

# Special Topics IB<"Cold Wars" and Contemporary History>

## Independence struggles of the post-World War II era.

担当教員	実施学期	単位数	配当	曜日・時限	教室名	授業コード
D. リチエズ (Dennis Riches)	後期	2	全1-4	金 3	遠隔	6875

※この科目は、外国人留学生との合同授業で行う。受講者は、ある程度の英語力があることが望ましい。

<b>授業の内容</b>
In the first semester, the course covered how events at the end of World War I created the conflicts of the mid-20th century and the subsequent post-WWII world order in which the United States became the dominant global power. In the second semester we concentrate more on the various ways this world order has been resisted by emerging powers (Russia, China, and others), individuals, citizen groups, indigenous peoples, and large-scale independence movements.
<b>到達目標</b>
The daily cycle of reporting in the mass media tells citizens about many urgent problems in the world: environmental destruction, financial crises, and conflicts over religion, ethnic identity and resources. However, for young people this news can be a flood of meaningless information because it is usually presented in short reports without historical context. In this course we will attempt to overcome this problem by uncovering how our contemporary world order has developed since the end of World War I.
<b>授業の方法</b>
During the fifteen sessions of the course we will take a regional approach to the subject, discussing case studies of independence movements, histories of aboriginal peoples, and protest movements that envision a different sort of world order based on different economic and political systems. Students will note that this topic is extremely broad. The choice to do general coverage of a broad topic will give students many options to study the specific aspects of the course that they want to cover in their final projects due at the end of the semester. The final project consists of a research report presented to the class toward the end of the semester. Ideally, there should be many voices heard in the classroom, but for this to happen, students must do background readings and come to each class with informed opinions and questions. If the Sars-Cov-2 corona virus still presents too much of a danger at any time during the semester, the teacher will conduct classes by Zoom sessions and by using some on-demand materials. During the Zoom sessions the teacher will lecture or present video resources (documentaries, interviews etc.). Students will have to participate in discussions also during these remote lessons. If a change from on-campus lessons to remote lessons is necessary, a revised syllabus will be given to students. Regardless of the general level of risk posed by the corona virus, there may be some students who have special health reasons for not wishing to attend classes on campus. Such students will be able to follow the course through recordings of the lessons and independent study methods.
<b>授業の計画</b>
1. Introduction to the concept of self-determination and provisions for it in the United Nations charter. An overview of "Indian wars," treaties, reservations and indigenous government in North America. 2. USA case study: The Occupation of Alcatraz Island (1969-70) by the American Indian Movement (AIM). 3. Canada case study: Lake St. Martin: The man-made "natural disaster" that struck an aboriginal community in the spring of 2011. 4. Mexico case study: Colonization, independence, revolution and the 1994 Zapatista uprising and revolt against the North American Free Trade Agreement (NAFTA). 5. Cuban assistance to independence struggles in Angola and Southern Africa (1960s-1980s). This is a review and a continuation of a topic begun in the first semester. 6. Separatism and balkanization. Who gets to be independent after the Cold War? War in the former Yugoslavia and civil war in Rwanda in the 1990s. 7. US involvement in the 1890s in the independence struggles of the Spanish colonies (Puerto Rico, Cuba, Guam and The Philippines) and the related US seizure of Hawai'i. 8. Ways for Native Hawaiians to defend and rebuild their culture: Become a protected indigenous group or use international law to end occupation and restore the Hawaiian Kingdom? 9. 1963-68: the age of American political assassinations and the consequences for the world. 10. Cuba, Indonesia and Vietnam after the assassination of John F. Kennedy. 11. East Timor's long struggle for independence (1974-2001) during the Indonesian military dictatorship. 12. West Papua's recolonization by Indonesia (1962, 1969) and the ongoing struggle for independence. 13. Student presentations 1 14. Student presentations 2 15. Student presentations 3
<b>授業時間外の学修 (予習・復習等)</b>
Students should do assigned readings or film viewings each week and find research materials related to the course on their own initiative.
<b>成績評価の基準と方法</b>
Participation(30%) Preparation for participation(30%) Presentation of term paper(40%) Item 2 is distinct from item 1 because it puts a value on how much the student's participation in discussions has been supported by an effort to be well-informed about the topics being discussed.
<b>教科書</b>
No textbook is required. Materials will be supplied by the teacher and students. Various readings will be assigned by the teacher. The teacher will also provide the students with a suggested reading list of books and other resources.
<b>参考文献</b>
著者:Peter Kuznick and Oliver Stone 書籍名:『The Untold History of the United States』 出版社:Gallery Books 発行年:2012 ISBN:1982102535 価格:¥1,788 Students do not need to buy this book, but it is recommended as a useful resource. This book has been translated into Japanese and there are also abridged versions and a video documentary series based on the book.
<b>履修者への要望</b>
A very high proficiency in English is not required, but students should have some ability to discuss the challenging topics covered in this course. Students will need more than the ability to do "daily conversation" and they will need to be seriously motivated to use and improve their English. Some of the students in this class may be native speakers of English, so non-native speakers of English should understand that this is not an English language training course. If students have good attendance, complete assignments on time, do background reading, participate in class, make thoughtful contributions to discussions and complete the final project, they will succeed.
<b>教員との連絡・相談方法</b>
メールアドレス1: riches[at]seiyo.ac.jp ※ [at]は@に置き換える。 相談可能場所:Building 3, room 3813 相談可能時間:Monday 14:40-16:10, Wednesday 10:40-12:10, Friday 10:40-12:10 Class website: <a href="http://www.themindseye.ca/kyotsu/kyotsu.html">http://www.themindseye.ca/kyotsu/kyotsu.html</a>