

The Cold War

HIST 4397-001

Spring 2020

Monday-Wednesday-Friday, 10:10-11:05 AM

RBS 1024

3 Credit Hours

Dr. Colin Snider

CAS 118

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Office Hours:

Mondays, 11:15AM-12:45 PM

Tuesdays, 4:00-5:30 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 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.

Objectives

This class is designed to get students to generally understand the various narratives and dynamics of 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 use a variety of sources, including primary sources, secondary monographs, film, music, art, and other media to teach students how to analyze historical processes and to formulate their own analysis and understanding of the history of inter-American relations. 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.
- Develop a global narrative of Cold War experiences that goes beyond the dichotomy of the United States and the Soviet Union.
- Differentiate 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 perspective.

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.

Guevara, Ernesto Ché. *The Motorcycle Diaries: Notes on a Latin American Journey*. North Melbourne, Australia: Ocean Press, 2003.

Alexievich, Svetlana. *Zinky Boys: Soviet Voices from the Afghanistan War*. New York: W.W.

Norton & Company, 1992.

Course Requirements

Learning is a process that takes place over days, weeks, months, and years in a variety of ways. One of the most rewarding parts of the learning process is the student's direct engagement with learning via classroom interactions and discussions. It is imperative that you participate in your own educational experience; to choose not to do so is to undertake the more tedious parts of learning without enjoying its rewarding parts. **Therefore, student attendance and participation are required.** Students who miss more than four classes with unexcused absences will receive a **zero** for their participation. It is the professor's prerogative to determine whether an absence can be excused, and **all excused** absences must be properly documented. Attendance and Participation make up 10% of the final grade. If it becomes clear that students are not doing the assigned readings, quizzes will become a regular feature of the course.

Additionally, students are expected to read an average of 50-150 pages a week. Discussions between students themselves and together with the professor will be a regular feature of the course, and so students must complete the assigned readings outside of the classroom. These readings and discussions will provide students an opportunity to experience and think about history the way historians in any number of fields do, something that is essential for all budding historians. These readings and discussions will both give the students a chance to directly think about historical processes and the historical record on their own terms, as well as helping them to develop their analytical skills.

Writing is an essential part of historical study and analysis, and of the liberal arts tradition of education more generally; as a result, students will be given two types of writing assignments. The first of these is a series of seven (7) short primary source analyses based upon the weekly readings. These are relatively short assignments, in which students are to consider two primary documents from the week's readings and to provide a brief analysis of them. The form for these short analyses is available on Canvas. Students are welcome to pick which source from the week's readings that they may analyze. These analyses will also serve as instruments in classroom discussion. Collectively, these primary source analyses are worth 10% of the student's final grade.

The other writing assignment is an original research project of 3500-4000 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. Primary sources can include a variety of sources, including official documents, diaries and testimonies, films, photographs, music, and literature. This paper will be due week 14 and is worth 25% of the final grade. 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.

To prepare for the paper, students will also submit a **paper proposal and bibliography**. 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. The bibliography should have **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.

Finally, for the paper, students will provide an in-class presentation on their selected paper topic. These presentations should be 10-15 minutes in length and include visual materials. The presentation will be worth 10% of the final grade.

Students will take two exams during the semester. Students who miss an exam without prior excuse will receive a Zero (0) on the exam. Upon the student's request, it is the professor's prerogative whether to permit the unexcused student to take a make-up exam. Each exam is worth 20% of your final grade. Collectively, these exams are thus worth 40% of your total grade for the course. The format of the exam will be announced in class.

Please note that ***there is no extra credit opportunity*** included in the syllabus. As a result, per class policy, failure to complete the assignments cannot be amended with additional assignments. This policy applies to everybody within the classroom, without exceptions.

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:

Paper Proposal	5%
Paper:	25%
In-Class Presentation	10%
Mid-Term Exam:	20%
Final Exam:	20%
Attendance & Participation:	10%
Primary Source Analyses	10%
TOTAL:	100%

Due Dates

The following are deadlines for this course:

Week 5:	Paper Proposal and Bibliography
Week 7:	Midterm Exam
Week 14:	Final Paper
Week 15:	In-Class Presentations
Finals Week:	Final Exam

Attendance and Makeup Policy

Students must make every effort to be in class regularly. As outlined above, attendance in the class is **mandatory**, and more than four unexcused absences will result in a failing grade on attendance and participation (10% of the total grade). In cases of **emergency** (i.e., serious illness, family emergencies, etc.), however, 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 provide documentation in order for an absence to be excused. At the professor's prerogative, makeup exams will be available in the case of an emergency. Students also must 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. Makeup exams will be offered only with the professor's authorization, and will be held at 8AM on the Monday of Week 15.

Syllabus Notice

The instructor reserves the right to alter the syllabus; however, students will be given ample warning to any possible changes.

Email Policy

If you email me, I will reply to your email within 24 hours during weekdays, and within 48 hours on weekends.

Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

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 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.

UT Tyler Resources for Students

- UT Tyler Writing Center(903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center(903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center(903.566.7254)

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid State-

Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure

and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Class Outline

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

Monday, January 13 – Introduction

Wednesday, January 15 – The Terms of the Cold War

Friday, January 17 – Intellectual and Political Antecedents, 1917-1941

Week 2: The Cold War – Antecedents and Roots

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 20 – Martin Luther King, Jr. Day – NO CLASS

Wednesday, January 22 – Laying the Groundwork of the Cold War, 1941-1945

Friday, January 24 – Ideological Roots – In-class discussion

Primary Source Evaluation Option #1

Week 3: The Emerging Cold War, 1944-1948

Readings: [Cold War Through Documents](#), pp. 2-26

Monday, January 27 – Drawing the Lines of the Cold War in Postwar Europe

Wednesday, January 29 – Solidifying Polarities at Mid-Century – In-class discussion

Primary Source Evaluation Option #2

Friday, January 31 – NO CLASS – Paper Proposal due by 11AM

Week 4: The Cold War Goes Global, 1949-1954

Readings: [Cold War Through Documents](#), pp. 27-69

Monday, February 3 – The Chinese Revolution and Its Impact

Wednesday, February 5 – Ideology and Violence in East Asia in the 1950s

Friday, February 7 – Cementing the Cold War – In-class discussion

Primary Source Evaluation Option #3

Week 5: Masses and Struggle in the 1950s

Readings: Guevara, [Motorcycle Diaries](#)

Monday, February 10 – The Need for Reform and the Promise of Revolution

Wednesday, February 12 – The Limits of Reform and the Reality of Reaction

Book Evaluation Option #1 [PSE Option #4]

Friday, February 14 – The Cold War at Ground Level – In-class discussion

Week 6: The "Hot Cold War" in the 1950s and 1960s

Readings: [Cold War Through Documents](#), pp. 70-138

Monday, February 17 – The Cold War and the "Third World"

Wednesday, February 19 – Decolonization and New Cold War Battlefields

Friday, February 21 – The Cold War on a Global Scale – In-class discussion

Primary Source Evaluation Option #5

Week 7: The Threat of Nuclear Apocalypse and the Cold War

Readings: [Cold War Through Documents](#), pp. 139-192

Monday, February 24 – Near-Extinction: The Cold War and Nuclear Rivalries

Wednesday, February 26 – Alternative Revolutions: New Forms of Cold War Ideologies in the 1960s

Friday, February 28 –

Primary Source Evaluation Option #6

Week 8: New Approaches and New Contours, 1963-1968

Readings: Cold War Through Documents, pp. 193-229

Monday, March 2 – War and Genocide in the Cold War

Wednesday, March 4 – Shifting Political Landscapes in the 1960s – In-class discussion

Primary Source Evaluation Option #7

Friday, March 6 – NO CLASS – Midterm Exam due by 11AM

Week 9: Spring Break – NO CLASS

Week 10: The Cold War through Cultural Lenses

Readings: Cold War Through Documents, pp. 230-319

Monday, March 16 – The Inflamed Cold War

Wednesday, March 18 – The Sino-Soviet Split and Changes in Global Politics

Primary Source Evaluation Option #8

Friday, March 20 – New Trajectories and New Battlefields – In-class discussion

Week 11: Détente? Transformations in Cold War Geopolitics, 1969-1978

Monday, March 23 – The Cultural Cold War

Wednesday, March 25 – Human Rights Struggles Amidst the Cold War

Friday, March 27 – NO CLASS – Writing Day

Week 12: The Cold War “Re-Heats,” 1980-1985

Readings: Alexievich, Zinky Boys

Monday, March 30 – New Forms of Revolution in the Late Cold War

Wednesday, April 1 – Re-escalating the Cold War

Book Evaluation Option #2 [PSE Option #9]

Friday, April 3 – The Reach and Limits of the Superpowers

Week 13: “Not with a bang, but with a whimper”: The End of the Cold War, 1985-1991

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

Monday, April 6 – The Late Cold War on a Global Scale

Wednesday, April 8 – New Forms of Politics at Cold War’s End

Primary Source Evaluation Option #10

Friday, April 10 – A New World Order? The End of the Cold War

Week 14: Ripples Beyond Ideology – Legacies of the Cold War

Monday, April 13 – What Happened to Revolution? The Post-Cold War Context of the 1990s

Wednesday, April 15 – The Cold War’s Ripples in History, 2001-2020

Friday, April 17 – NO CLASS – Final Paper due by 5PM

Week 15: Snapshots of the Cold War

Monday, – In-Class Presentations of Papers

Wednesday, – In-Class Presentations of Papers

Friday, – In-Class Presentations of Papers

Finals Week

Final Exam (format and time TBA)