

**History 414 / 514: The Global Cold War (Spring 2020)**  
**Time and Place: MW 2:00-3:15 PM, MHRA 1208**

Professor David M. Wight ([dmwight@uncg.edu](mailto:dmwight@uncg.edu))

Office Hours: M 12:45-1:45 PM, W 3:20-5:20 PM, and by appointment, MHRA 2117

### STRUCTURE & SCOPE

Welcome! This course explores the global roots and consequences of the Cold War. While the two superpowers, the Soviet Union and the United States, were important leaders in this global struggle, myriad countries from across the world contributed to the start, prolongation, and resolution of the conflict. Furthermore, many of the consequences of the Cold War, particularly its "hot wars," were largely imposed upon societies within the Third World. This course will thus look at the superpowers, allied nations, and non-aligned countries to present a truly global understanding of the defining geopolitical struggle of the second half of the 20th century.

### REQUIRED READINGS

There are five books assigned for the course, listed below. Books with a "\*\*\*\*" after them are available for free as ebooks through the UNCG library. The books can also be purchased at the University Bookstore. Two additional articles will be provided on Canvas.

Jeremy Friedman, *Shadow Cold War: The Sino-Soviet Competition for the Third World* (Chapel Hill: University of North Carolina Press, 2015) \*\*\*\*

Lien-Hang T. Nguyen, *Hanoi's War: An International History of the War for Peace in Vietnam* (Chapel Hill: University of North Carolina Press, 2012) \*\*\*\*

Stephen G. Rabe, *The Killing Zone: The United States Wages Cold War in Latin America, Second Edition* (Oxford: Oxford University Press, 2016)

Abdel Razzaq Takriti, *Monsoon Revolution: Republicans, Sultans, and Empires in Oman, 1965-1976* (Oxford: Oxford University Press, 2013) \*\*\*\*

Odd Arne Westad, *The Global Cold War* (Cambridge: Cambridge University Press, 2007) \*\*\*\*

### GRADING

For students enrolled in 414, your final grade will be comprised of the following:

Attendance	10%
Discussion	20%
Essay 1	20%

Essay 2	25%
Essay 3	25%

For students enrolled in 514, your final grade will be comprised of the following:

Attendance	5%
Discussion	20%
Essay 1	20%
Essay 2	20%
Essay 3	20%
Three Short Papers	15%

Grades follow this scale: A = 94 and up; A- = 90-93; B+ = 87 to 89; B = 84-86; B- = 80-83; C+ = 77-79; C = 74-76; C- = 70-73; D+ = 67-69; D = 64-66; D- = 60-63; F = <60

## ATTENDANCE AND DISCUSSION

Daily class attendance is mandatory and graded. If you arrive late, leave early, or are absent, your grade for that day may be half or zero credit. About half of the classes are listed as discussion days. For these days, you will be required to discuss the assigned readings for that week to receive credit for your discussion score. You will be given one excused absence for any reason (i.e. your lowest attendance/discussion score will be dropped), but no more, so plan accordingly.

You are required to complete the readings listed for a discussion day **before** arriving to class. The entirety of that class will be devoted to you and your fellow colleagues discussing the readings for that day and how they relate to course themes, so if you do not read beforehand, you will not be able to engage in discussion with your colleagues or me in a meaningful way. Furthermore, you will not receive full discussion credit without regularly and thoughtfully participating in discussions about the readings in class. The aim is to have a discussion of ideas occur between your classmates, with limited guidance from me. Discussion dates and readings are listed at the end of this syllabus under the heading “Class Topics & Assignments.”

Common sense respect (not texting or surfing the web or listening to headphones during class, etc.) is required. Likewise, when discussing ideas, you are required to be respectful of other people’s arguments. Critiques and disagreements over the ideas we discuss are expected and even encouraged, but this does not permit anyone to be offensive or abusive toward others. I reserve the right to remove anyone from class for disrespectful behavior.

## ESSAYS

History is primarily a written craft, and writing is a distinct process of obtaining and relating knowledge. One of my goals is to improve your ability to write a clear argument with the use of evidence, a skill that will benefit you in almost any field or occupation.

You will have three essays. Each essay will be 5-6 double-spaced pages, begin with a clear thesis that responds to the prompt, and have thoughtful examples and analysis which demonstrate your thesis and synthesize the readings and lectures of the course. And do not forget that the key to writing a good essay is reading over it and REVISING it several times!

Essays will be graded by the following criteria:<sup>1</sup>

- **ACCURACY:** Does my paper show that I have thoroughly and accurately examined the assigned materials?
- **CLEAR THESIS:** Does my paper begin with a clear and interesting thesis statement indicating what I am arguing?
- **ARGUMENT:** Have I substantiated my thesis with a clear argument?
- **SYNTAX AND WORDING:** Have I used proper grammar, punctuation, and spelling? Is my writing clear and straightforward, with mostly active voice and active verbs?
- **DIRECTIONS:** Do I follow all of the directions of the assignment?

I encourage you to discuss your ideas and theses, as well as returned essays, during my office hours or by appointment. I am also happy to read an introductory thesis or a single paragraph before the paper is due. Out of fairness, however, I will not read an entire essay draft.

I require that you submit both a hard copy of your essay in class and an electronic version to Canvas by the start of lecture on the day the assignment is due. Late papers (either hard copy, electronic, or both) will be marked down 1% per day late, starting with the day the assignment was due (so if you submit the paper after class on the first day, it will be marked down 1%; the following day marked down 2%, etc.)

## SHORT PAPERS

For **ONLY** students enrolled in 515, you will be required to submit three short papers (2-3 pages double spaced) on three different supplemental readings throughout the semester. These papers should cover the following three points, roughly sequentially: First, what are the main arguments of the book (and, if clear, how does the arguments of the book fit within Cold War historiographical debates)? Second, what evidence, sources, methods, theories, and/or logics are utilized in the book to defend its arguments? Third, what critiques do you have of the book, and where might the field further advance after this work?

## ACADEMIC RESOURCES

UNCG provides a variety of useful services for you, the student. Check them out!

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<sup>1</sup> Paper grading rubric adapted from rubric used by Emily S. Rosenberg

The UNCG Writing Center (<https://writingcenter.uncg.edu/>) provides assistance with writing assignments; contact staff members to set an appointment either in person or via instant-messaging.

The UNCG Speaking Center (<https://speakingcenter.uncg.edu/>) provides assistance in improving your skill and confidence in public, group, and individual speaking.

If you have any needs or questions related to disability issues, please contact the Office of Accessibility Resources and Services (OARS) (<https://ods.uncg.edu/>). I prioritize making this course accessible to all of the students in it, and I will work with OARS to accommodate students' requests. You do not need to disclose details about your disability to me or your TA to receive accommodations.

## ACADEMIC INTEGRITY

The University of North Carolina at Greensboro prohibits any and all forms of academic dishonesty. It is the student's responsible to know what constitutes academic integrity and academic dishonesty, and to be familiar with UNCG policies on academic integrity laid out here: <https://sa.uncg.edu/handbook/academic-integrity-policy/>. Students who engage in an academically dishonest act (such as plagiarizing part of a paper or cheating during an exam) will receive a grade of "F" in the course and be reported to the Academic Dean for possible additional disciplinary action, including expulsion from the university. Do not attempt it.

## CONTACTING ME

I encourage you to meet with me at my office hours or at another arranged time. You can also ask me questions by email. Please allow me a full day to respond (or two on the weekends), but I'll usually reply sooner.

## USEFUL WEBSITES

History Department Facebook page: <https://www.facebook.com/UNCGDepartmentofHistory/>

History Department Website: <https://his.uncg.edu/>

## SYLLABUS MODIFICATIONS

I reserve the right to modify or alter any part of the syllabus as the course progresses. It is your responsibility to keep up with class announcements about any alterations.

## CLASS TOPICS & ASSIGNMENTS

### WEEK 1

M 1/13 Lecture: Welcome

W 1/15 Lecture: Background to the Cold War

### WEEK 2

M 1/20 No Lecture: Martin Luther King Jr. Holiday

W 1/22 Discussion: Westad, Introduction, Chapters 1, 2

### WEEK 3

M 1/27 Discussion: Westad, Chapter 3

Rabe, Introduction, Chapter 1

W 1/29 Lecture: 1945-1948

Supplemental Reading: David C. Engerman, *The Price of Aid: The Economic Cold War in India* (2018)

### WEEK 4

M 2/3 Discussion: Rabe, Chapter 2

Takriti, Introduction, Chapters 1, 2

W 2/5 Lecture: 1949-1952

Supplemental Reading: Wada Haruki, *The Korean War: An International History* (2014)

### WEEK 5

M 2/10 Discussion: Friedman, Introduction, Chapter 1

Rabe, Chapter 3

Nguyen, Introduction, Chapter 1

W 2/12 Lecture: 1953-1959

Supplemental Reading: Zbigniew Wojnowski, *The Near Abroad: Eastern Europe and Soviet Patriotism in Ukraine, 1956–1985* (2017)

## WEEK 6

M 2/17 Discussion: Westad, Chapter 4

W 2/19 Lecture: 1960-1962

### **First Essay Due at Start of Class**

Supplemental Reading: Matthew Connelly, *A Diplomatic Revolution: Algeria's Fight for Independence and the Origins of the Post–Cold War Era* (2002)

## WEEK 7

M 2/24 Discussion: Friedman, Chapter 2, 3

Rabe, Chapter 4

Takriti, Chapter 3

W 2/26 Lecture: 1963-1965

Supplemental Reading: Lise Namikas, *Battleground Africa: Cold War in the Congo, 1960–1965* (2013)

## WEEK 8

M 3/2 No Lecture: Spring Break

W 3/4 No Lecture: Spring Break

F 3/6 No Section: Spring Break

## WEEK 9

M 3/9 Discussion: Westad, Chapter 5 pages 158-194

Friedman, Chapter 4

Nguyen, Chapters 2-4

Takriti, Chapters 4, 5

W 3/11 Lecture: 1966-1968

Supplemental Reading: Guy Laron, *The Six-Day War: The Breaking of the Middle East* (2017)

WEEK 10

M 3/16 Discussion: Nguyen, Chapter 5

Takriti, Chapters 6-8

W 3/18 Lecture: 1969-1970

Supplemental Reading: Jeremi Suri, *Power and Protest: Global Revolution and the Rise of Détente* (2003)

WEEK 11

M 3/23 Discussion: Westad, Chapter 5 pages 194-206

Rabe, Chapter 6

Nguyen, Chapters 6-8

Takriti, Chapter 9

W 3/25 Lecture: 1971-1973

Supplemental Reading: Craig Daigle, *The Limits of Détente: The United States, the Soviet Union, and the Arab-Israeli Conflict, 1969-1973* (2012)

WEEK 12

M 3/30 Discussion: Westad, Chapter 6

Friedman, Chapter 5

Takriti, Chapter 10, Conclusion

W 4/1 Lecture: 1974-1976

Supplemental Reading: Fernando López, *The Feathers of Condor: Transnational State Terrorism, Exiles and Civilian Anticommunism in South America* (2016)

WEEK 13

M 4/6 Discussion: Westad, Chapter 7

W 4/8 Lecture: 1977-1980

**Second Essay Due at Start of Class**

Supplemental Reading: Jamie Miller, *An African Volk: The Apartheid Regime and Its Search for Survival* (2016)

WEEK 14

M 4/13 Discussion: Westad, Chapters 8, 9

Rabe, Chapter 7

W 4/15 Lecture: 1981-1985

Supplemental Reading: Kyle Burke, *Revolutionaries for the Right: Anti-Communist Internationalism and Paramilitary Violence in the Cold War* (2018)

WEEK 15

M 4/20 Discussion: Giovanni Arrighi, “The World Economy and the Cold War, 1970–1990”

Westad, Chapter 10

Friedman, Conclusion

W 4/22 Lecture: 1986-1991

Supplemental Reading: Stephen Kotkin, *Armageddon Averted: The Soviet Collapse, 1970-2000, Updated Edition* (2008)

WEEK 16

M 4/27 Discussion: Rabe, Aftermath

Emily Rosenberg, “Consumer Capitalism and the End of the Cold War”

Westad, Conclusion

W 4/29 Lecture: The Legacies of the Cold War

WEEK 17

W 5/6

**Third Essay Due at 11:59 PM on Canvas**