CONTEMPORARY POLITICAL AND ECONOMIC HISTORY

BACHELOR IN POLITICS, LAW AND ECONOMICS

Professor: DANIEL EVANS
E-mail: devans@faculty.ie.edu

Academic year: 18-19
Degree course: SECOND
Semester: 1º
Category: BASIC
Number of credits: 3.0
Language: English

PREREQUISITES
The course will build on the knowledge students have acquired in the first-year course ‘Modern Political and Economic History’. The course will also allow students to apply the theoretical tools they have acquired from ‘Introduction to Politics’ and ‘Introduction to Economics’ to case-studies from contemporary history.

SUBJECT DESCRIPTION
The course will provide students with a survey of global political and economic history from 1945 to the present. It is designed to challenge preconceptions, encourage debate and facilitate critical thinking, while introducing students to some of the great movements, events and people that shaped the world we live in. It is informed by a consideration of key political and economic questions of the moment and a desire to understand how the course of post-war history might help us to understand and to meet the challenges we face today.

Broadly chronological, the course is divided into four parts. The first (sessions 1-5) examines processes set in motion by the Second World War and its outcome: the new states founded in its aftermath, the Cold War and decolonisation. The second (sessions 6-7) analyses the interplay of mass movements and mass culture in the 1950s and 1960s and considers their impact and legacy. The third (sessions 9-11) looks at the crises faced by western capitalism and Soviet Communism – how did the systems respond to the challenges they faced and why did one survive and the other collapse? The final part (sessions 12-14) brings the course to the present day and focuses on the phenomena that have been foregrounded in the epoch of globalisation.

OBJECTIVES AND SKILLS
Students who complete the course will be able to:
1. Apply a critical understanding of economic and political theory to historical processes
2. Discuss and debate historical phenomena, in written and oral communication, avoiding stereotypes
3. Critically interpret primary sources and historiographical literature
4. Appreciate and express the relevance of historical study to contemporary political and economic phenomena
METHODOLOGY

Classes use a mixture of lecture and discussion. Seven classes feature group presentations, in which the second half of the class is dedicated to a twenty-minute group presentation on a case study, followed by a class discussion led by the group. These presentation classes are arranged within the course so that 1: the lecturer ‘models’ in the first three classes how case-studies are to be presented and discussions facilitated, 2: no group presentation takes place in the weeks before the exams. Two classes will contain peer feedback sessions to encourage students to reflect on evaluation criteria and marking rubrics ahead of the exams.

Students will be able to demonstrate preparation for classes by taking part in discussions and asking pertinent questions. The evaluation of class participation will also take into account how well students work with one another: students should show respect for their classmates, not speak over or interrupt each other, show that they have listened to others, and try to give effective feedback and support to their peers.

Outside of class, students will meet in their groups to prepare the class presentations, and engage in individual study in preparation for the exams. The mid-term will ask students to choose one essay-style question from a choice of six, based on the first six case studies of the course. The questions of the final exam will be broader and ask students to undertake more general reflections.

<table>
<thead>
<tr>
<th>Teaching methodology</th>
<th>Weighting</th>
<th>Estimated time a student should dedicate to prepare for and participate in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>20.0 %</td>
<td>15 hours</td>
</tr>
<tr>
<td>Discussions</td>
<td>20.0 %</td>
<td>15 hours</td>
</tr>
<tr>
<td>Exercises</td>
<td>0.0 %</td>
<td>0 hours</td>
</tr>
<tr>
<td>Group work</td>
<td>20.0 %</td>
<td>15 hours</td>
</tr>
<tr>
<td>Other individual studying</td>
<td>40.0 %</td>
<td>30 hours</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0 %</td>
<td>75 hours</td>
</tr>
</tbody>
</table>
PROGRAM

SESSION 1 (FACE TO FACE)

The World the War Made
Course overview and guide to evaluation.

The lecture will discuss the world that emerged from the carnage of the Second World War and the attempts of politicians and political theorists to make sense of events such as the Holocaust and the use of nuclear weapons. The case-study will focus on the foundation of the state of Israel.

B.C.: Chapter One of textbook
Other: Preamble to the Charter of the United Nations
Other: The Declaration of the Establishment of the State of Israel

SESSION 2

Red Star Over China

The lecture will discuss the background to, development and impact of the Chinese Revolution. The case-study and discussion will focus on the Korean War and its implications for the country, international politics and the United Nations.

B.C.: Chapter Two of textbook
B.C.: Fanshen, pp. 3-14
R.A.: Stalin telegram plus historiographical commentary

SESSION 3

Decolonisation

The lecture will discuss the slow and bloody end of European Empires after the Second World War. The case-study will focus on the Mau Mau uprising in Kenya, its suppression and the ongoing debate in European countries regarding how to approach imperial history.

B.C.: Chapter Three of textbook
R.A.: Uncovering the brutal truth about the British Empire
R.A.: Discourse on Colonialism

SESSION 4

Either Side of The Curtain

The lecture will discuss economic and political developments during the post-war period in Europe and the impact of the Cold War on European affairs in East and West. The group presentation and class discussion will focus on the Hungarian Revolution of 1956.

B.C.: Chapter Four of textbook
R.A.: Roosevelt letter to General Franco, as reported by The Manchester Guardian, 1945
SESSION 5
In Our Back Yard?
The lecture will discuss left-wing movements in Latin America and US interventions in response, focusing on Cuba but incorporating discussion of precedents such as Guatemala, and Cuban-inspired movements subsequently. The group presentation and class discussion will focus on the Cuban missile crisis.
B.C.: Chapter Six of textbook
T.N.: Second Declaration of Havana
Video: Kennedy on the Bay of Pigs
Video: Sergei Khrushchev (son of Nikita) on the crisis

SESSION 6
Get Up, Stand Up
The lecture will discuss the rise of the Civil Rights movement in the United States and its impact on anti-racist and liberation movements elsewhere. The group presentation will discuss the political interventions of Dr Martin Luther King Jr.
B.C.: Chapter Seven of textbook
Video: Interview with Angela Davis
Video: Interview with Martin Luther King

SESSION 7
Mass Culture
The lecture will discuss the rise of consumer and youth culture and its political and economic impact, in the developed world, the underdeveloped world, and the Soviet Bloc. The final part of the session will be dedicated to peer feedback ahead of the exam.
B.C.: Chapter Nine of textbook
R.A.: On Popular Music

SESSION 8
Mid-Term Exam

SESSION 9
Systems on the Brink?
The lecture will discuss the opposition movements (chiefly national liberation and worker and student-based) that confronted western capitalism and Soviet ‘communism’ in the late 60s and 70s, considering their repercussions and the impact that the subsequent shift in national economic models had on such organised opposition. The group presentation will focus on 1968.
B.C.: Chapter Eight of textbook

SESSION 10
Shock Treatment
The lecture will discuss the economic policies that, emerging in the 1970s, would subsequently achieve global dominance. How and why did the ‘post-war consensus’ in the West come to an end? The group presentation will focus on the 1973 oil crisis, its causes and consequences.
B.C.: Chapters 11 and 13 of textbook
Video: Milton Friedman on government regulations
R.A.: The “Chicago Boys” in Chile
SESSION 11
The End of the USSR
The lecture will focus on the final decade of the Soviet Union, discussing the war in Afghanistan, the policies of Gorbachev, and the opposition movements in the eastern bloc countries. The group presentation will focus on the fall of the Berlin wall.

B.C.: Chapter 15 of textbook
Other: Gorbachev’s speech to the UN, 1988
Video: BBC news report on the opening of the East-West Berlin border

SESSION 12
Globalisation
The lecture will discuss the apparent triumph of capitalism following the end of the Cold War and the political and economic phenomena that characterised the subsequent decade: free trade agreements, structural adjustment programmes, and ‘third world’ debt. The group presentation will examine the Zapatista uprising in Mexico, its motivations and reception.

B.C.: Chapter Sixteen (pp. 609-617), and Chapter Seventeen of text book
Other: Listen: Colour Line by Asian Dub Foundation (feat. Ambalavaner Sivanandan)

SESSION 13
Unwinnable Wars? Drugs, Terror and Geo-politics
The lecture will consider the conflicts that have been waged against the trans-national and largely non-state phenomena of drugs and terror. Is it possible to judge the success or failure of these campaigns? The final part of the session will be given over to peer feedback in preparation for the exam.

R.A.: Simplicity and Spook: Terrorism and the Dynamics of Threat Exaggeration
Video: Nixon declares ‘war on drugs’
Video: Bush declares ‘war on terror’

SESSION 14
The World after 2008: The Return of History and the Challenges of the Future
The lecture will examine the financial crisis of 2008 and its consequences, taking in the occupy movement, the rise of populism and the Arab Spring and its aftermath. The class will then discuss the challenges faced by the planet and ask whether its structures are better placed to meet them than they were in 1945.

Other: NASA climate projections
Video: Imagining a World Without Borders

SESSION 15
Final exam
**BIBLIOGRAPHY**

**Compulsory purchase:**


**Recommended texts:**


T. G. Fraser, *The Arab-Israeli Conflict* (Basingstoke: Palgrave, 2008)


EVALUATION CRITERIA

GENERAL OBSERVATIONS

Each student has four attempts over two consecutive academic years to pass this course. Dates and location of the final exam will be posted in advance and will not be changed. Students must attend at least 70% of the sessions. Students who do not comply with the 70% attendance rule will receive a 0.0 on their first and second attempts and go directly to the third one (they will need to enroll in this course again the following academic year). Students who are in the third or fourth attempt should contact the professor during the first two weeks of the course.

RETAKE POLICY

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility). Grading for retakes will be subject to the following rules: The retakes will consist of a comprehensive exam. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account. The exam will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

Grading for retakes will be subject to the following rules:

- Dates and location of the retakes will be posted in advance and will not be changed.

Plagiarism / Academic honesty Policy:

Plagiarism is the dishonest act of presenting another person’s ideas, texts or words as your own. This includes in order of seriousness of the offense: (i) providing faulty sources, (ii) copy-pasting material from your own past assignments (self-plagiarism) without the instructor’s permission, (iii) copy-pasting material from external sources even while citing them, (iv) using verbatim translations from sources in other languages without citing them, (v) copy-pasting material from external sources without citing them, and (vi) buying or commissioning essays from other parties. IEU students must contact the professor if they don’t know whether the use of a document constitutes plagiarism. The professor will advise the student on how to present said material. All written assignments have to be submitted through Turnitin, which produces a similarity report and detects cases of plagiarism. Professors are required to check each student’s academic work in order to guarantee its originality. If the originality of the academic work is not clear, the professor will contact the student in order to clarify any doubts. In the event that the meeting with the student fails to clarify the originality of the academic work, the professor will inform the Director of the Bachelor Program about the case, who will then decide whether to bring the case forward to the Academic Ethics Committee. Very high similarity scores will be automatically flagged and forwarded to the Academic Ethics Committee. Plagiarism constitutes a very serious offense and may carry penalties ranging from getting a zero for the assignment to expulsion from the university depending on the severity of the case and the number of times the student has committed plagiarism in the past.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>20 %</td>
<td></td>
</tr>
<tr>
<td>Group Presentation</td>
<td>25 %</td>
<td></td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>25 %</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>30 %</td>
<td></td>
</tr>
</tbody>
</table>
PROFESSOR BIO

Professor: DANIEL EVANS
E-mail: devans@faculty.ie.edu

Danny's specialism is the history of Spanish anarchism, and he has published on the relationship of this movement to anti-fascism, women's liberation and internationalism. He has lived in Granada and Barcelona, where he worked as an English-language teacher and translator. Before coming to Madrid, Danny taught courses on Spanish and world history, politics, and contemporary Latin American culture at the University of Leeds, UK. His first book, Revolution and the State: Anarchism in the Spanish Civil War, has recently been published by Routledge.

OTHER INFORMATION

Office hours take place immediately after class and appointments must be arranged in advance by email.

CODE OF CONDUCT IN CLASS

1. **Be on time**: Students arriving more than 5 minutes late will be marked as “Absent”. Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).

2. **If applicable, bring your name card and strictly follow the seating chart.** It helps faculty members and fellow students learn your names.

3. **Do not leave the room during the lecture**: Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as “Absent”.

4. **Do not engage in side conversation.** As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your teacher after class.

5. **Use your laptop for course-related purposes only.** The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as “Absent”.

6. **No cellular phones**: IE University implements a “Phone-free Classroom” policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.

7. **Escalation policy: 1/3/5.** Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as “Absent.” IE University implements an “escalation policy”: The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.