
1975	148	23,400
1980	63	10,200
<i>Coffee</i>		
(1 tonne could buy)		
1975	148	22,800
1980	82	13,300
<i>Cotton</i>		
1975		
1980	119	18,400
	60	9,600

Even if the above table were brought up to date, it would only show that Africa's exports have continued to be able to buy less and less imports. With some partial exceptions, African export-commodity prices went on declining in value after 1980.

xiv

Task 10: Latin America: Radicalism in Politics with Dictatorships of the Left and Right



Task 11: The Global Superpower and the other States

If anything was characteristic of the world after the Second World War it was the spread of new states emerging from old colonial empires and the appearance of two Superpowers and their resultant Cold War that came to dominate the subsequent development of many of the fledgling states.

The end of the Cold War saw one Superpower removed and one become the sole global Superpower, or Hyperpower as some called it. It was the age of the unipolar world. A barrage of new approaches to reconstructing states and markets were encouraged by international organizations and the US and was given the name the Washington Consensus. After all, states, their leaders and structures of repression had surely proven to be a source of many ills and not prosperity. If two things were certain, heading towards the end of the last century, it was that, contrary to previous fears, the US was not in decline but rather on the up and markets and prosperity with it and states around the world were rightly being reduced in power.

There was a certain linear feel to the developments as liberal democratic values were promoted by the new global leader. The American political scientist Francis Fukuyama was the first to discuss this in his article that would spark a controversy that dominated many an academic debate for quite some time. The title of his article "The End of History?" Liberal democracies did seem to have spread and this new sway of the markets seemed a positive thing. But then events interrupted this happy trajectory. Terrorist attacks, wars in Afghanistan and Iraq, financial crises and above all the emergence of the failed state. If states were in decline, scholars wondered, was this such a good thing after all? Maybe states had come to be overly simplistically perceived and their services not sufficiently appreciated. Maybe markets were not the answer to everything. Maybe Liberal democracy was vulnerable after all. And what of the US? What had become of that promoter of markets and opponent of certain state structures? Was it too in decline?

Course Schedule

(For specific days and times of your tutorial group, check the schedule that will be made available at the beginning of the course period.)

- Week 1 (5 Feb-9 Feb): Lecture. Introduction to History and the Global Market; post discussion task 1
- Week 2 (19 Feb-23 Feb): Documentary. The Cold War; post-discussion: tasks 2 and 3
- Week 3 (26 Feb-2 March): Lecture and Documentary. Decolonization; post-discussion tasks: 4 and 5;
- Week 4 (5 March-9 March): Documentaries on Asia. Post-discussion tasks: 6 and 7;
- Week 5 (12 March-16 March): No Lecture. Post-discussion of tasks: 8 and 9;
- Week 6 (19 March-23 March): Post-discussion of tasks: 10 and 11; paper due Friday
- Week 7 EXAM

Literature

Textbook:

Antony Best, Jussi M. Hanhimäki, Joseph A. Maiolo and Kirsten E. Schulze, *International history of the twentieth century and beyond*, Third edition, Routledge 2015

Tasks:

Part 1: Toolkit

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Endnotes

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