

# HIST 5397 – Topics in History: The Global Cold War

Fall 2021  
Tuesdays, 6:00-8:45 PM  
CAS 158  
3 Credit Hours

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Office Hours:  
Tuesdays, 3:30-5:00 PM  
Thursdays, 12:30-1:50 PM  
Or by Appointment

## **Course Description**

This course traces the history of the global Cold War from the 1940s up to the end of the Cold War in the early 1990s. This course will provide a global framework that explores the ideological, geopolitical, cultural, social, economic, and military experiences of the Cold War.

## **Context**

This course is designed to examine the Cold War from a truly global perspective to better understand the contours of the Cold War and its legacies. Beginning with ideological and political antecedents, the course will use the period of the 1940s through the early 1990s to understand the ideological, (geo)political, economic, cultural, social, and military stakes of the Cold War. Moving away from traditional, incomplete understandings of the Cold War as revolving around the two poles of the United States and the Soviet Union, this course will focus on both a macrolevel and microlevel approach, exploring the broad events of and debates around the Cold War in Latin America, Asia, Africa, and Eastern Europe. In the process, the course will address some of the key questions of Cold War history, such as: How did varying parts of the world experience and shape the Cold War? How did ideology shape the Cold War period on the ground? What were the geopolitical stakes of the Cold War? How did different countries understand the geopolitics of the Cold War? How was the Cold War experienced at the global, national, and local levels? How did everyday actors understand and shape Cold War cultures, politics, and societies? How did the dynamics of the global Cold War shift between the 1940s and the 1990s? By addressing these and other issues, we will examine not only the ways in which historical processes played out in this period, but how we understand those processes today and what they mean to us historically, culturally, socially, and politically.

## **Objectives**

This class is designed to get students to generally understand the Cold War in a global perspective and analyze recent historiographical approaches to the Cold War, even while fostering the students' ability to analyze and think about history and history-making processes more generally at the local, regional, national, and global levels. The class will rely on primary sources that allow students to "hear" the voices of the past and to help students develop their ability to analyze historical processes and to formulate their own analysis and understanding of historical processes. Finally, this class will help students apply an understanding of history to current events at the local, national, and global levels.

Thus, in accordance with the Student Learning Outcomes for this course, by the end of the semester, students will acquire the following skills:

- Broaden students' understanding of how to pursue historical investigation.
- Develop students' ability to read primary sources and understand the hidden social, cultural, political, economic, and other contexts they contain.
- Develop students' ability to interpret language and understand language as a window into relations of power, emotion, and bias.
- Develop critical thinking skills that reflect an ability to analyze, synthesize, and evaluate information while improving creative thinking, innovation, and inquiry.
- Develop communication skills that reflect the ability to develop, interpret, and express their own ideas through written, oral, and visual communication.
- Develop a sense of social responsibility that reflects intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in local, regional, national, and global communities.
- Develop a sense of personal responsibility that the ability to connect individual choices, actions, and consequences to ethical decision-making.

More specifically, in accordance with the Student Learning Outcomes as they pertain to the material in this course, this course will teach students to:

- Identify key events, processes, people, institutions, and transformations in the history of the Cold War.
- Identify the origins of the Cold War ideologically, politically, socially, culturally, and economically.
- Synthesize a global narrative of Cold War experiences that goes beyond the dichotomy of the United States and the Soviet Union.
- Analyze the experiences of the Cold War at the individual, national, and regional levels in different parts of the world.
- Categorize the different phases of the Cold War, and what distinguishes them.
- Identify the effects of the Cold War on daily life, and the ways daily life shaped Cold War culture and politics.
- Examine the effects of a variety of different ethnic, cultural, and social groups in a transnational setting.
- Assess the impact of the historical development on contemporary issues.
- Assess the role of individuals in social changes and processes.
- Evaluate the impact of ideology, economics, and culture in a comparative and global perspectives,

### **Texts and Readings**

The following books are required for the semester. Books are available through the UT-Tyler bookstore or at most online retailers. Additionally, books marked with an asterisk are accessible as e-books through the library at <https://libguides.utt Tyler.edu/c.php?g=1066647&p=7761614>.

Bevins, Vincent. *The Jakarta Method: Washington's Anticommunist Crusade and the Mass Murder Program that Shaped Our World*. New York: PublicAffairs, 2020.

\*Bhagavan, Manu, ed. *India and the Cold War*. Chapel Hill: University of North Carolina Press, 2019.

\*Byrne, Jeffrey James. *Mecca of Revolution: Algeria, Decolonization, and the Third World Order*. New

- York: Oxford University Press, 2016.
- Chamberlin, Paul Thomas. *The Cold War's Killing Fields: Rethinking the Long Peace*. New York: Harper Collins, 2018.
- \*Dragostinova, Theodora K. *The Cold War from the Margins: A Small Socialist State on the Global Cultural Scene*. Ithaca, NY: Cornell University Press, 2021.
- Field, Jr., Thomas C., Stella Knapp, and Vanni Pettin, eds. *Latin America and the Global Cold War*. Chapel Hill: University of North Carolina Press, 2020.
- \*Friedman, Jeremy. *Shadow Cold War: The Sino-Soviet Competition for the Third World*. Chapel Hill: University of North Carolina Press, 2018.
- \*Gleijeses, Piero. *Conflicting Missions: Havana, Washington, and Africa, 1959-1976*. Chapel Hill: University of North Carolina Press, 2011.
- \*Gleijeses, Piero. *Visions of Freedom: Havana, Washington, Pretoria, and the Struggle for Southern Africa, 1976-1991*. Chapel Hill: University of North Carolina Press, 2016.
- \*Gorsuch, Anne E., and Diane P. Koehner, eds. *The Socialist Sixties: Crossing Borders in the Second World*. Bloomington: Indiana University Press, 2013.
- Khalidi, Rashid. *Sowing Crisis: The Cold War and American Dominance in the Middle East*. Boston: Beacon Press, 2009.
- Marchesi, Aldo. *Latin America's Radical Left: Rebellion and Cold War in the Global 1960s*. Cambridge: Cambridge University Press, 2019.
- Namikas, Lisa. *Battleground Africa: Cold War in the Congo, 1960-1965*. Stanford: Stanford University Press, 2015.
- \*Schmidt, Elizabeth. *Foreign Intervention in Africa: From the Cold War to the War on Terror*. Cambridge: Cambridge University Press, 2013.
- Westad, Odd Arne. *The Global Cold War: Third World Interventions and the Making of Our Times*. Cambridge: Cambridge University Press, 2011.

### **Course Requirements**

For this graduate course, student grades will be made up of 2 components: Attendance and Participation (30%), and a 6500-8000 word Historiographic Essay (70%).

#### Attendance and Participation

Attendance and Participation will make up 30% of your grade. Of course, participation means coming to class well prepared and participating every week. **Three unexcused absences will result in a failing grade for the course.** As part of your participation grade, you must submit at least two questions or comments on the assigned readings no later than 7 p.m. every Monday preceding class. These questions will serve as a basis for class discussion. Students will also be expected to be able to address directed questions to demonstrate preparedness, familiarity with the work, and critical thought. Participation also involves courtesy. I expect and anticipate healthy debate and my classroom tends towards informality. However, disruptive behavior, disrespect towards fellow students or the professor, personal insults, or unnecessary profanity will result in: 1) a warning, 2) expulsion from an individual class meeting, and, should such behavior persist, 3) a failed grade for the course.

#### Historiographic Essay

A 6500-8000 word historiographic essay will make up 70% of your grade. The paper is due at the end of the semester. This essay will analyze the state of research in a particular subject or area of the global Cold War and will be based on a subject/conceptual framework that interests students. Note that this is **not** a "traditional" research essay in which you build an argument about the Cold War. Rather, a historiographic essay draws solely on secondary academic monographs published by university presses, analyzes their arguments, their structure, and the debates they engage in,

ultimately leading to a broader analysis of and argument about the state of the field of research. Your essay should analyze at least 4-5 such monographs, though students may bring in additional monographs or supplementary articles from scholarly journals where appropriate. To aid the student in selecting a topic or/and theme, students are expected to meet with Dr. Snider in person, via Zoom, or by email (in-person or Zoom are encouraged) by week 7 to select a topic. Students will turn in an annotated bibliography of the works they have selected in week 11. This annotated bibliography will be worth 20% of the total paper grade, with the final paper making up the remaining 50% of the grade. Any and all cases of plagiarism will result in an automatic 0 and an F for the course. We will discuss what an annotated bibliography and a historiographic essay are (and are not) as the semester progresses. The final paper will be due Saturday, December 11. There will be a guide on a historiographic essay is, and some of the methods and strategies for writing one, available on Canvas.

### Grades

This course will be graded on the standard grading scale (A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 0-59%), with grades determined in the following manner:

<b>Attendance and Participation</b>	30%
<b>Historiographic Essay's Annotated Bibliography</b>	20%
<b>Final Historiographic Essay</b>	50%
<b>TOTAL</b>	<b>100%</b>

### Suggested supplemental resources:

For the final paper, students are expected to use the Chicago style. Students seeking general guidelines, aid, or reminders of Chicago's format may want to consult either of the two following guides to help you in formatting along these lines.

Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. Eighth Edition. Chicago: University of Chicago Press, 2013.

*The Chicago Manual of Style*. 17th Edition. Chicago: University of Chicago Press, 2017.

### Attendance and Makeup Policy

Because this is a seminar-style course that only meets once a week, students must make every effort to be in class regularly. As outlined above, attendance in the class is **mandatory**, and more than three unexcused absences will result in a failing grade on attendance and participation (30% of the total grade), resulting in a failing grade for the class. In cases of **emergency** (i.e., serious illness, family emergencies, etc.), an absence may be excused. The student should make sure to consult with the professor as soon as possible in order to provide advance warning of absences where possible. Students must also put forth every effort to submit their papers on time. Each day the paper is late will result in a reduction of one-letter grade from the student's paper. If the paper is one week late, it will not be accepted, and the student will receive an **automatic zero** for the assignment. In the event a student needs a paper extension due to serious illness, family emergency, etc., they must make every effort to speak with the professor in advance, keeping in mind that paper extensions remain the professor's prerogative.

# Class Schedule

Note: Books must be read by the dates they are assigned below.

## Week 1 (August 24) – Introduction: Globalizing the Cold War

Discussion of Odd Arne Westad's *The Global Cold War: Third World Interventions and the Making of Our Times*

## Week 2 (August 31) – South Asia and the Dawn of the Cold War

Discussion of Manu Bhagavan's *India and the Cold War*

## Week 3 (September 7) – Decolonization in the Cold War

Discussion of Jeffrey Byrne's *Mecca of Revolution: Algeria, Decolonization, and the Third World Order*

## Week 4 (September 14) – Geopolitical Competition in the Cold War

Discussion of Jeremy Friedman's *Shadow Cold War: The Sino-Soviet Competition for the Third World*

## Week 5 (September 21) – Latin America and the Cold War

Discussion of Thomas Field's, Stella Knapp's, and Vanni Pettina's *Latin America and the Global Cold War*

## Week 6 (September 28) – Transnational Anticommunism and Repression in the Cold War

Discussion of Vincent Bevins's *The Jakarta Method: Washington's Anticommunist Crusade and the Mass Murder Program that Shaped Our World*

## Week 7 (October 5) – Africa and Geopolitical Competition in the Cold War

Discussion of Lisa Namikas's *Battleground Africa: Cold War in the Congo, 1960-1965*

## Week 8 (October 12) – Independence and Ideology in the Cold War

Discussion of Piero Gleijeses's *Conflicting Missions: Havana, Washington, and Africa, 1959-1976*

## Week 9 (October 19) – Beyond the USSR: The Eastern Bloc in the Cold War

Discussion of Anne Gorsuch's and Diane P. Koehner's *The Socialist Sixties: Crossing Borders in the Second World*

## Week 10 (October 26) – Transnational Leftism in the Cold War

Discussion of Aldo Marchesi's *Latin America's Radical Left: Rebellion and Cold War in the Global 1960s*

## Week 11 (November 2) – Ideology and Apparatus in the Cold War

Discussion of Theodora Dragostinova's, *The Cold War from the Margins: A Small Socialist State on the Global Cultural Scene*

Annotated Bibliography due by 6:00 PM on Tuesday, November 2

## Week 12 (November 9) – Violence and the "Hot" Cold War

Discussion of Paul Chamberlin's *The Cold War's Killing Fields: Rethinking the Long Peace*

## Week 13 (November 16) – Shifting Tides and Struggles in the Late Cold War

Discussion of Rashid Khalidi *Sowing Crisis: The Cold War and American Dominance in the Middle East*

**Week 14 (November 23) – Independence, Apartheid, and the Cold War**

Read Piero Gleijeses's *Visions of Freedom: Havana, Washington, Pretoria, and the Struggle for Southern Africa, 1976-1991*

**Week 15 (November 30) – Geopolitical Intervention in the Late Cold War**

Discussion of Gleijeses's *Visions of Freedom* and of Elizabeth Schmidt's *Foreign Intervention in Africa: From the Cold War to the War on Terror*

**Finals Week**

*Historiographic Essay due by 8:00 AM on Saturday, December 11*