

## HSTR 391:50 The Cold War in Global Perspective Fall 2018

*This is a UM Online course offered through Moodle*

### Instructor's contact information:

[Professor Gillian Glaes](#)

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Phone: Please text me at (406) 624-9571.

### Office hours and virtual office hours via email or web conference:

in Liberal Arts 259 (history department wing):

Tuesdays & Thursdays: 1:00-2:00 p.m.

- *If you cannot meet with me during my office hours, please let me know and we can schedule an appointment.*
- If you are not on campus or in Missoula, I am happy to meet with you via Blackboard Connect on Moodle, Skype, Google Hangout, Facetime, or over the phone. I can also correspond with you via your official UM email account.
- *Please contact me to schedule an appointment.*

### Methods of communication with students:

- Moodle, email, and individual conversations and meetings  
In your email messages, please include the course number and topic in the subject line.
- I've established a Twitter hashtag for the course, #hstr39150f, which will also be visible through the course Moodle page.
- Per official UM policy, please use your UM email account for email communications.
- *Please remember to maintain a professional demeanor in all interactions, including email and other electronic forms of correspondence.*

### Course overview:

This course explores the history of the Cold War internationally from 1945 to 1991. During this period, the world underwent significant changes. While often associated with Europe, the US, and the Soviet Union, the Cold War impacted regions throughout the world, shaping conflicts from Vietnam to Algeria while also influencing US foreign policy from Sub-Saharan Africa to Latin America. This course will use social, cultural, political, diplomatic, and economic history to

explore these and other historical developments, focusing on hot conflicts throughout the world while also evaluating important global developments such as international communist-style revolutions, decolonization, and the rise of postwar dictatorships in places such as Latin America. This course will also consider thematic developments, including the Cold War's impact on sport, music, spying, and surveillance. Through readings, discussions, writing assignments, films, and other resources, the class will examine several important questions such as:

- how did the Cold War emerge and what was its impact internationally?
- what developments led to the rise and sometimes fall of communism beyond the Soviet Union?
- how and why did decolonization occur? What was the impact of decolonization?
- how did communist revolutions such as those in China and Cuba impact geo-politics globally?
- what was the impact of the Cold War on various continents, from Asia to Africa to Latin America?
- how did the Cold War's end impact Europe and the rest of the world?
- what was the impact of Americanization and American consumer culture globally? How was American consumer culture used tactically during the Cold War?

### **Expected learning outcomes and course goals:**

This course will assist you in:

- understanding the origins of the Cold War
- evaluating the ways in which the Cold War shaped postwar global history
- exploring the impact of the Cold War on social, cultural, political, economic, military, and diplomatic developments throughout the world
- investigating the impact of the Cold War on ordinary people and daily life throughout the world
- examining the connection between the Cold War and decolonization and other global events
- comprehending why the Cold War ended while also considering its legacy

### **Online Learning/Learning Online:**

You might be someone who has taken many online courses or this might be your first online class. Regardless of your background in online learning, I am excited that you are taking this class. That said, while this is an online course, it will not necessarily be an "easy" class. It should challenge you intellectually and academically, just as a traditional class would.

Please be aware that you are responsible for reading and understanding the course syllabus and knowing the due dates for all assignments. Please keep in mind that changes to the syllabus can occur. Remember to look for announcements concerning the class on the course Moodle page and through the news forum. Make sure that you check your *UM email account* regularly for announcements, notices, etc.

To stay current with the class, I expect you to log onto the course Moodle page several times per week to access readings, videos, discussion forums, assignments, and other information. This will enable you to remain engaged in the course materials and corresponding forums and assignments each week and throughout the semester. Remember to communicate regularly with me as the instructor, especially if you are experiencing challenges with the course material or with the technology that we are using (Moodle and various features in Moodle). Technology should assist you in completing and succeeding in this course – it should not be a barrier, nor should it be used as an excuse for incomplete coursework.

### **Expectations for student conduct: “netiquette” in an online class**

There are rules and etiquette that apply to the online realm, just as there are in the rest of society.

As such, it is important for you to maintain a friendly, open, and professional demeanor. The other students in the course and I are your colleagues and will serve as tremendous resources for you as we work through the course material together. To nurture your rapport with others in the class, remember to maintain a collegial and a professional demeanor throughout the semester. Here is a link to UM's [Student Conduct Code](#) – please see especially the section on “General Misconduct.”

The following are good practices and expectations for student conduct in this online class. To quote [onlinecollege.net](#): “*Like all professional endeavors, successful performance in an online course depends on following certain standardized rules to achieve clear communication.*”

Please follow the [Student Conduct Code](#) and these rules and expectations throughout the semester:

- Participate frequently. Studies show that the more students participate in an online class, the better they do. Put your ideas out there so that others may read them, understand them, and respond to them.
- Complete your work on time and make sure that you’re staying current with the syllabus each week.
- Conduct yourself on Moodle and in this online class as you would in real life. Respect others and remember that your fellow students are people. Be ethical, punctual, courteous, professional, compassionate, intellectually engaged, respectful, and enthusiastic.
- Remember that outside of a conference call, you cannot see facial expressions, gestures, and other mannerisms that are important in communication while on Moodle. Tread lightly – avoid all caps, exclamation points, and/or purposely provoking your fellow students (or the instructor). If you would not say it in person, please do not say it on Moodle, via email, or through other means of online, electronic communication.
- Represent yourself well online: make sure that your writing is grammatically correct and supported by sources offered through the class. Use clear, concise, academic, and professional language. Test for clarity – your paragraph might be clear to you, but it might not necessarily be clear to others. Stay focused on the topic at hand.

- Be collaborative and show a willingness to work with others. To quote onlinecollege.net: *“To be truly collaborative, it is important to share information, reveal tips you may have discovered, and respect the ideas of others.”*

Failure to abide by UM’s Student Conduct Code and these rules of “Netiquette” will result in the appropriate penalties.

For further resources on online etiquette, which inspired the above list, see the following links:

- [Albion netiquette rules](#)
- [UWC technology rules](#)

### **Technical Support:**

Having trouble with Moodle? Unable to post or log in? Can’t submit assignments?

Avoid waiting until the last minute to contact [the UM Solutions Center](#) or me. If you are experiencing technical difficulties and need immediate assistance, here are important resources:

Email: [umonline-help@mso.umt.edu](mailto:umonline-help@mso.umt.edu)  
 Phone: 406.243.4999 or 866.225.1641 (toll-free)  
 Web: [The UM Solutions Center](#)

### **Academic honesty:**

Issues with academic integrity, plagiarism, and/or cheating will be addressed according to the University of Montana-Missoula’s [Student Code of Conduct](#) and, specifically, its policies regarding academic misconduct. See especially section V on academic misconduct.

The Academic Misconduct policy within the [Student Code of Conduct](#) defines misconduct as plagiarism, misconduct during an academic exercise, unauthorized possession or examination of course material, tampering with course materials, submitting false information, submitting work previously presented in another course, improperly influencing conduct, submitting or arranging substitution for a student during an examination or other academic exercise, facilitating academic misconduct, or altering academic documentation (transcripts, etc.).

I assume that you have read and understand these policies. I also assume that you will abide by them and conduct yourself in an ethical manner throughout the semester. I will be checking your essays for originality. Instances of academic misconduct will be dealt with swiftly and in accordance with UM’s policies. If you have any questions, please contact me.

### **Accessibility and accommodations:**

The course materials, interactions, and policies are intended to accommodate all students. The University of Montana assures equal access to instruction by supporting collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that requires an accommodation, please contact me during the first week of the semester so that proper accommodations can be provided. For further information or if you feel that you have a disability for which you need accommodation, please contact:

[Disability Services for Students \(DSS\)](#)

Lommasson Center, 154  
The University of Montana  
Missoula, MT 59812

Voice/text: (406) 243-2243  
Fax: (406) 243-5330  
Email: [dss@umontana.edu](mailto:dss@umontana.edu)

## Required Texts:

Available for purchase at [The Bookstore at UM](#)

Robert J. McMahon, *The Cold War: A Very Short Introduction* (textbook)

Kovaly, *Under a Cruel Star*

Nhu Tang, *A Vietcong Memoir*

Kennedy, *Thirteen Days: A Memoir of the Cuban Missile Crisis*

Drakulic, *How We Survived Communism and Even Laughed*

(Other assigned readings will be available through the course Moodle page.)

## Assignments and grading:

Your final grade will be calculated based on the following categories:

**Moodle tutorial** \_\_\_\_\_ **5%** (due Tuesday, Sept. 4)

Please complete the Moodle tutorial available on the course Moodle page under week 1 and under assignments by Tuesday, September 4 by 9:00 a.m. This will familiarize you with Moodle and online learning on Moodle and specifically with the “Snap” layout that we’re using. If you have used Moodle before, please use this as a refresher course – this is a required assignment and will count toward your final grade in the course.

**Weekly discussion forum posts** \_\_\_\_\_ **25%** (weekly)

The weekly discussion forums/threads are intended to give you the opportunity to discuss the assigned weekly course material, including readings and videos, with your fellow students. Each week, we will focus on the readings and online resources in the forum posts. In your forum posts and your responses to other students, you will draw on the course materials and discuss the readings and other materials specifically in your posts. There will be specific directions under each week’s forums that you will follow. Each forum post should be at least a paragraph in length. Remember to write with an academic tone and with the goal of positively and professionally engaging with your fellow students in an academic discussion.

**The weekly discussion forums will open by Monday morning and students will serve as discussion leaders at least once during the semester. Please see below for more information about leading discussion.**

The forum posts will be based on the assigned readings each week. Please complete your first substantive post by Thursday (while also following specific instructions for that week), and your second substantive post and your two responses to other students by the following Monday

morning at 9:00 a.m. Each week, you will post at minimum of 3 times: 1 substantive post in response to the readings and 2 replies to other students. Please keep in mind that there might be required posts beyond these, including during week 1 (the introductory forum). Please be advised that all forums include required participation throughout the semester.

***Late forum posts will not be accepted without prior arrangement with the instructor.***

***Assessment of the weekly forums:***

Your forum posts will be graded each week on the following rubric:

**18-20: A**

**EXCEPTIONAL & EXCEEDS REQUIREMENTS SET FORTH:** Student's forum posts express critical thinking about the assigned readings for the week. The forum posts directly reference many of the readings and online course materials, bringing them together in a thoughtful, thorough, and exceptional manner. Forum posts further the discussion. The student has met and/or exceeded the required number of forum posts for that week, which often include pictures and additional resources. All forum posts are well-written using complete sentences and correct spelling and grammar. The forum posts are submitted on time.

**16-17: B**

**ABOVE AVERAGE & MEETS REQUIREMENTS SET FORTH:** Student's forum posts express critical thinking about the assigned readings for the week with direct references to some of the readings and other course materials, bringing the together in an above average manner. The student has met the required number of forum posts for that week. All forum posts are written in an above-average way in complete sentences and include correct spelling and grammar. The forum posts are submitted on time.

**14-15: C**

**AVERAGE: MEETS REQUIREMENTS SET FORTH:** Student's forum posts express critical thinking about topics from the week, but with few references to the assigned readings and other course materials while adequately connecting course concepts. The student meets the number of forum posts required for this week. Most forum posts are written in complete sentences with proper grammar and spelling. The forum posts are submitted on time or one day late.

**12-13: D**

**BELOW AVERAGE: DOES NOT MEET REQUIREMENTS SET FORTH:** Student's forum posts contain speculative comments without support from the content of the course (e.g., assigned readings, lectures, etc.) or comments are not relevant to the week's readings. The minimum number of forum posts was not met. Forum posts are not properly written in terms of paragraphing, sentence structure, and/or grammar and spelling. The forum posts are submitted one or two days late.

**0-11: F**

**DOES NOT MEET THE CRITERIA SET FORTH:** The forum posts have no bearing on the course, are without relevance to that week's topic, are completed after the due date(s), are poorly written, do not meet the criteria set forth, or are not completed for that week. Or, the forum posts were submitted more than 3 days late.

### **DISCUSSION FACILITATION** \_\_\_\_\_ **10%**

At the start of the semester, please sign up to lead a discussion at least once during the semester on the course Moodle page.

As the discussion facilitator, you will write 6-7 discussion questions based on the assigned reading for one of our weekly discussion forums. You'll post them to your assigned forum by Monday noon, and then you will facilitate the discussion throughout the week on the discussion forum, replying to other students' posts and carrying the discussion forward. I'll be there to assist as well.

Please see the course Moodle page for an overview of the assignment and a resource on how to lead discussions.

Each discussion facilitator will be evaluated on the following scale:

9-10 = **Questions:** discussion leader or leaders have provided questions that lead the class to understand the significance of the readings. **Planning:** discussion is well planned demonstrating critical thinking about the assigned materials. **Content:** discussion questions require analysis rather than summary. **Form:** discussion leaders write clearly, express enthusiasm for the subject, and elicit active participation from the class. The discussion leader is prepared to lead the discussion throughout the week.

8 = Discussion was deficient in one of the four areas: questions, planning, content, and form.

7 = Discussion was deficient in two of the four areas: questions, planning, content, and form.

6 = Discussion was deficient in three of the four areas: questions, planning, content, and form.

0-5 = Discussion was deficient in all of the four areas: questions, planning, content, and form.

**NOTE:** Failure to submit questions to the assigned Moodle forum on time could result in a significant grade deduction in this category, up to and including failing the assignment.

### **GLOSSARY ASSIGNMENT** \_\_\_\_\_ **10%**

Throughout the semester, we'll be building a glossary of Cold War terms to create a sense of community and shared purpose in the class. At the start of the semester, you will sign up for a week in which you select, define, and post a term related to the Cold War. Each student's contribution will help us better understand key terms related to the Cold War.

Your glossary term should pertain to the theme of the week in which you post it. For example, if you are posting your term during Week 4, your term should pertain to Cold War developments in China and Korea. Please select a term that is interesting and specific-enough to define thoroughly.

Your glossary entry should be at least 1 paragraph long (5-7 sentences) and should answer key questions such as: Who? What? Where? When? Why? You should also include a sense of significance in your write-up. Why is this term significant, for example, and how does it pertain or relate to the Cold War? You may also use images or video in your glossary entry, keeping in mind that all images and videos need to be class appropriate.

To that end, please be sure to select a term that is class appropriate for your glossary entry and that will add knowledge and understanding to the class overall. For inspiration, please see the course readings, including the assigned books and documents on Moodle, videos, and other resources on Moodle, together with the discussion forums and other assignments.

Please complete the glossary entry by the end of the week in which it is assigned and by Monday morning at 9:00 of the following week at the latest.

Rubric:

A/9-10: The student selects a term critical to our understanding of the Cold War. The definition provided is thorough, thoughtful, accurate, and detailed. The length requirement is met and, in many instances, exceeded. The student shows a strong understanding of this term's importance to the Cold War. The glossary entry is free of grammatical and spelling mistakes. The entry is submitted on time.

B/8: The student selects a term that is important to our understanding of the Cold War. The definition provided is accurate and detailed. The length requirement is met. The student shows a solid understanding of the term's importance to the Cold War. The glossary entry is free of errors. The entry is submitted on time.

C/7: The student selects a term that is relevant to our understanding of the Cold War. The definition provides a general overview of the term. The length requirement is met. The student shows a general understanding of the term's importance to the Cold War. The glossary entry may include minor errors. The entry is submitted on time.

D/6: The student selects a term that is not necessarily directly relevant to our understanding of the Cold War. The definition does not provide a general overview of the term. The length requirement is not met. The student does not show a general understanding of the term's importance to the Cold War. The glossary entry contains errors. The entry is not made on time.

F/0-5: The student's term does not meet the criteria of this assignment or is submitted too late to be accepted.

### **THREE (3) PAPERS** **50%**

Please see in-depth instructions for these papers on the course Moodle page.

Paper #1 (10%):	5 pages/in-class sources	due to Moodle by Monday, Oct. 1
Paper #2 (15%):	5 pages/in-class sources	due to Moodle by Monday, Nov. 5
Paper/project #3 (25%) (see options below)		due to Moodle by Friday, Dec. 14

Here are the four options for the final paper or project:

1. write an 8-10 page paper
2. make a 10-minute documentary on a topic related to the Cold War

3. conduct an interview with someone who lived through the Cold War, transcribe it, and reflect on it in a 2-3 page write up beyond the transcription. Submit the audio file, the transcription, and the reflection to Moodle.

4. write a fictional short story or play based on a topic related to the Cold War

due to Moodle by Friday, December 14 by 5 p.m.

\*Whichever option you choose, you may use outside sources. But those outside sources need to be of a high quality, including scholarly secondary sources and strong, reputable primary sources. Translation: no Wikipedia or history.com allowed.\*

Please cite your sources using the [Turabian/Chicago style citation method \(endnotes\)](#).

The Mansfield Library has [resources on Chicago-style citations](#).

[UM's Writing and Public Speaking Center](#) is a great resource when writing historical essays and film analyses.

Their motto: *visit early and visit often*. They have online appointments available for students who are off-campus and outside of Missoula.

Papers and projects will be graded on the following criteria:

- |   |     |
|---|-----|
| • The student demonstrates an awareness of context, audience and purpose  | 15% |
| • The student demonstrates critical and creative thinking   | 30% |
| • The student develops ideas and claims with specific information and detail  | 25% |
| • The student finds, evaluates, integrates, and correctly cites information from appropriate in-class primary and secondary sources | 10% |
| • The student creates an effective organization, in accord with the expectations of particular disciplines                          | 10% |
| • The student creates clear, fluent, correct prose  | 10% |

### Grade scale:

Based on your performance in this course, you will be evaluated on the following grade scale:

A	94-100
A-	90-93
B+	87-89
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	59 and below

**For students taking the course “credit/no credit”:**

From the UM catalogue:

“Courses taken to satisfy General Education Requirements must be taken for traditional letter grade. Courses required for the student's major or minor must be taken for traditional letter grade, except at the discretion of the department concerned.

A grade of CR is assigned for work deserving credit (A through D-) and a grade of NCR is assigned for work of failing quality (F). CR and NCR grades do not affect grade point averages.

The grades of CR and NCR are not defined in terms of their relationship to traditional grades for graduate course work.

Election of the credit/no credit option must be indicated at registration time or within the first 15 class days on CyberBear. Between the 16<sup>th</sup> day and the last day of instruction before finals week, a student may request a change from credit/no credit enrollment to an enrollment under the A-F grade system, or the reverse, by means of a Course Add/Change Form; note that not all such requests are approved.”

**To pass this class on the credit/no credit grade scale at UM, you need a “D” average** (a minimum of a 60% overall). From my perspective, that means that *you need to pass all elements of the class – participation and attendance, forums, leading discussion, writing assignments, etc.* Please see me if you have any questions.

## Course Outline and Assignments

### Week 1: Course introduction and the Origins of the Cold War

(August 27-September 2)

To read:

- Robert J. McHahon, *The Cold War: A Very Short Introduction* (textbook), Ch. 1: World War II and the Destruction of the Old Order
- David McKnight, “Rethinking Cold War History” (Moodle)
- BBC: “Russia vs. the West: Is this a New Cold War” (Moodle)
- “Lenin to American Workers, 22 August 1918” (Moodle)
- “A. Mitchell Palmer on Eradicating Bolshevism in the United States, April 1920” (Moodle)

To watch (Moodle):

- “From World War II to the Cold War”

To do:

- Post your introduction in the [Week 1 Introductory Forum](#). Please complete your initial post by Thursday and your response post by Tuesday morning at 9:00 a.m. as Monday is a holiday.
- Sign up for your glossary term week. See the course Moodle page for details and instructions.

## Week 2: Early Cold War Developments

(Monday, September 3-Sunday, September 9)

To read:

- McMahon, *The Cold War*, Ch. 2: The Origins of the Cold War in Europe, 1945-1950
- “The Nazi-Soviet Pact, August 1939” (Moodle)
- “Stalin, Roosevelt, and Churchill on the Future of Europe, December 1943” (Moodle)
- “The Atlantic Charter” (Moodle)
- Churchill’s Iron Curtain speech (Moodle)
- The Warsaw Security Pact (Moodle)

To watch: (Moodle)

- Clips of early Cold War developments

To do:

- Begin working on paper #1. See the assignment on Moodle and above under “assignments and grading.”
- Complete your forum posts for this week.
- Sign up for the week you will be leading discussion on Moodle. See the course Moodle page for details and instructions. Students will begin leading the discussions during Week 3.
- Be sure that you’ve signed up for your glossary term. Glossary entries begin during week 3.

## Week 3: Life in the Soviet Union and the Eastern Block, part 1

(Monday, September 10-Sunday, September 16)

To read:

- McMahon, *The Cold War*, Ch.4: A Global Cold War, 1950-1958
- Kovaly, *Under a Cruel Star* (available for purchase from the Bookstore at UM)
- Excerpt from *Mastering the Art of Soviet Cooking* (Moodle)
- “The Kitchen Debate, 1959” (Moodle)
- “Nixon, Khrushchev, and a Story of Cold War Love” (Moodle)

To watch:

- [\*The Lost World of Communism \(part 1\) \(from the BBC\)\*](#)

To do:

- Finish the assigned readings and videos for this week.
- Make sure that you’ve signed up to lead a discussion at least once during the semester. The sign up is available under Week 2 on the course Moodle page.
- Discussion leaders: be sure you’ve posted your questions to the week 3 discussion board by Monday morning at 9:00 a.m. so that students may begin to respond to them.

- Complete your week 3 forum posts. Your initial post is due by Thursday and your remaining posts are due Monday by noon.
- Be sure that you've signed up to lead discussion during 1 week this semester. The sign up is under week 2. Students will begin to lead discussion during week 3.
- Complete your glossary term posting this week if it's your week to do so. See the assignment in Moodle and on the syllabus.
- Continue working on paper #1.

#### **Week 4: Revolutions and Hot Conflicts in Asia, Part 1: China and Korea**

(Monday, September 17-Sunday, September 23)

To read:

- McMahon, *The Cold War*, Ch.3: Towards a 'Hot War' in Asia, 1945-1950
- Excerpt from David Halberstam, *The Coldest Winter* (Moodle)
- Mao Proclaims the People's Republic of China, 1 October 1949
- The Soviet-Chinese Friendship Treaty, February 1950
- Statement by President Truman, 27 June 1950
- Transcript of Armistice Agreement for the Restoration of the South Korean State (1953)

To watch: (Moodle)

- [Watch 45 minutes-1 hour of the documentary \*China, A Century of Revolution\*](#)
- Watch clips on the Korean War

To do:

- Continue working on paper #1.
- Complete your forum posts for this week. Your initial post is due by Thursday and your remaining posts are due Monday by 9:00 a.m.
- Complete your glossary entry this week if it's your assigned week to do so.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

#### **Week 5: Revolutions and Hot Conflicts in the Cold War, Part 2: Vietnam**

(Monday, September 24-Sunday, September 30)

To read:

- McMahon, *The Cold War*, Ch. 5, From confrontation to détente (pgs. 99-104)
- Nhu Tang, *A Vietcong Memoir* (available for purchase from the Bookstore at UM)
- The Gulf of Tonkin Resolution (Moodle)
- Lin Biao, "Long Live the Victory of People's War" (1965) (Moodle)

To watch:

- Johnson's Speech at Johns Hopkins University, 7 April 1965 (Moodle)

- Video testimonial of Clarence Sasser, Medal of Honor Recipient and Vietnam Veterans (Moodle)

To do:

- Complete and submit paper #1, which is due Monday, October 1 to Moodle by 9:00 a.m.
- Complete your forum posts for this week. Your initial post is due Thursday and the remaining posts are due by Monday morning.
- Complete your glossary entry this week if it's your assigned week to do so.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

Reminder: **Paper #1 is due to Moodle by Monday, October 1 by 9 a.m.**

### **Week 6: The Cold War in North Africa: Algeria as a Case Study**

(Monday, October 1-Sunday, October 7)

To read:

- McMahon, *The Cold War*, Ch. 5: From Confrontation to Détente, pgs. 78-88
- Franz Fanon, *The Wretched of the Earth* (1961) (Moodle)
- Joint Soviet-Algerian Communiqué (1964) (Moodle)
- United Nations Declaration against Colonialism (1960) (Moodle)
- Harold Macmillan, "Winds of Change" (1960) (Moodle)
- Khrushchev on National Liberation (1961) (Moodle)
- Millikan and Rostow, "Priorities for US Foreign Policy" (1957) (Moodle)

To watch: (Moodle)

- [The Battle of Algiers](#) (film)

To do:

- Make sure that you've submitted paper #1 to Moodle (due Monday, October 1).
- Begin working on paper #2 (see the assignment above under "assignments and grading" and on Moodle).
- Complete your forum posts for this week. Your initial post is due by Thursday and the remaining posts are due by Monday morning at 9:00 a.m.
- Complete your glossary entry this week if it's your assigned week to do so.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

## Week 7: The Cold War in Sub-Saharan Africa

(Monday, October 8-Sunday, October 14)

To read:

- McMahon, *The Cold War*, Ch. 6: Cold Wars at Home
- Excerpt from: Sergey Mazov, *A Distant Front in the Cold War: the USSR in West Africa and the Congo* (Moodle)
- “Deconstructing Ujamaa” (Moodle)
- K. Nkrumah on the United States and the Third World (1958) (Moodle)
- Kennedy on US Policy in the Third World (1961) (Moodle)
- Lumumba’s Last Message and Death (1960) (Moodle)
- Kennedy and Mobutu (1963) (Moodle)
- Poem by Antonio Agostinho Negro (1960) (Moodle)
- Che Guevara on Revolution in Congo (1966) (Moodle)

To watch: (Moodle)

- Select and watch clips on decolonization in Sub-Saharan Africa.

To do:

- Complete your forum posts this week.
- Continue working on paper #2.
- Complete your glossary entry this week if it’s your assigned week to do so.
- Post your discussion questions for this week if you are leading this week’s discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

## Week 8: Apartheid, the Cold War in South Africa

(Monday, October 15-Sunday, October 21)

To read:

- Excerpt: Sue Onslow, ed., *The Cold War in Southern Africa: White Power, Black Liberation* (Moodle)
- The National Party’s Color Policy (1948) (Moodle)
- UN Resolution 1663: On Race Conflict in South Africa (Moodle)
- A.L. Geyer, “The Case for Apartheid” (Moodle)
- Umkhonto we Sizwe, “We are at war!” (Moodle)
- Nelson Mandela, Speech on Release from Jail (text) (1990) (Moodle)
- The Resistance against Apartheid (1978) (Moodle)

To watch/listen: (Moodle)

- Nelson Mandela’s courtroom speech: “. . . and it is an ideal for which I am prepared to die”
- Nelson Mandela, “Speech on Release from Jail” (1990)

To do:

- Continue working on paper #2.
- Complete your weekly discussion forum posts.
- Complete your glossary entry this week if it's your assigned week to do so.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

### **Week 9: The Cuban Revolution and the Cuban Missile Crisis**

(Monday, October 22-Sunday, October 28)

To read:

- McMahon, *The Cold War*, Ch. 5: From Confrontation to Détente, pgs. 88-99
- Kennedy, *Thirteen Days: A Memoir of the Cuban Missile Crisis* (available for purchase at the Bookstore at UM)
- CIA Plan to Overthrow Castro, 12 April 1961 (Moodle)
- The Soviets and Che Guevara on Cuba's Prospects, 26 April 1961 (Moodle)

To watch: (Moodle)

- clips on the Cuban Revolution & the Cuban Missile Crisis

To do:

- Complete your weekly discussion forum posts.
- Continue working on paper #2.
- Complete your weekly discussion forum posts.
- Complete your glossary entry this week if it's your assigned week to do so.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

### **Week 10: The Cold War in Latin America, part 2:**

#### **The Extreme Right, Dictatorships and the Disappeareds: Chile as a Case Study**

(Monday, October 29-Sunday, November 4)

To read:

- Teresa Meade, *A History of Modern Latin America*: Ch. 12: Progress & Reaction (Moodle)
- The United States and Allende's Chile, 1970-3 (Moodle)
- [Documents on the US and the 1973 coup in Chile](#) (Moodle)
- ["CIA Activities in Chile"](#)

Suggested:

- Villa Grimaldi's website (Note: this website is in Spanish, which is why it is suggested rather than required. If you do not read Spanish, you can still look through images, etc.)

To watch/view: (Moodle)

- Clips on Pinochet's regime and the disappearances
- ["The Vanished Gallery"](#)

To do:

- Complete and submit paper #2.
- Complete your weekly discussion forum posts.
- Complete your glossary entry this week if it's your assigned week to do so.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

**PAPER #2 IS DUE TO MOODLE MONDAY, NOVEMBER 5 BY 9 A.M.**

**WEEK 11: Popular Culture and the Cold War:  
Americanization, Popular Culture, and Cold War Cultural Tensions**

(Monday, November 5-Sunday, November 11)

To read:

- Manifesto of the Congress for Cultural Freedom (1950) (Moodle)
- Neruda and Brecht on Justice, Freedom, and Art (Moodle)
- Walt Disney on Un-American Activities, 1947 (Moodle)
- Excerpt from Uta Poiger, *Jazz, Rock, and Rebels* (Moodle)
- Excerpt from Victoria de Grazia, *Irresistible Empire* (Moodle)
- Excerpt from Lisa Davenport, *Jazz Diplomacy: Promoting America in the Cold War* (Moodle)

To watch: (Moodle)

- Examples of music and popular culture in the Cold War
- Khrushchev in the US
- "Nixon, Khrushchev, and a Story of Love in the Cold War" from NPR

To do:

- Begin working on paper/project #3, which is due during finals week. Please see the assignment above under "assignments and grading" and on Moodle.
- Complete your weekly discussion forum posts.
- Complete your glossary entry this week if it's your assigned week to do so.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

## WEEK 12: Sports, the Olympic Movement, and the Cold War

(Monday, November 12-Sunday, November 18)

To read:

- Rob Beamish and Ian Ritchie, "The Specter of Steroids, Nazi Propaganda, Cold War Anxiety, and Patriarchal Paternalism" *The International Journal of the History of Sport* Vol. 22, No. 5 (2005): 777-795.
- Molly Wilkinson Johnson, "The 'Friedensfahrt': International Sports and East German Socialism in the 1950s" *The International History Review* Vol. 29, No. 1 (March 2007): 57-82.
- Jennifer Parks, "Verbal Gymnastics: Sport, Bureaucracy, and the Soviet Union's Entrance into the Olympic Games, 1946-1952" in Stephen Wagg and David Andrews, eds., *East Plays West: Sport and the Cold War* (Routledge, 2007).

To watch: (Moodle)

- *Doping for Gold* (a documentary from PBS)
- Sport in the Cold War: A Podcast (episode 33)
- Tyler Hamilton on Lance Armstrong's admission of doping

To do:

- Continue working on paper/project #3.
- Complete your weekly discussion forum posts.
- Complete your glossary entry this week if it's your assigned week to do so.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

## Week 13: Spying, Surveillance, and the Cold War

(Monday, November 19-Sunday, November 25)

To read: (all documents are available on Moodle)

- KGB Report on the US Atomic Bomb, October 1945
- The KGB's Plans to Assassinate Tito, Early 1953
- Covert Operation plans in Iran and Guatemala, 1953-1954
- American Spy Flights in the 1950s
- The KGB and Domestic Dissent, 1968-1975
- Aldrich Ames on Spying and Betrayal
- Excerpt from Timothy Garton Ash, *The File*
- "How James Bond Villains Reflect the Fears and Paranoia of their Era" (from *The Guardian*)

ALSO:

- Begin Drakulic, *How We Survived Communism and Even Laughed* (for week 14) (available for purchase at the Bookstore at UM)

To watch: (Moodle)

- *History of the Berlin Wall*
- *Cold War Spies*

To do:

- Continue working on paper/project #3.
- Complete your weekly discussion forum posts.
- Complete your glossary entry this week if it's your assigned week to do so.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

### **Week 14: Life in the Eastern Block, Part 2**

(Monday, November 26-Sunday, December 2)

To read:

- McMahon, *The Cold War*, Ch. 7: The Rise and Fall of Superpower Détente, 1968-1979
- Drakulic, *How We Survived Communism and Even Laughed*
- Excerpt from Anna Funder, *Stasiland: Stories from Behind the Berlin Wall* (Moodle)
- The Berlin Tunnel (Moodle)

To watch: (Moodle)

- *Behind the Iron Curtain: Life in the Soviet Union*

To do:

- Continue working on paper/project #3.
- Complete your weekly discussion forum posts.
- Complete your glossary entry this week if it's your assigned week to do so.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

### **Week 15: The Fall of the Berlin Wall, the End of the Cold War, and the Return of the Cold War?**

(Monday, December 3-Sunday, December 9)

To read:

- McMahon, *The Cold War*, Ch. 8: The Final Phase, 1980-1990
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- Excerpt from Timothy Garton Ash, *The Magic Lantern* (Moodle)
- Francis Fukuyama, "The End of History" (Moodle)
- "A New Cold War with Russia? Historians give their answers"

To watch (Moodle)

- [Documentary: \*After the Wall—A World United\*](#) (PBS)

To do:

- Continue working on paper/project #3.
- Complete your weekly discussion forum posts.
- Complete your glossary entry this week if it's your assigned week to do so.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

***Reminders for finals week:***

- Complete and submit paper/project #3.

**Finals Week:**

(Monday, December 10-Friday, December 14)

**Final paper/project:**

- Paper/project #3 is due to Moodle by Friday, December 14 by 5 p.m. Late submissions will be penalized at one grade per day.
- All coursework must be submitted by Monday, December 17 by 9:00 a.m. in order to accommodate final grade submission deadlines.
- For more information, please see the assignment above under "assignments and grading" and on Moodle.