

**History 3705E**  
**Current Crises in Historical Perspective**  
Huron University College | History Department  
Fall / Winter 2018-19

Lectures / Tutorials: Tues. 9:30-10:30 / Thurs. 8:30-10:30, **HC- W112**

Course Instructor: Dr. Oliver Charbonneau

Office: Benson 1

Office Hours: Thurs. 10:30-11:30 or by appointment

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**COURSE PREREQUISITE:**

1.0 course in History at the 2200 level or above

**COURSE DESCRIPTION:**

This course examines the historical background of select contemporary crises. In the fall semester, we trace the global history of narco-trafficking from its nineteenth century imperial roots to the present day opioid epidemic; investigate the interconnected modern histories of Russia and the United States; and unpack the political and cultural origins of state failures in the Greater Middle East. The winter semester begins with six weeks of workshops, where small student-led groups lead the week's lecture and discussion, and continues with a unit on twentieth-century mass violence and historical memory. The course concludes with discussions of each student's major essay project.

**LEARNING OBJECTIVES:**

Through the course assignments, tutorials, and lectures, there are three distinct categories of objective we will work to achieve in this course.

1) Skills-based objectives: By the end of the course students will have improved: their essay-writing skills; their grammar and prose; their ability to conduct research projects; their ability to develop, discuss, and defend their ideas in group settings; their ability to lead groups of people in pursuit of a common goal or exercise; their ability to work in a group; their critical and analytical thinking; their ability to read texts critically; their ability to organize their time.

2) Content-based objectives: By the end of the course, students will understand the historical origins of the crises we examine and will appreciate that many contemporary problems have complex historical backgrounds.

3) Global-learning-based objectives: The main objects of the course are to increase students' understanding of current global events; to demonstrate the value of historical inquiry when

examining such conflicts; to encourage students to engage politically as historians. Finally, students should finish this course with an appreciation of how the present is the product of the past; hopefully, therefore, they will apply that insight to their interpretation of the contemporary world.

## **EXPECTATIONS:**

Students are expected to attend three hours of course per week. Generally this will be divided between lectures on Tuesdays and tutorial discussions on Thursdays. The beginning of Thursday class will be used for run-over from Tuesday lectures if required. Lecture material will be distinct from what is covered in the readings. Students are expected to take their own notes as they will not be provided by the professor.

Tutorials are an essential component of the course. *Students are required to regularly attend tutorials and do the listed readings in advance.* The weekly reading assignments are specified below and will be provided in advance by your professor.

## **REQUIRED TEXTS:**

*At the UWO Book Store:*

Timothy Snyder, *The Road to Unfreedom: Russia, Europe, America* (New York: Tim Duggan Books, 2018).

## **GRADE BREAKDOWN:**

Essay Proposal	5%
Written Response	10%
Essay Draft	5%
Major Research Essay	30%
Group Work	15%
Essay Defense	10%
Participation	10%
Final Exam	15%

## **ASSIGNMENT DETAILS:**

### **Essay Proposal (5% - Due: Tuesday, October 16<sup>th</sup>):**

Begin by selecting one of the topics from the list below, or choose another topic (be sure to clear this with Prof. Charbonneau). Develop a research question you are intent on answering. Your essay proposal must include the following: *i.) A one paragraph description of your intended topic and working hypothesis for your paper; ii.) An annotated bibliography including (at minimum) four scholarly articles on your subject.* Your annotated bibliography should contain a full citation for each source as well as a short explanation of the source's contents and why it will be useful for your essay.

### **Written Response (10% - Due: Tuesday, November 13<sup>th</sup>):**

This assignment requires you to comprehend and analyze one of the texts you've read in the first two units. This may be either a.) one of the journal articles on global narco-trafficking; or b.) a chapter of your choice from Timothy Snyder's book *The Road to Unfreedom*. Your written response should be *4-5 pages (double-spaced)*. In it you will be required to provide **a summary of the text's content and argument (if there is an argument)** and a **critical reflection on how the reading applies to the course content**. For the latter part, feel free to editorialize a little. You will be graded on your level of comprehension and evidence of engagement with course themes.

### **Essay Draft (5% - Due: Tuesday, January 8<sup>th</sup>):**

The first draft of your essay should be close to the length of your final submission (16-20 pages). Your professor will provide feedback on your draft, which you will be expected to take into consideration as you finalize your paper. This may include changes in argument, the addition or subtraction of content, incorporating new sources, and revising for style and grammar. Individual essay consultations will take place in January and early February.

### **Major Research Essay (30% - Due: Tuesday, March 12<sup>th</sup>):**

The largest portion of your yearly mark will derive from your research essay, which will focus on the historical origins of a contemporary crisis not covered by the course material. The essay will be *16-20 pages (double-spaced)* and use a *minimum of eight scholarly books and four scholarly articles*. Please consult your professor if you are unsure if a text qualifies as scholarly. Include a title page, page numbers, a bibliography. Ensure you format your citations according to the Chicago Manual of Style (see below).

*The following is a list of potential topics to help guide your choice. You are not limited to these subjects, but please clear any alternative choice with your professor in advance:*

1. Chinese expansion in the South China Sea
2. The destruction of Marawi and Moro separatism in the Islamic Philippines
3. Nuclear tensions on the Korean Peninsula
4. Conflict between the Chinese state and Uighur nationalists
5. The Chinese occupation of Tibet
6. The Rohingya crisis in Myanmar / Burma
7. Climate change and sectarian violence in Bangladesh
8. India and Pakistan's standoff over Kashmir
9. Hindu nationalism in India
10. Tamil / Sinhalese / Muslim conflicts in Sri Lanka
11. Unresolved legacies of genocidal violence in Indonesia
12. Indigenous rights in Australia
13. Unfree labour in the Arab Gulf States
14. The status of women in Saudi Arabia
15. The civil conflict in Yemen
16. Iran's relationship with the Assad regime and Hezbollah
17. Erdogan and the transformation of Turkish politics
18. The collapse of Middle Eastern democracy movements post-Arab Spring

19. Fractured Libyan politics post-Qaddafi
20. Transnational piracy around the Horn of Africa
21. The fate of South Sudan
22. Islamist movements in Central and West Africa
23. Civil war, instability, and genocidal violence in the Great Lakes region of Africa
24. Post-Apartheid political corruption in South Africa
25. The Banlieues and French postcolonial identity politics
26. Far-right politics in Germany
27. E.U. economics
28. Brexit and the E.U.
29. Scottish independence from Great Britain
30. The past and future of Northern Ireland
31. Authoritarian politics in Poland
32. The Baltic States, NATO, and Russia
33. Unhealthy conditions on northern indigenous reserves in Canada
34. Missing and murdered indigenous women in Canada
35. The exploitation of women in the sex trade in Canada (or elsewhere)
36. Deindustrialization in the "Rust Belt" United States
37. The legacy of the Confederacy and Jim Crow in the Southern United States
38. The Flint water crisis
39. Mass shootings and gun control in the United States
40. The past and future of NAFTA
41. The struggle over reproductive rights in the United States (or globally)
42. Paramilitary violence in Colombia
43. Petropolitics and economic collapse in Venezuela
44. Poverty in Haiti
45. Corruption scandals in Brazil
46. The global depletion of aquatic life / fisheries
47. Epidemics and disease control
48. Issues related to fossil fuel production and manmade climate change
49. Performance-enhancing drugs and international sport
50. Debates over migration (in the United States, or the E.U., for instance)

### **Group Work (15% - January / February):**

Groups will be determined during the fall semester (from two-four students, depending on class size) and choose topics then. Each group will be assigned a week and be expected to provide content and facilitate discussion on one Thursday class. The format is flexible, but generally there should be both a lecture and tutorial component each week. As a member of a group, you will be responsible for familiarizing yourself with your topic and dividing work evenly with your co-presenters. Each group will submit a two-page lesson plan on the day of their presentation outlining content and discussion topics.

### **Essay Defense (10% - March / April):**

Each student will read your essay and discuss it for a minimum of 25 minutes. You will be expected to demonstrate knowledge of your subject material through your thoughtful responses to their comments and criticisms.

### **Participation (10% - All Year):**

Students will be given a grade out of four each tutorial they attend. In order to receive a top mark for participation they will have to participate regularly and actively in class discussion.

### **Final Examination (15% - April):**

A three-hour final exam will be scheduled during the April examination period. The exam will consist of a single essay question (provided in advance) that asks them to synthesis what they've learned over the course of both semesters.

## **RULES & REGULATIONS:**

### **Department of History Appendix**

The History Department has specified that:

1. All essays are to be submitted in hard copy, typed and double-spaced on substantial white paper.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Written assignments are due at the beginning of class. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including weekends.
4. In first and second year courses lateness will be penalized as follows:  
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments worth more than 10% with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses.

### **Guide to Footnotes and Bibliographies: Huron History Department**

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.

- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.<sup>1</sup>

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
  - The title of a book is underlined or written in *italics*.
  - The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
  - Place and date of publication in parentheses ( ),
  - A fuller reference will include the publisher after the place of publication.
  - Article citations do not include the place of publication and publisher.
3. Page number (including volume number if necessary)

For example:

<sup>1</sup> J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

<sup>2</sup> Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

<sup>3</sup> Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

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<sup>1</sup> They should be in Arabic, not Roman numerals or letters.

b) for an article in a book that has chapters by different people: Author, “title of chapter,” in title of book, ed. editor’s name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, “The Hour of the Woman: Memories of Germany’s ‘Crisis Years’ and West German National Identity,” in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, “title of article,” title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, “The Social Origins of East European Politics,” *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.



**The Appendix to Course Outlines posted on the OWL course site.**

**LECTURE SCHEDULE AND READING ASSIGNMENTS:**  
**(L= lecture; T= tutorial)**

**Week 1: Sept 6-7**

*Thurs.: L* – Introduction to Course

**Week 2: Sept 10-14**

**Unit #1: The Opioid Epidemic and Global Narcotrafficking**

*Tues: L* – Crisis: The Opioid Epidemic c. 2018

*Thurs: L/T* – The Origins of the Global Drug Trade

James H. Mills, "Cocaine and the British Empire: The Drug and the Diplomats at the Hague Opium Conference, 1911-12," *The Journal of Imperial and Commonwealth History* 42.3 (2014): 400-419.

**Week 3: Sept 17-21**

*Tues: L* – Prohibition and the War on Drugs

**Thurs: T** – Donna Murch, "Crack in Los Angeles: Crisis, Militarization, and Black Response to the Late Twentieth-Century War on Drugs," *Journal of American History* 102.1 (2015): 162-173; Matthew D. Lassiter, "Impossible Criminals: The Suburban Imperatives of America's War on Drugs," *Journal of American History* 102.1 (2015): 126-140.

#### **Week 4: Sept 24-28**

**Tues: L** – Narco States and U.S. Foreign Relations

**Thurs: T** – Richard Feinberg, "The Evolution of Los Zetas in Mexico and Central America: Sadism as an Instrument of Cartel Warfare," *Foreign Affairs* 93.6 (2014): 196-197; Benita Heiskanen, "Living with the *Narcos*: The 'Drug War' in the El Paso-Ciudad Juárez Border Region," *American Studies in Scandinavia* 45.1/2 (2013): 149-167.

#### **Week 5: Oct 1-5**

**Tues: L** – Painkillers and the Rebirth of Heroin

**Thurs: T** – Patrick Radden Keefe, "The Family that Built an Empire of Pain," *The New Yorker*, 30 October 2017; Andrew Sullivan, "The Poison We Pick," *New York Magazine*, 20 February 2018.

#### **Week 6: Oct 8-12**

**\*\* Fall Reading Week / No Classes \*\***

#### **Week 7: Oct 15-19**

##### **Unit #2: Russia and the United States**

**Tues: L** – Crisis: Putin's Russia, Trump's United States **\*\* Essay Proposal Due \*\***

**Thurs: L/T** – A Brief History of the Soviet Union

Timothy Snyder, *The Road to Unfreedom*, 1-37 (Prologue and Chapter One)

#### **Week 8: Oct 22-26**

**Tues: L** – The Collapse of Communism / The Wild '90s

**Thurs: L/T** – Snyder, *The Road to Unfreedom*, 38-111 (Chapters Two and Three)

#### **Week 9: Oct 29-Nov 2**

**Tues: L** – Putin and Putinism: A Historical Perspective

**Thurs: T** – Snyder, *The Road to Unfreedom*, 112-216 (Chapters Four and Five)

#### **Week 10: Nov 5-9**

**Tues: L** – Populism and Nationalism in U.S. History

**Thurs: T** – Snyder, *The Road to Unfreedom*, 217-280 (Chapters Six and Epilogue)

#### **Week 11: Nov 12-16**

##### **Unit #3: State Fragility in the Islamic World**

**Tues: L** – Crisis: Political and Religious Violence in the Greater Middle East **\*\* Written Response Due \*\***



**Thurs: L/T** – Post-Ottoman Iraq and Syria  
John F. Devlin, "The Baath Party: Rise and Metamorphosis," *American Historical Review* 96.5 (1991): 1396-1407; Laura Robson, *States of Separation: Transfer, Partition, and the Making of the Modern Middle East* (Berkeley: University of California Press, 2017), 105-140 (Chapter Four).

**Week 12: Nov 19-23**

**Tues: L** – Ba'athism and Salafism in the Arab World  
**Thurs: T** – Fawaz A. Gerges, *ISIS: A History* (Princeton: Princeton University Press, 2016), 23-49; 144-170 (Chapters One and Five).

**Week 13: Nov 26-30**

**Tues: L** – Afghanistan and Pakistan  
**Thurs: T** – Amaury de Riencourt, "India and Pakistan in the Shadow of Afghanistan," *Foreign Affairs* 61 (1982): 416-437; Brian Glyn Williams, "On the Trail of the 'Lions of Islam': Foreign Fighters in Afghanistan and Pakistan, 1980-2010," *Orbis* 55.2 (2011): 216-239.

**Week 14: Dec 4-7**

**Tues: L** – Foreign Interventions in Afghanistan, pre-9/11  
**Thurs: T** – Anatol Lieven, "Don't Mention the (Afghan) War: Britain's Curious Relationship with Pakistan," *Asian Affairs* 42.3 (2011): 469-480; Tom Secker, "The Soviet-Afghan War in Fiction," *American Journal of Economics & Sociology* 76.2 (2017): 435-457.

**\*\* WINTER BREAK \*\***

**Week 15: Jan 7-11**

**Unit #4: Student-Led Crisis Workshops**

**Tues:** Individual Essay Consultations **\*\* Essay Draft Due \*\***  
**Thurs:** To be Announced (TBA)

**Week 16: Jan 14-18**

**Tues:** Individual Essay Consultations  
**Thurs:** TBA

**Week 17: Jan 21-25**

**Tues:** Individual Essay Consultations  
**Thurs:** TBA

**Week 18: Jan 28-Feb 1**

**Tues:** Individual Essay Consultations  
**Thurs:** TBA

**Week 19: Feb 4-8**

*Tues:* Individual Essay Consultations

*Thurs:* TBA

**Week 20: Feb 11-15**

*Tues:* Individual Essay Consultations

*Thurs:* TBA

**Week 21: Feb 18-22**

**\*\* Winter Reading Week / No Classes \*\***

**Week 22: Feb 25-Mar 1**

**Unit #5: Mass Violence and Historical Memory**

*Tues: L* – Conceptualizing Mass Violence

*Thurs: T* – Suny, Ronald Grigor, "Explaining Genocide: The Fate of the Armenians in the Late Ottoman Empire," in *Removing Peoples: Forced Removal in the Modern World*, eds. Richard Bessel et al. (Oxford: Oxford University Press, 2009), 209-254; Uğur Ümit Üngör, "Lost in Commemoration: the Armenian Genocide in Memory and Identity," *Patterns of Prejudice* 48.2 (2014): 147-166.

**Week 23: Mar 4-8**

*Tues: L* – The Rwandan Genocide

*Thurs: T* – Susanne Buckley-Zistel, "Nation, Narration, Unification? The Politics of History Teaching after the Rwandan Genocide," *Journal of Genocide Research* 11.1 (2009): 31-53; J.J. Creighton, "Beyond Tribalism: The Hutu-Tutsi Question and Catholic Rhetoric in Colonial Rwanda," *Journal of Religion in Africa* 42 (2012): 172-202.

**Week 24: Mar 11-15**

*Tues: L* – Japanese War Crimes in Occupied China **\*\* Final Research Essay Due \*\***

*Thurs: T* – Arnaud Doglia, "Japanese Medical Atrocities and the Collaboration of the Scientific Elites: Postwar Perspectives," in *Debating Collaboration and Complicity in War Crimes Trials in Asia, 1945-1956*, ed. Kerstin von Lingen (Basingstoke: Palgrave Macmillan, 2017), 129-150; Daniel Sneider, "Textbooks and Patriotic Education: Wartime Memory Formation in China and Japan," *Asia-Pacific Review* 20.1 (2013): 35-54.

**Week 25: Mar 18-22**

**Unit #6: Student Essays**

*Tues: T* – Student Essays

*Thurs: T* – Student Essays

**Week 26: Mar 25-29**

*Tues: T* – Student Essays

*Thurs: T* – Student Essays

**Week 27: Apr 1-5**

*Tues: T* – Student Essays

*Thurs: T* – Student Essays

**Week 28: Apr 8-9**

*Tues: L* – Year in Review

*Thurs: \*No class, study period\**