

# The Cold War

HIST 4365-001

3 Credit Hours

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Tuesdays and Thursdays, 8:00-9:15  
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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 early twentieth century through the early 1990s to understand the ideological, (geo)political, economic, cultural, social, and military stakes of the Cold War. This course will focus on both a macrolevel and microlevel approach, exploring the broad contours and events of the Cold War while also maintaining a focus on personal and individual experiences worldwide. As a result, the course will not only focus on famous historical figures, but on lesser-known everyday historical actors. In the process, the course will address some of the key questions of Cold War history, such as: What were the root factors leading to the Cold War? How did ideology shape the Cold War period? What were the geopolitical stakes, and 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? What was the role of culture in Cold War rivalries and alliances? How did the dynamics of the Cold War shift between the 1940s and the 1990s? What factors led to the Cold War? In what ways did the Cold War shape subsequent years and decades? 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.

## Learning Outcomes

This class is designed to guide students to develop knowledge in two areas: the content, dynamics, and narratives of the Cold War; and the broader analytical skills at the local, regional, national, and global levels that historians use both in the profession and in their broader daily lives.

Thus, based on the content, in this course:

- Students will identify key events, processes, people, institutions, and transformations in the history of the Cold War.
- Students will identify the origins of the Cold War ideologically, politically, socially, culturally, and economically.
- Students will develop a global narrative of Cold War experiences that goes beyond the dichotomy of the United States and the Soviet Union.
- Students will differentiate the experiences of the Cold War at the individual, national, and regional

levels in different parts of the world.

- Students will categorize the different phases of the Cold War, and what distinguishes them.
- Students will identify the effects of the Cold War on daily life, and the ways daily life shaped Cold War culture and politics.
- Students will examine the effects of a variety of different ethnic, cultural, and social groups in a transnational setting.
- Students will assess the impact of the historical development on contemporary issues.
- Students will assess the role of individuals in social changes and processes.
- Students will evaluate the impact of ideology, economics, and culture in a comparative and global perspective.

More generally, methodologically and cognitively, in this course:

- Students will apply analysis of primary sources in order to develop historical investigation and to understand the social, cultural, political, economic, and other contexts they contain.
- Students will develop their ability to interpret language and understand language as a window into relations of power, emotion, and bias. Students will analyze primary sources and situate them in their broader social, political, cultural, and economic milieus in order to develop their ability to contextualize materials.
- Students will interpret language and understand language as a window into relations of power, emotion, and bias in human interactions and institutions.
- Students will develop critical thinking skills that apply an ability to analyze, synthesize, and evaluate information while improving creative thinking, innovation, and inquiry.
- Students will develop communication skills that reflect the ability to apply, interpret, and express their own ideas through written, oral, and visual communication.
- Students will demonstrate a sense of social responsibility that reflects intercultural competence, an ability to empathize and reflect upon people of diverse backgrounds and lived experiences.
- Students will develop a sense of personal responsibility that the ability to connect individual choices, actions, and consequences to ethical decision-making and civic responsibility.

### Texts and Readings

This course relies on a mixture of primary and secondary sources in order to get students to understand Cold War history as people lived it. These sources also allow students to consider how history is produced, who produces it, and how it is used and interpreted. Textbooks will be available in the bookstore and are mandatory reading.

Judge, Edward H., and John Langdon. eds. *The Cold War through Documents: A Global History*.

Lanham, MD: Rowman & Littlefield, 2018. [ISBN: 978-1538109267]

Guevara, Ernesto Ché. *The Motorcycle Diaries: Notes on a Latin American Journey*. Third Edition.

New York: Seven Stories Press, 2021. [ISBN: 978-1644210680]

Alexievich, Svetlana. *Zinky Boys: Soviet Voices from the Afghanistan War*. Translated by Andrew

Bromfield. New York: W. W. Norton & Company, 2023. [ISBN: 978-1324051121]

**Please note:** Each book is available at no cost to the students in a digital format through the library. Students will be provided with access to these no-cost materials.

### Course Requirements

*Identifying and Applying Cold War History*

To demonstrate familiarity with the content of Cold War history, students will be given a variety of

opportunities to demonstrate their knowledge of Cold War history. These opportunities will come in two forms: quizzes and exams.

Quizzes (10% of final grade)

In order to demonstrate familiarity with the content of the course, including people, places, institutions, events, processes, and other important terms and ideas, students will take a weekly quiz that draws on the lecture materials provided in class. As a result, failure to attend class will leave students unequipped to pass these quizzes and will negatively affect their ability to do well on the exams. These quizzes will be short 10-minute quizzes with 5-10 questions that may use a variety of methods, including (but not limited to) multiple choice, matching, true/false, fill in the blank, or other formats. There will be 14 of these quizzes, occurring each week and building on that week's course material. Each of these quizzes will be 1% of the student's final grade, and the professor will drop the student's four lowest quiz grades, leaving 10 grades counted for 5% of the final grade.

Exams (15% each = 30% of final grade)

Building on the information in lectures, course readings, and in-class discussions, students will combine recall and analysis on exams that will ask students to identify, analyze, compare and contrast, and contextualize broader historical processes and narratives in Latin America throughout the modern period. There will be two such exams: a mid-term exam due in week 8, and a final exam in finals week. Each exam will be worth 15% of the final grade. Students will be kept apprised of the materials covered in the exam and the exam format as the dates approach.

*Assessing, Evaluating, and Discussing Cold War History*

As most people who say history is “boring” will tell you, it is boring because “it’s just a bunch of names and dates.” This could not be further from the truth – history is the analysis and contextualization of the words, actions, and ideas of the past in order to understand their causes, their effects, the ways change over time occurs, and the relation between the past and the present. As a result, historians rely upon the analysis of primary documents – letters, diaries, newspapers, government decrees, artwork, economic data, religious tracts, trial records, and much, much more – to analyze the past and draw broader arguments and conclusions about the past and its relationship to the present. Given this fact, analyzing primary sources is an integral part of history more generally, and of this class specifically.

Thus, in addition to demonstrating familiarity with the content of Cold War history, students will also analyze that history, assessing primary documents, contextualizing them in the broader narrative of Cold War history, and providing their own arguments about and evaluation of Cold War history. These opportunities will help students simultaneously meet the learning outcomes of developing a knowledge of Latin America while also developing students' own broader analytical skills used in this class, in the major, in college, and in life beyond college. These opportunities will come in three forms: short source analyses, participation via discussions, and papers.

Primary Source Analyses (10% of final grade)

Throughout the semester, students will provide a weekly analysis of the primary sources they are reading for that week. This will come in the form of a formatted primary source analysis available on Canvas. There will be 14 of these analyses, commensurate with the weekly assignments [see the chart of readings at the end of the syllabus.] Each of these analyses will be worth 1% of the student's final grade, and the professor will drop the student's four lowest analysis grades, leaving 10

grades counted for 10% of the final grade.

Attendance & Participation (10% of final grade)

While analysis is an integral part of our understanding of the past, our understanding is also refined through dialogue and discussion with our peers. As a result, students will also engage in weekly discussions in both small and large groups in the classroom. Failure to contribute either in small groups or in full-class discussion will result in a diminished grade for participation.

Original Research Paper (35% of final grade)

Analysis of and insights into primary materials are meaningless if they are not connected to broader historical ideas and arguments. Indeed, if analysis of historical materials is the foundation of historical thought, then expressing one's own analysis and understanding of, and arguments about, the past is the keystone of history. Thus, this class features a final writing assignment that gives students **one of two options:**

- **Option 1: A standard research paper**

This option is a research project of 4000-4500 words in length, due by the last week of class. This paper will draw on your own research and analysis of both secondary and primary sources to build an original argument about some aspect of the Cold War. Primary sources can include a variety of sources, including official documents, diaries and testimonies, films, photographs, music, and literature. This paper can take a number of approaches: the traditional research paper; a research paper that uses films and/or music alongside primary sources to analyze films/music as historical artifacts; or an oral history project with somebody you know that uses oral interviews alongside primary sources to provide a narrative and analysis of the Cold War. This paper must use Chicago author-title format style. See guidelines available on Canvas, and feel free to also refer to Kate Turabian's *A Manual for Writers* and [https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html).

- **Option 2: The "Unessay"**

This option also builds on primary research, but puts that research into a form of expression beyond the traditional research paper. This can include any number of possibilities: a film script or play set amidst or about the Cold War; a graphic novel of the Cold War; a script for a historical nonfiction television episode; a detailed design of a museum exhibit; an informational website; a YouTube video; or any number of other possibilities that fall in line with a student's professional interests. Students have great flexibility in this possibility, but will be held to rigorous assessment as they would for a standard research paper. Students who opt for the "Unessay" will be expected to submit a proposal as they would for a research paper.

Research Paper Proposal (5% of final grade)

To prepare for the paper, students will also submit a **paper proposal and bibliography** (Option 1) or a **detailed project proposal and outline and explanation** (Option 2). The proposal should be 250-300 words, and should do the following: contextualize your topic; frame your approach; point to the

questions/issues your paper will explore/address. Regardless of which option students choose, their proposal must include **at least five unique primary sources and five secondary sources**. This proposal will be due **week 5** and is worth 5% of your final grade. Since we will be reading and discussing documents (as well as themes that they reveal) from these readings in class throughout the course, students should be adequately prepared for this assignment.

**Note for papers:**

- Failure to cite your sources wherever you use them – whether as a direct quotation or as a synthesis of a detailed passage – will result in **an automatic F for the assignment**. Remember: you **must always cite your sources**.

*Extra Credit Policy*

There is no current extra credit opportunity for this course, but the professor reserves the prerogative to offer (or not offer) extra credit as the semester progresses, depending on students' high degree of participation. The professor reserves the right to review this policy as the semester progresses.

**Grades**

As outlined above, grades will be based on a standard scale (A: 90-100; B: 80-89; C: 70-79; D: 60-69; F; 0-59) and will be determined in the following manner:

Review Quizzes:	10%
Primary Source Analyses	10%
Attendance & Participation:	10%
Mid-Term Exam:	15%
Final Exam:	15%
Paper Proposal	5%
<u>Paper:</u>	<u>35%</u>
<b>TOTAL:</b>	<b>100%</b>

**Attendance and Makeup Policy**

You are expected to attend and participate regularly. Failure to do so will be reflected in the Participation grade. In cases of **emergency** (i.e., serious illness, family emergencies, etc.), deadlines may be flexible, but such a decision will be at the prerogative of the professors. The student should make sure to consult with the professor as soon as possible in order to inform the professor of challenges and obstacles as soon as possible. You also must put forth every effort to submit your papers on time. Each day a written assignment is late, the assignment's grade will be reduced by one letter grade. For example, a paper that was an A paper but was submitted three days late earns a D; a B-level paper one day late earns a C; and so on. If the assignment is one week late or more, it will not be accepted, and the student will receive an **automatic zero** for the assignment. In the event a student needs an assignment 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.

**Syllabus Notice**

The instructor reserves the right to alter the syllabus in areas such as lecture/discussion dates, due dates, and other matters. In the event such changes occur, deadlines and due dates will *never* be moved forward, and you will be given ample warning to any possible changes well in advance.

## Academic Integrity

**Student Standards of Academic Conduct** Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

*i. “Cheating”* includes, but is not limited to:

- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

*ii. “Plagiarism”* includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work (including AI-generated texts) and the submission of it as one’s own academic work offered for credit.

*iii. “Collusion”* includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

*iv. All written work that is submitted will be subject to review by plagiarism software.*

## Class Outline

### **Week 1 (January 15-21): What's So "Cold" about the Cold War? (Or, How I Learned to Stop Worrying and Love Ideology)**

Readings: *The Communist Manifesto*, [Chapter 1](#), [Chapter 2](#), and [Chapter 4](#); Friedman, "[The Relation between Economic Freedom and Political Freedom](#)"; Mao, excerpts from "[Report on an Investigation of the Peasant Movement in Hunan](#)"

Monday, January 15 – Martin Luther King, Jr. Day – NO CLASS

Wednesday, January 17 – Intellectual and Political Antecedents to the Cold War, 1830s-1919

Friday, January 19 – The Ideologies of the Cold War [In-Class Discussion of Week 1 Readings]

***Primary Source Analysis Option 1 due by 8AM, Friday, January 19***

***Content Quiz 1 due by 11:59PM on Sunday, January 21***

### **Week 2 (January 22-28): The Origins of the Cold War, 1944-1946**

Readings: *Cold War Through Documents*, pp. 2-26

Monday, January 22 – Laying the Groundwork of the Cold War, 1919-1944

Wednesday, - Drawing the Lines of the Cold War in Postwar Europe, 1944-1946

Friday, - Solidifying Polarities in the Cold War [In-Class Discussion of Week 2 Readings]

***Primary Source Analysis Option 2 due by 8AM on Friday, January 26***

***Content Quiz 2 due by 11:59PM on Sunday, January 28***

### **Week 3 (January 29-February 4): The Cold War's First Theater: Europe, 1947-1949**

Readings: *Cold War Through Documents*, pp. 26-70

Monday, January 29 – Drawing Lines: Early Diplomacy and Policy in the Cold War

Wednesday, January 31 – The Freeze Settles In: Entrenchment of the Cold War in Europe

Friday, February 2 – Cementing the Cold War in Asia [In-Class Discussion of Week 3 readings]

***Primary Source Analysis Option 3 due by 8AM on Friday, February 2***

***Content Quiz 3 due by 11:59PM on Sunday, February 4***

### **Week 4 (February 5-11): The Cold War Goes Global, 1949-1954**

Readings: *Cold War Through Documents*, pp. 70-81

Monday, February 5 - The Chinese Revolution and Its Impact

Wednesday, February 7 – Ideology and Violence in East Asia in the 1950s

Friday, February 9 – Communist Friends, Communist Foes: China and the Cold War [In-Class Discussion of Week 4 Readings]

***Primary Source Analysis Option 4 due by 8AM on Friday, February 9***

***Content Quiz 4 due by 11:59PM on Sunday, February 11***

### **Week 5 (February 12-18): Masses and Struggle in the 1950s**

Readings: Guevara, *Motorcycle Diaries*

Monday, February 12 – The Need for Reform and the Promise of Revolution

Wednesday, February 14 – The Limits of Reform and the Reality of Reaction

Friday, February 16 – The Cold War at Ground Level Lived Experiences – In-class discussion

***Book Analysis Option 1 [Primary Source Analysis Option 5] due by 8AM on Friday, February 16***

***Paper Proposal Due by 8AM Saturday, February 17***

***Content Quiz 5 due by 11:59PM on Sunday, February 18***

**Week 6 (February 19-25): The “Hot Cold War” in the 1950s and 1960s**

*Readings: Cold War Through Documents, pp. 82-138*

Monday, February 19 – The Intensification of the Cold War at Home and Overseas in the 1950s

Wednesday, February 21 – Decolonization and New Cold War Battlefields

Friday, February 23 – The Cold War on a Global Scale [In-class discussion of Week 6 Readings]

***Primary Source Analysis Option 1 due by 8AM on Friday, February 23***

***Content Quiz 6 due by 11:59PM on Sunday, February 25***

**Week 7 (February 26-March 3): The Threat of Nuclear Apocalypse and the Cold War**

*Readings: Cold War Through Documents, pp. 139-194*

Monday, February 26 – Near-Extinction: The Cold War and Nuclear Rivalries

Wednesday, February 28 – Alternative Revolutions: New Forms of Cold War Ideologies in the 1960s

Friday, March 1 – Nuclear Winter in the Cold War [In-Class Discussion of Week 7 Readings]

***Primary Source Analysis Option 7 due by 8AM on Friday, March 1***

***Content Quiz 7 due by 11:59PM on Sunday, March 3***

**Week 8 (March 4-10): New Approaches and New Contours, 1963-1969**

*Readings: Cold War Through Documents, pp. 194-229*

Monday, March 4 – Cold War Ideology and Genocide

Wednesday, March 6 – Putting the “War” in the Cold War: Vietnam and Beyond

Friday, March 8 – Shifting Political Landscapes in the 1960s [In-Class Discussion of Week 8 Readings]

***Primary Source Analysis Option 8 due by 8AM on Friday, March 8***

***Midterm Exam Exam due by 8:00AM on Saturday, March 9***

***Content Quiz 8 due by 11:59PM on Sunday, March 10***

**Week 9 (March 11-17): Spring Break – NO CLASS**

**Week 10 (March 18-24): The Cold War through Cultural Lenses**

*Readings: Cold War Through Documents, pp. 230-248*

Monday, March 18 – The Inflamed Cold War

Wednesday, March 20 – A New Field of Struggle: Human Rights in the Cold War

Friday, March 22 – New Trajectories and New Battlefields [In-Class Discussion of Week 10 Readings]

***Primary Source Analysis Option 9 due by 8AM on Friday, March 22***

***Content Quiz 9 due by 11:59PM on Sunday, March 24***

**Week 11 (March 25-31): Détente? Transformations in Cold War Geopolitics, 1969-1978**

*Readings: Cold War Through Documents, pp. 248-268*

Monday, March 25 – Triangularism and Détente in the 1970s

Wednesday, March 27 – Transformations in Global Ideologies and Markets

Friday, March 29 – A More Complex Landscape [In-Class Discussion of Week 11 Readings]

***Primary Source Analysis Option 10 due by 8AM on Friday, March 29***

***Content Quiz 10 due by 11:59PM on Sunday, March 31***

**Week 12 (April 1-7): The Cold War and Culture**

*Readings: Cold War Through Documents, pp. 268-298*



Monday, April 1 – The Cultural Cold War

Wednesday, April 3 – An Increasingly Complex Picture [In-Class Discussion of Week 12 Readings]

Friday, April 5 – Writing Day – No Class Meeting

***Primary Source Analysis Option 11 due by 8AM on Friday, April 5***

***Content Quiz 11 due by 11:59PM on Sunday, April 7***

**Week 13 (April 8-14): The Cold War “Re-Heats,” 1980-1986**

*Readings: Alexievich, Zinky Boys*

Monday, April 8 – A Glimpse of the Future? New Contexts in the Middle East

Wednesday, April 10 – Re-Escalating the Cold War, 1980-1984

Friday, April 12 – The Reach and Limits of the Superpowers in the Late Cold War [In-Class Discussion of Week 13 Readings]

***Book Analysis 2 [Primary Source Analysis Option 12] due by 8AM on Friday, April 12***

***Content Quiz 12 due by 11:59PM on Sunday, April 14***

**Week 14 (April 15-21): “Not with a bang, but with a whimper”: The End of the Cold War, 1985-1991**

*Readings: Cold War Through Documents, pp. 299-319*

Monday, April 15 – The Late Cold War on a Global Scale

Wednesday, April 17 – New Forms of Politics at Cold War’s End

Friday, April 19 – A Bang, or a Whimper? [In-Class Discussion of Week 14 Readings]

***Primary Source Analysis Option 13 due by 8AM on Friday, April 19***

***Content Quiz 13 due by 11:59PM on Sunday, April 21***

**Week 15 (April 22-28): Ripples Beyond Ideology – Legacies of the Cold War**

*Readings: Cold War Through Documents, pp. 320-364*

Monday, April 22 – A New World Order? The End of the Cold War

Wednesday, April 24 – What Happened to Revolution? The Post-Cold War Context of the 1990s

Friday, April 26 – The Cold War’s Ripples in History, 2001-2020

***Final Paper due by 9AM on Monday, April 22***

***Primary Source Analysis Option 14 due by 8AM on Friday, April 26***

***Content Quiz 14 due by 11:59PM on Sunday, April 28***

**Finals Week (April 29-May 3)**

***Final Exam due by 8AM Wednesday, May 1***