

HIST 387 (008)/ NCLC 201 (001)

Violence and Memory in the Post-1945 World: Asia and Africa

Fall 2014, Monday/Wednesday 10:30 AM - 1:20 PM, Robinson Hall A111

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Prof. Brian Platt (History/Art History), bplatt1@gmu.edu

Office hours: Dr. Carton, (Robinson B 355B), Mon. 1:30-3:00 PM; or by appt.

Office hours: Dr. Platt, (Robinson B 351, Dept. Chair); Thurs, 11:00 AM -12:00 PM; or by appt.

COURSE DESCRIPTION

One of the worst global conflicts fueled by imperialist ambitions ended in 1945. Yet the “Cold War” decades that followed were punctuated by large-scale violence throughout the world. This post-1945 violence involved states as well as nationalist and religious movements within countries. Our course examines how people in Asia and Africa coped with the legacies of collective violence in the post-1945 era. We focus on the consequences of WW II in Asia as well as apartheid rule and national reconciliation in South Africa. This six-credit class includes lectures, discussions, and films.

REQUIRED READINGS AT THE GMU BOOKSTORE

Aran MacKinnon, *The Making of South Africa*

Mark Mathabane, *Kaffir Boy*

Pumla Gobodo-Madikizela, *A Human Being Died That Night*

Takeshi Yoshida, *The Making of the ‘Rape of Nanking’*

Additional required readings are available on GMU Blackboard.

COURSE GRADING

In-class Essay #1	10%
First Midterm Exam	15%
Second Midterm Exam	15%
In-class Essay #2	15%
Final Project (outline & presentation 10%; 10-page final paper 20%)	30%
Class Participation	15%

CLASSROOM CONDUCT

- 1. Please do NOT arrive late to class.**
- 2. Please turn OFF cell phones and all hand-held communication devices in class.**
- 3. **You are not allowed to surf the web, write emails, and/or TEXT during class****
- 4. Please do not eat or drink in class.**
- 5. When emailing your Professors, include the subject heading, “HIST 387/NCLC201.”**

OFFICE OF DISABILITY SERVICES

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

ACADEMIC INTEGRITY

GMU is an Honor Code university. Please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken seriously and violations are treated gravely. What does academic integrity mean in this course? When you are responsible for a task, you will perform that task. When you rely on any aspect of someone else's work, you will give full credit in the proper (academically accepted) form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and open debate are encouraged in this course, with the firm expectation that all aspects of our class will be conducted with civility for different ideas, perspectives, and traditions. When in doubt, please ask for guidance and clarification.

GMU EMAIL ACCOUNTS AND CAMPUS RESOURCES

Students and professors in HIST 387/NCLC 201 will communicate through the university server to your GMU email accounts. This is official policy.

WRITING CENTER: Rob A114; (703) 993-1200; <http://writingcenter.gmu.edu>
 UNIVERSITY LIBRARIES: <http://library.gmu.edu/mudge/IM/IMRef.html>
 COUNSELING AND PSYCHOLOGICAL SERVICES: (703) 993-2380.

UNIVERSITY POLICIES

The University Catalog, <http://catalog.gmu.edu>, is the central resource for GMU policies affecting student, faculty, and staff conduct in academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies, including **the honor pledge not to plagiarize**.

GLOBAL UNDERSTANDING

This course develops an understanding of global processes and their impact on societies in Asia, Africa and other continents, demonstrating the interconnectedness and diversity of an increasingly global world. During our class discussions, you will be encouraged to identify, evaluate and cite scholarship that enhances your awareness of global issues and individual responsibilities within global societies. For further information on how “global understanding” fits within the “triple pillars” of University General Education (Foundation, Core, and Synthesis Requirements), please see <http://provost.gmu.edu/gened/>

METHODS OF EVALUATION

Writing Standards: A good essay is concise, clear, and documented; it must answer the question posed, present an argument, and integrate relevant details from assigned readings. Muddled prose and poor grammar will reduce your grade.

Exam Rules: In accordance with university regulations, your professors only re-schedule exams after receiving documentation of a medical emergency or family emergency; **often this documentation must be verified by the Dean of Student Life**. **Work-related and personal/family obligations (business trips, personal holidays, graduation ceremonies, etc.) **are not** adequate excuses for re-scheduling an exam, obtaining an extension for a paper, or missing multiple classes.**

YOUR FINAL PAPERS WILL BE PENALIZED ½ A GRADE POINT FOR EACH DAY LATE, including days on the weekend.

2014 FALL SEMESTER SCHEDULE

WEEK ONE: The Pacific War.

Mon. Aug. 25: Course introduction.

Wed. Aug. 27: We view “Black Rain” and discuss the following readings: John Keegan, *The Second World War*, 561-585; Mark Selden, “The Logic of Mass Destruction”; John Dower, *War Without Mercy*, 33-41. (Blackboard readings).

WEEK TWO: The Japanese experience of the atomic bombs. No class Monday.

*****Mon. Sept. 1: Labor Day holiday; university is closed.**

Wed. Sept. 3: We view the film “Gojira” and discuss the following readings: Tada Makiko, “My husband does not return”; Hayashi Kyoko, “Two Grave Markers”; James Orr, “Hiroshima and Yuiitsu no hibakukoku: atomic victimhood in the antinuclear peace movement.” (Blackboard readings).

WEEK THREE: Competing memories of the bombs.

Mon. Sept. 8: We view the documentary film, “Occupied Japan: Experiment in Democracy,” and discuss the following readings: Gordon, “Occupied Japan”; Igarashi Yoshikuni, “From the Anti-Security Treaty to the Tokyo Olympics.” (Blackboard readings).

Wed. Sept. 10: We discuss the following readings: Paul Fussel, “Thank God for the Atomic Bomb”; John Dower, “Three Narratives of Our Humanity.” (Blackboard readings). ****We review for the in-class writing exercise (essay) on Sept. 15****

WEEK FOUR: China’s experience of the Pacific War.

Mon. Sept. 15: *****Required In-class Writing Exercise*****

Following the in-class writing exercise, we view part of the film, “City of Life and Death,” and discuss Ebrey, Walthall, and Palais, “War and Revolution, China.” (Blackboard reading).

Wed., Sept. 17: We view the second half of “City of Life and Death” and discuss Yoshida, *The Making of the ‘Rape of Nanking’*, introduction and part 1.

WEEK FIVE: Domestic turmoil and changing memories in China.

Mon. Sept. 22: We watch the documentary, “Morning Sun,” and discuss the following readings: Ebrey, Walthall and Palais, “China Under Mao” (Blackboard reading); Yoshida, *The Making of the ‘Rape of Nanking’*, part 2.

Wed., Sept. 24: We discuss Yoshida, *The Making of the ‘Rape of Nanking’*, part 3.

WEEK SIX: Globalizing the memory of Nanjing.

Mon. Sept. 29: We view the documentary, “Japanese Devils,” and discuss Yoshida, *The Making of the ‘Rape of Nanking’*, part 4 and Conclusion. ****We review for the First Midterm Exam Oct. 1****

*****Wed. Oct 1 First Midterm Exam.** Following the first midterm exam, we view the film “7-Up South Africa.”

WEEK SEVEN: A Children's Perspective of Apartheid/ South Africa's Imperial and Colonial Pasts.

Mon. Oct. 6: We finish viewing the documentary "7-Up South Africa." We discuss this film and the readings: Mark Mathabane, *Kaffir Boy*, 3-158, and Aran MacKinnon, *The Making of South Africa*, 1-6, (bottom of) 10 – (to top of) 19; 51-74; 102 (middle of page)-110.

Wed. Oct. 8: We discuss South Africa's imperial and colonial pasts and the reading, Aran MacKinnon, *The Making of South Africa*, 141-153; 173-197.

WEEK EIGHT: Oct. Break. No class Monday/ Classes on *Tuesday* & *Wednesday*: 20th-century South Africa: White-minority Rule and Anti-Apartheid Protest.

Tues. Oct. 14: We view part of the documentary film, "A History of Soweto" and discuss the following readings: MacKinnon, *The Making of South Africa*, 200-225; 230-245; Pumla Gobodo-Madikizela, *A Human Being Died that Night*, 143-148.

Wed. Oct. 15: We view the rest of the documentary film, "A History of Soweto," and discuss the following readings on the 1976 Soweto Uprising against apartheid rule: Mathabane, *Kaffir Boy*, 228-286, and MacKinnon, *The Making of South Africa*, 252-263. ****We review for the Second Midterm Exam Oct. 20****

WEEK NINE: Emerging Democracy and Challenges of Reconciliation.

*****Mon. Oct 20 Second Midterm Exam.** Following the exam, we view the film "Mandela."

Wed. Oct. 22: We discuss South Africa's democratic transition and reconciliation process, and discuss the following readings: Geoffrey Grundlingh, Pamela Reynolds and Fiona Ross, "Unfinished Business", pages A-R (Blackboard reading), and Pumla Gobodo-Madikizela, *A Human Being Died that Night*, 1-7. We view part of the documentary film, "Long Night's Journey into Day."

WEEK TEN: Truth and Reconciliation: The Commission (TRC) and Prime Evil.

Mon. Oct. 27: We view the rest of the documentary film, "Long Night's Journey into Day" and discuss TRC dynamics and the following readings: Pumla Gobodo-Madikizela, *A Human Being Died that Night*, 1-78; Albie Sachs, "His Name was Henry," 94-100; and Dumisa Ntsebeza, "A Lot More to Live For," 101-106. (Blackboard readings).

Wed. Oct. 29: We examine the expectations and outcomes of the TRC, and discuss the following readings: Pumla Gobodo-Madikizela, *A Human Being Died that Night*, 79-138.

WEEK ELEVEN: Reckoning Outcomes in A Global Age: The TRC and Elusive Healing.

Mon. Nov. 3: We discuss the consequences of the TRC and the following readings: Mahmood Mamdani, "A Diminished Truth," 58-61, and Njabulo Ndebele, "Of Lions and Rabbits: Thought on Democracy and Reconciliation," 143-156. (Blackboard readings). Segments of the official TRC Report, particularly the summary to contents and volume one: <http://www.justice.gov.za/trc/report/> ****We review for the in-class writing exercise (essay) on Nov. 5**** **which will** examine segments of the TRC Report, particularly the summary to contents and segments of volume one: <http://www.justice.gov.za/trc/report/>

*****Wed. Nov. 5 Required In-class Writing Exercise (blue book essay) on the TRC.**

Following this writing exercise, we discuss your topic, detailed outline, oral presentation, and final paper.

Please devise your project topic for the Nov. 10 class; some students will be asked to volunteer (courageously) to give their oral presentations on Mon. Nov 10.

WEEK TWELVE: Oral Presentations.

Mon. Nov. 10: We again review how to devise a topic, construct a detailed outline, plan for your oral presentation, and turn the oral presentation into a 10-page final paper. We hear our first Oral Presentations.

Wed. Nov. 12: Oral presentations.

WEEK THIRTEEN: Oral presentations.

Mon. Nov. 17: Oral presentations.

Wed. Nov. 19: Oral presentations.

WEEK FOURTEEN: Oral presentations. No class Wed Nov. 26 Thanksgiving

Mon. Nov. 24: Oral presentations.

WEEK FOURTEEN: Oral presentations and Course Wrap-up.

Mon. Dec. 1: Oral presentations.

Wed. Dec. 3: Oral presentations and Course Wrap-up.

Your 10-page final papers, sent by email to your professors, are due 4:00 PM on Dec. 10, 2014. You are expected to remember that your professors have emails with a “1” after their abbreviated name. Please note these addresses carefully bcarton1@gmu.edu and bplatt1@gmu.edu