History of the 20th Century: 1951–2000

HIST E-108/W (Spring 2003)
Wednesdays 5:30–7:30 pm

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For discussion section days, times, and places of each TA, see page 7 of this syllabus

Course Goals:
To investigate ideas about the history of the 20th century while reading critically, thinking logically, and questioning intelligently. To provide a method with which one might continue to study the artifacts of the human past and to encourage that study. As the philosopher of science Sir Karl Popper has written: "all teaching on the University level (and if possible below) should be training and encouragement in critical thinking." In this course every fact, assertion, and interpretation about history is open to reconsideration. Merely accepting authority, invoking political considerations, or agreeing with the instructor is neither necessary nor sufficient for determining one's own views. Such uncritical accepting, invoking, and agreeing are corrupting influences that tend to hinder the development of independent thinking. Ideas and arguments in this class will be accepted or rejected on the basis of three criteria: (1) logical coherence (i.e., no internal contradictions); (2) correspondence to external source testimony (i.e., no suppressed evidence); and (3) conceptual elegance (no unnecessary abstractions). For a fuller explanation, see the course handout "Three Criteria of Historical Study."

Undergraduate Student Grading and Deadlines:

		draft	*grade*	*TPQN*
10%	First Written Assignment (see p. 8)	Feb 12	Feb 26	Mar 19
10%	Mid-Term Quiz	Mar 5		
25%	Second Written Assignment (see p. 9)	Mar 12	Apr 2	Apr 23
25%	Third Written Assignment (see p. 10)	Apr 16	Apr 30	May 14
30%	Final Examination	May 21		

In the written assignments you have a chance to demonstrate your conceptual thinking ability. The questions for the written assignments are on this syllabus. Prepare and write the essays outside of class and hand them in on the designated due dates. The first date is when you should hand in the draft (for comments, no grade) of each assignment. The second date is when you should hand in the

revised version (for grade). The third date is the *terminus post quem non*, the date after which we will not accept any work on that assignment. The questions on the mid-term quiz and final exam will test your knowledge and thinking ability. Both tests will be given in the classroom. The mid-term quiz will take up the first half-hour of the class period on March 5. The rest of that class period will be a lecture. You will have two hours on May 21 for the final exam.

Graduate Student Grading and Deadlines

	draft	*revision*	*TPQN*
10% First Written Assignment (see p. 8)	Feb 12	Feb 26	Mar 19
10% Mid-Term Quiz	Mar 5		
Proposal for Research Paper	Mar 12	Apr 2	——
50% Research Paper (see p. 2)	Apr 16	Apr 30	May 14
30% Final Examination	May 21		

The First Written Assignment is the same as for undergraduates and counts 10% of your final grade (see page 8 of this syllabus).

In the research paper you have a chance to demonstrate your conceptual thinking ability and develop your research skills. It will be up to you to develop your own research topic with the approval of the course assistant and instructor. First, consult with your course assistant and/or the instructor about focusing on a topic. Then follow the guidelines in *A Guide to the ALM Thesis*, 5th ed., pp. 10–41. Prepare and write the drafts of the proposal and research paper outside of class and hand them in on the designated due dates. No grade is given for the research paper proposal, but a research paper proposal must be approved before we will accept the research paper itself. The first date for graded written assignments is when you should hand in the draft (for comments, no grade) of each assignment. The second date is when you should hand in the revised version (for grade). The third date is the *terminus post quem non*, the date after which we will not accept any work on that assignment. Each research paper should be around 6500 words (approximately 25 pages) long, and you should use 12-point type.

The questions on the mid-term quiz and final exam will test your knowledge and thinking ability. Both tests will be given in the classroom. The mid-term quiz will take up the first half-hour of the class period on March 5. The rest of that class period will be a lecture. You will have two hours on May 21 for the final exam.

Note on Use and Citation of Sources:

The responsibility for learning the rules governing the proper use of sources lies with the individual student. In registering for a course, students agree to abide by the policies printed in the Extension School catalogue (pp. 188–189), which contains brief descriptions of plagiarism, cheating, and computer network abuse. Ignoring these policies may have unpleasant consequences. You will find an excellent introduction to proper citation in Gordon Harvey's *Writing with Sources: A Guide for Harvard Students* (Indianapolis: Hackett, 1998), which is available at the Harvard Coop and online at <http://www.fas.harvard.edu/~expos/sources>.

Required Reading. The following books are required. They should be available at the Harvard Coop:

* Martin Gilbert, *A History of the Twentieth Century*, vol. 3: *1952–1999*, New York: Avon Books, 2000.
A year-by-year account

* James H. Overfield, *Sources of Twentieth-Century Global History*, Boston: Houghton Mifflin, 2002.
Selections from primary sources

* Thomas Friedman, *The Lexus and the Olive Tree*, Anchor Books, 2000, non-fiction.
Postulates that globalization has replaced the Cold War as international system

Optional Reading. For those of you who would like a standard textbook treatment, I recommend:

* J. A. S. Grenville, *A History of the World in the Twentieth Century*, vol. 1: *Western Dominance, 1947–2000*, Enlarged ed., Cambridge, MA: Harvard University Press, 2000.
Standard textbook treatment of the history of the 2nd half of the 20th century

Additional Required Reading Options. Choose two [2] of the following books. I did not order them through the Coop because they all are widely available trade books:

○ Chinua Achebe, *A Man of the People*, Anchor Books, 1967, fiction (reissued 1989)
Novel about events preceding Nigerian revolution of 1966

○ Ariel Dorfman, *Death and the Maiden*, Penguin, 1992, fiction.
Play about reconciliation and truth in post-Pinochet Chile

○ Liang Heng and Judith Shapiro, *Son of the Revolution*, Vintage, 1984, non-fiction.
First-hand account of the Cultural Revolution in China

○ Le Ly Hayslip, *When Heaven and Earth Changed Places: A Vietnamese Women's Journey from War to Peace*, Doubleday, 1989, non-fiction.
The war in Viet Nam from a Vietnamese woman's point of view

○ Gertrude Himmelfarb, *On Looking into the Abyss: Untimely Thoughts on Culture and Society*, Knopf, 1994; Vintage, 1995, non-fiction.
Critique of Post-Modernist cultural and social attitudes

○ Milan Kundera, *The Unbearable Lightness of Being*, translated from Czech by Michael Henry, 1st ed., 1984, fiction.
Novel about Czechoslovakia under communist rule

○ John Le Carré, *The Spy Who Came in from the Cold* (first published in 1964), fiction.
Espionage during the Cold War

○ James Michener, *Sayonara: A Japanese-American Love Story*, 1st ed., 1954, fiction.
Novel about Japan during the American occupation

○ V. S. Naipul, *India: A Wounded Civilization*, 1st ed., 1976, non-fiction.
A critical and perceptive look at modern-day India.

○ David Remnick, *Lenin's Tomb: The Last Days of the Soviet Empire*, Random House, 1992, non-fiction.
The fall of the Soviet Union in a historical context.

○ Anwar el-Sadat, *In Search of Identity: An Autobiography*, 1st ed., Harper, 1978, non-fiction.
An Egyptian view of the Middle East and the world by a major political figure.

○ James Watson, *Double Helix: A Personal Account of the Discovery of the Structure of DNA*, New York, W. W. Norton, 1981, memoir.
Scientific discovery in the mid-twentieth century

○ Malcolm X with Alex Haley, *The Autobiography of Malcolm X*. 1st ed., 1964, non-fiction.
A good introduction to the race problem in the U.S.

Note: Under "Lectures/Readings" on pages 5 through 7 of this syllabus, I have indicated by double underlining the recommended week for reading each of the additional-required-reading-option books.

Especially Recommended for Graduate Students. You should find the following book a particularly useful resource for your term paper:

* Michael D. Richards and Philip F. Reilly, *Term Paper Resource Guide to Twentieth-Century World History*, Greenwood Publishing, 2000.

* available at Harvard Coop textbooks department

○ available for purchase at virtual bookstores (like Amazon.com, BarnesandNoble.com, Borders.com, VarsityBooks.com, BookFinder.com, Bibiliofind.com, etc.), at physical bookstores (like the Harvard Coop book store, Wordsworth, Harvard Bookstore, etc.), or for borrowing at your local library.

Lectures:		**Readings:**
	A. *Introduction to the Course*	
Jan. 29	1. Introduction: History as Investigation, or: "The Proper Occupation of the Historian"	"Three Criteria of Historical Study"
	2. The World at Mid-Century *video:* CNN, *Cold War*, "Korea"	
	B. *The Super Powers and the Cold War*	
Feb. 5	1. The United States, 1951–1991 *video:* CNN, *Cold War*, "Make Love Not War: The Sixties"	Gilbert II: 854–927; Gilbert III: 5–54 *Sources* 290–309, 397–400 *Autobiography of Malcolm X*
Feb. 12	2. The Soviet Union, 1951–1991 *video:* CNN, *Cold War*, "Red Spring: The Sixties" **Draft of First Essay Due**	Gilbert III: 55–143 *Sources* 318–322, 326–328, 418–421 *Lenin's Tomb*
Feb. 19	3. The U.S. Excursion into "Star Trek" Diplomacy: Policymaking in the Rearview Mirror in China, Korea, and Southeast Asia *video:* CNN, *Cold War*, "Viet Nam"	Gilbert III: 144–222 *Source*s 349–355 *When Heaven and Earth Changed Places*
Feb. 26	4. The World's Policeman: Crises in the Middle East, Latin America, and Africa *video:* CNN, *Cold War*, "Cuban Missile Crisis" **Revision of First Essay Due for Grade**	Gilbert III: 223–291 *Source*s 368–370 *Handout:* TBA Le Carre, *Spy Who Came In*
Mar. 5 (5:30–6:00)	**Mid-Term Quiz** (30 minutes)	
	C. The Rest of the World	
(6:00–7:25)	1. West European Reform and East European Revolutions *video:* WGBH and BBC, *People's Century*, "People Power"	Gilbert III: 292–372 *Sources* 310–314, 324–326, 441–445 *Handout:* Margaret Thatcher *Unbearable Lightness*

Mar. 12	2. South Asia: Cultural Reassertion and Divergent Economic Strategies *video:* CNN, *Cold War*, "Soldiers of God: 1975–1988" **Rough Draft of Second Essay Due**	Gilbert III: 373–451 *Sources* 365–367, 400–403, 409–410 *Handout*: *Nanawatai!* India: A *Wounded Civilization*
Mar. 19	3. African Independence: Economic Development in Reverse? *video:* Ali Mazrui, *The Africans: A Triple Heritage*, (8): "Tools of Exploitation" ***Terminus post quem non* for First Essay**	Gilbert, III: 452–524 *Sources* 357–364, 406–408, 445 –451 *Handout:* Jomo Kenyatta *A Man of the People*
Apr. 2	4. Latin America: The Shark and the Sardines *video:* CNN, *Cold War*, "Backyard: 1954–1990" **Second Essay for Grade Due**	Gilbert, III: 525–595 *Sources* 385–388, 394–397 *Handout*: TBA *Death and the Maiden*
Apr. 9	5. The Middle East and North Africa: Necktie, Turban, and Chador *video:* PBS, *The 50 Years War: Israel and the Arabs*	Gilbert, III: 596–671 *Sources* 285–288, 342–347, 376–379, 404–406 *Handout:* Golda Meir Sadat, *In Search of Identity*
Apr. 16	6. China: Cultural Revolution and Economic Transformation *video:* CNN, *Cold War*, "China. 1949–1972" **Rough Draft of Third Essay Due**	Gilbert III: 672–748 *Sources* 329–338, 389–393, 412–418 *Handout*: Mao Tse-Tung *Son of the Revolution*
Apr. 23	7. Japan and the Pacific Rim: Economic Superpower and the Little Dragons *video: The Genius That Was China* (3): "The Threat from Japan" (pt. 2) ***Terminus post quem non* for Second Essay**	Gilbert III: 749–813 *Sources* 379–383 Michener, *Sayonara*

D. The World in Theory and Practice

Apr. 30	1. Intellectual and Cultural Developments *video:* TBA **Third Essay for Grade Due**	Gilbert III: 814–894 *Sources* 426–440 *On Looking into the Abyss*
May 7	2. Technological and Scientific Developments *video:* Bob Cringely, *Triumph of the Nerds*, vol. 2: "Riding the Bear"	Gilbert III: 895–932 *Handout*: TBA *Double Helix*
May 14	3. The World in the 1990s: A Third Way? *video:* Bob Cringely, *Triumph of the Nerds*, vol. 3: "Great Artists Steal" ***Terminus post quem non* for Third Essay**	*Handout*: Mandela *Lexus and the Olive Tree*
May 21	**Final Examination** The final exam will be made up of 5 identification questions and one essay question. The essay question will be based on Thomas Friedman's book *The Lexus and the Olive Tree* (see above, page 2, under "Required Reading")	

Discussion Sections

Day	*Time*	*Place*	*Course Assistant*
Mondays	6:00–8:00	51 Brattle Street #721	Karen Wilson
Tuesdays	5:30–7:30	51 Brattle Street #701	Ashley Pollock
Wednesdays	7:30–9:00	Loker Common (Memorial Hall)	Chuck Carroll
Thursdays	5:30–7:30	51 Brattle Street #721	Gail Gardner
Thursdays	6:00–8:00	51 Brattle St., 7th-floor lounge	Leslie McGann

Essay Assignments

First Written Assignment: Presenting Evidence

(10% of Course Grade)

In class, you have been given a handout with five sets of readings on (1) Jomo Kenyatta, (2) Nelson Mandela, (3) Golda Meier, (4) Margaret Thatcher, and (5) Mao Tse-Tung. Read all five sets and then choose one to write about.

You are to write two-and-one-half (2½) pages (or about 625 words), which will contain a total of five (5) double-spaced paragraphs—which most likely will appear as two on the first page, two on the second, and one on the third. The first paragraph will be an introduction (which you may want to write last). This introductory paragraph provides some orientation to the reader for what follows and a statement of the main theme of your essay. The next three paragraphs are to be brief summaries of each major section within the set you have chosen. Thus, for the Jomo Kenyatta set of readings, you would write one paragraph summarizing the selection from the primary source, Kenyata's *Suffering Without Bitterness*. You would write one paragraph summarizing the selection from Donald L. Barnett and Karari Njama And you would write one paragraph summarizing the selection from Jeremy Murray-Brown. The wording of your summaries should be as neutral as you can make it—no editorializing and no value judgments either explicit or implicit.

In your fifth paragraph, you will briefly recapitulate your main theme and point out evidence from the summary paragraphs that relate to this theme. Briefly give your own opinion about the set of readings you have just summarized. Ideally, whatever you mention in the fifth paragraph, you should have previously referred to in one of the first four paragraphs. Make sure there is some correlation between your first (introductory) paragraph, where you state the theme of your paper, and your fifth (concluding) paragraph, where you present your conclusions.

This exercise is meant to fulfill two purposes: (1) to allow you to demonstrate that you know the difference between straight presentation of evidence, on the one hand, and analysis and interpretation, on the other; and (2) to give you practice in succinct summarizing and characterization of what you have read.

Second Written Assignment: Formulating a Logical Argument
(25% of course grade)

Pick out something that interests you—a statement, argument, or interpretation in one of the books in "Additional Required Reading Options"—and analyze it, that is take it apart into its various components. In writing up your analysis, include a logical argument either opposing or favoring that something. A logical argument is a chain of reasoning, such that if the premises are accepted, then the conclusion must be accepted. An example of a chain of reasoning formulated in the early fifth century A.D. follows. It is from Augustine's *Confessions* and is an argument against astrology:

> I turned my attention to the case of twins, who are generally born within a short time of each other. Whatever significance in the natural order the astrologers may attribute to this interval of time, it is too short to be appreciated by human observation and no allowance can be made for it in the charts that an astrologer has to consult in order to cast a true horoscope. His predictions, then, will not be true, because he would have consulted the same charts for both Esau and Jacob and would have made the same predictions for each of them, whereas it is a fact that the same things did not happen to them both. Therefore, either he would have been wrong in his predictions or, if his forecast was correct, then he would not have predicted the same future for each. And yet he would have consulted the same chart in each case. This proves that if he had foretold the truth, then it would have been by luck, not by skill.

The outward signs of a logical argument can include "if ..., then ..." phrases, and words like "therefore" and "thus." Sometimes these words and phrases are only implicit. In the passage above, Augustine uses two "if ..., then..." constructions and one "[t]herefore." The point is that, unless the argument is a fallacious one and therefore not logical, the only way to avoid acceptance of the conclusion is to attack the premises or the evidence that argument relies on.

Present as fairly as you can whatever it is you are analyzing and whatever evidence or logical arguments would seem to support it. Then marshal your evidence and logical arguments for and/or against it. For example, you might analyze an assertion Chinua Achebe's *A Man of the People*. You could point out evidence and argument that shows this assertion is a faulty one. Or you might argue that the assertion is a simplistic one that does not take into account the complexity of the issue. Or you might disagree with a particular statement in V. S. Naipaul's *India: A Wounded Civilization* or something James Michener asserted in *Sayonara.* Or you may take issue with something in Anwar el-Sadat's *In Search of Identity: An Autobiography*. In any event, we will judge your essay on the logic of the argument and your use of evidence, not on what you decide to analyze.

Your essay should be no longer than 1750 words (approximately seven [7] pages). This exercise is meant for you to develop and demonstrate your analytical skills. Follow the same procedure as you did in the first essay in terms of stating your main theme in the first paragraph, presenting your evidence and logical argument in the middle paragraphs and recapitulating your theme in the final paragraph. But do pick a topic different from that of your first essay. We will judge your essay on the basis of the criteria discussed in the "Course Goals" and in "Three Criteria of Historical Study."

Third Written Assignment: Constructing an Interpretation
(25% of course grade)

By this point in the course, you will be familiar with a number of different interpretations of aspects of world history from 1951 to the present. And you will have had a chance to formulate your own ideas and interpretations. You may have realized thta everything issues from some kind of interpretive framework. Your assignment is to identify an interpretation in one of the books you have chosen from "Additional Required Reading Options.". You might, for example, begin your essay by analyzing the point of view of Gertrude Himmelfarb's *On Lookng into the Abyss* or Liang Heng and Judith Shapiro's *Son of the Revolution* or Milan Kundera's *The Unbelievable Lightness of Being*. You could then present your own point of view on this aspect or aspects of world history. Try to tie your paper in with other readings in the course and the lectures, or even one or more of the films. An interpretation is an explanation of something. While it can involve use of, and be based on, logical argument, it goes beyond the argument itself to try to elucidate why something is the way it is. An interpretation in historical study can take the form of a narrative or of an analysis, but it should, in any case, fulfill the requirements of a hypothesis testable against the evidence with more research.

An example of an analytical interpretation follows. It is taken from Garrett Mattingly, *The Armada* (p. 397), in which Mattingly explains what is and what is not significant about the defeat of the Spanish Armada in 1588 at the hands of the English:

> Historians agree that the defeat of the Spanish Armada was a decisive battle, in fact one of the Decisive Battles of the World, but there is much less agreement as to what it decided. It certainly did not decide the issue of the war between England and Spain. Though no fleet opposed Drake, ... the war dragged itself out for nearly fourteen years more ... and ended in no better than a draw. Some historians say that the defeat of the Armada "marked the decline of the Spanish colonial empire and the rise of the British." It is hard to see why they think so. By 1603, Spain had not lost to the English a single overseas outpost, while the English colonization of Virginia had been postponed for the duration. Nor did the Armada campaign "transfer the command of the sea from Spain to England." English sea power in the Atlantic had usually been superior to the combined strengths of Castile and Portugal, and so it continued to be, but after 1588 the margin of superiority diminished. The defeat of the Armada was not so much the end as the beginning of the Spanish navy.

Mattingly characterizes his interpretation in the last line and presents this explanation as a way of understanding the evidence and the logical surmises we make from that evidence. The statement that the Armada's defeat represented the beginning of the Spanish navy is also a hypothesis that can be tested against the evidence by doing further research.

Your essay should be no longer than 1750 words (approximately seven [7] pages). Not only should the essay be your own work, it should also show some originality. Merely repeating someone else's interpretation does not fulfill the assignment. Follow the same procedure as you did in the first two essays in terms of stating your main them in the first paragraph, presenting your evidence and logical argument in the middle paragraphs and recapitulating your theme in the final paragraph. But do pick a topic different from those of your first two essays. We will

judge your essay on the basis of the criteria discussed in the "Course Goals" and in "Three Criteria of Historical Study."

Course Ground Rules

This syllabus is a statement of intent and not a legal contract. As such, I reserve the right to change or modify it, but changes or modifications will be done only with fair warning. At the Extension School, Harvard University standards apply across the board, including amount of work required and grading. There is no watering down or special allowance in this regard.

The course is writing intensive, which means you will have a chance to practice your writing skills and receive comments on your essays more than in the usual history course. It does not mean that we guarantee to make you a better writer, nor will you be evaluated on your writing skills, except insofar as lack of such skills negatively affects the articulation of your ideas. Becoming a better writer, like learning in general, is up to you. The world of learning is open to you and the process is never ending. One of the aims of this course is to provide you a means to continue studying history on your own after the course is over. We will do our best to assist you in the learning process, but in the end what you get out of the course is mainly up to you.

There are fifteen 2-hour classes in this course. Even if I wanted to I could not possibly cover all of 20th-century history during class time. What I can do is select certain topics and go into a little more depth than the readings provide. One of the aims of this course is to inspire you to investigate aspects of history on your own. I will try to provide to you some indication of what to look for and how to orient yourself when undertaking that further investigation. I firmly believe that every person benefits from learning to be their own historian. As a result, the human community benefits as well. For that to happen, however, you must not uncritically and unquestioningly adopt someone else's interpretations, but instead you must think things through for yourself and come to your own conclusions. That is why I place so much emphasis on method, as opposed to so-called "facts." Facts as such are not given but are frequently the result of some historian's (biased) interpretation and (faulty) argument. It is up to you to spot the biases and fallacies and to ascertain the evidence for yourself. As A. W. Tozer wrote: "The best book is not the one that informs merely but the one that stirs the reader up to inform him [or her]self" ("Some Thoughts on Books and Reading," p. 149).

Since the time is limited, I cannot engage in extended class discussions while giving the lecture. I do encourage you to ask questions in terms of points of clarification and contributing to general understanding. If you have a point or points of dispute with something in the lecture (that is, you understand what I am saying but you do not agree with it), I am more than willing to discuss the issues with you outside class, but class time is short and we should all try to use it efficiently.

Give us at least *one week* to grade each of your assignments. We would prefer that you not ask special favors in terms of getting your paper back in less time. You may, however, hand in your assignments earlier than the deadlines. We will mark the drafts with a ✓–, ✓, or ✓+. The ✓– means a total rewrite is necessary and you should talk with your teaching assistant about it. A ✓ means you are headed in the right direction but substantial changes are required. A ✓+ means your essay is almost there in terms of getting a good grade. It does not, however, guarantee an A on the next version. If you choose not to hand in a revised version after you have done the draft, we will count the assignment as incomplete and will enter the following equivalent grades for computation of your final course grade: ✓– = D; ✓ = C; ✓+ = B. Please consider this as an incentive to complete the assignments.

Finally, I urge you to be open to new ideas, tolerant of different viewpoints, and willing to try to understand that which may seem alien. Learning should be an enjoyable process, which is not to say that hard work is not involved. But that hard work can evoke a sense of satisfaction and achievement. The ultimate goal in this course is for you to come away with a sense of the joy of learning about what before was unknown and of understanding what before was puzzling. That is our common endeavor.

Movie Schedule Fall 2002
History of the 20th Century
(All films shown at 7:45 p.m. in Science Center 110)

Date	*Film*	*Lecture*
January 29	*Pork Chop Hill* (1959)	Mid-20th Century
February 5	*All the President's Men* (1976)	U.S. 1951–1991
February 12	*Moscow Does Not Believe in Tears* (1979)	USSR 1951–1991
February 19	*Platoon* (1986)	Cold War in Asia
February 26	*The Spy Who Came In from the Cold* (1964)	Cold War Elsewhere
March 5	*Nasty Girl* (1990)	Europe
March 12	*The Beast* [*of War*] (1989)	Southern Asia
March 19	*Mandela and de Kl*erk (1997)	African Independence
April 2	*Official Story* (1985)	Latin America
April 9	*The Circle [Dayereh]* (2000)	Middle East
April 16	*The Blue Kite* (1994)	China
April 23	*Sayonara* (1957)	Japan
April 30	*Great Balls of Fire!* (1989)	Intellectual, Cultural
May 7	*Apollo XIII* (1995)	Technological, Scientific
May 14	*El Norte* (1983)	1990's

*All showings begin at 7:45 p.m. in Science Center 110. I selected films on the basis of three criteria: relevance for that week's lecture; quality of treatment of the historical topic; and length of running time (the longest film is 2½ hours, but most are about 2 hours or less). Viewing the films is entirely optional, and you need not attend the showing after class. Almost all of these are available on video tapes of DVDs that can be rented or bought.