

**History 4419**  
The Cold War  
M/W 11:00 to 12:15 pm

Dr. Elaine MacKinnon

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**PLEASE NOTE: MY PREFERRED EMAIL ADDRESS IS [emcclarn@westga.edu](mailto:emcclarn@westga.edu);  
PLEASE DO NOT USE COURSE DEN EMAIL TO CONTACT ME. EMAIL ME AT  
MY WESTGA.EDU ADDRESS**

The course will introduce students to the history of the Cold War from 1945 to 1991. With the collapse of the Soviet Union and the conclusion of the Cold War, we now study this conflict as a finite historical period from beginning to end, and we have new documentary sources to study the viewpoints and perspectives of all the major participants. We will study the Cold War as a political, ideological, economic, cultural, and military contest on a global scale between two expansive imperial states each armed with an ideologically-based sense of mission. This course has the following objectives and outcomes:

- 1) To assess critically the meaning of the term Cold War and its applicability to the global confrontation between the Soviet Union and the United States after World War II
- 2) To understand and assess critically the essential events, factors, and forces that contributed to the rise of the Cold War, that shaped how it was waged, and that helped bring about its end
- 3) To identify and understand the major events, "hot points," proxy wars, and crises that marked the period of the Cold War
- 4) To understand and assess critically the global scope and ramifications of the post-WW II confrontation between the Soviet Union and the United States
- 5) To assess the significance of the domestic impact of the Cold War in the Soviet Union and the United States; the ways in which the Cold War affected culture, society, the economy, and everyday life for Soviet and American citizens
- 6) To assess critically the issue of the inevitability and/or necessity of the Cold War, its costs, and its historic legacy
- 7) To understand the major interpretive issues and debates emerging from the study of the Cold War since 1945

**Students will demonstrate their achievement of these outcomes through written examinations, essays, oral presentations, quizzes, in-class debates, writing assignments and discussions.**

**Format:** The format for the course is a seminar, organized around weekly discussions of assigned readings, supplemented by informational and background lectures. In order for the class to succeed, everyone must be ready to discuss the texts and ask questions. **This means that you must do the readings each week and be prepared to take part in class.** Lectures will

provide chronology, basic facts and historical background, while readings and class discussions will give you a deeper understanding of the Cold War and its impact on both Soviet and American societies. Some of the reading assignments are long so plan ahead in order to keep up.

### **Required Texts:**

All of the following are available for purchase in the campus bookstore or can be ordered from online vendors.

Robert J. McMahon, *The Cold War: A Very Short Introduction* (Oxford University Press, 2003), ISBN 978-0192801784

Melvyn P. Leffler, *For the Soul of Mankind: The United States, the Soviet Union, and the Cold War* (Hill and Wang, 2007) ISBN 978-0374531423

Robert J. McMahon, *The Cold War in the Third World* (Oxford University Press, 2012) ISBN 978-0199768691

Mary L. Dudziak, *Cold War Civil Rights: Race and the Image of American Democracy* (Politics and Society in Twentieth-Century America) (Princeton University Press, 2011), ISBN 978-0691152431

Sheldon Stern, *The Cuban Missile Crisis in American Memory: Myths versus Reality* (Stanford University Press, 2012) ISBN 978-0804783774

Tony Shaw and Denise J. Youngblood, *Cinematic Cold War: The American and Soviet Struggle for Hearts and Minds* (University Press of Kansas, 2010) ISBN 978-0700620203

### **Grading:**

Mid-term Exam: 25%

Final Exam: 30%

Cold War Book Review Essay: 15%

Cold War Popular Culture Analysis: 10%

Class Debate: 5%

Cold War Legacy Blog: 5%

Class Participation, In-class Writing Assignments/Response Papers: 10%

### **Grading—Examinations**

There will be two take-home examinations, a midterm and a final. These may consist of any or all of the following: identification questions (write a detailed paragraph explaining the significance of specific terms or explaining the connection between two terms), map questions, document analysis and short-answer questions, and essays. The final will not be comprehensive, but the essays may ask you to reflect on the entire course and/or the legacy of the Cold War.

### **Grading--Written Assignments:**

**You will have both formal and informal writing assignments.**

1) Cold War Comparative Book Review Essay: This semester you are going to select a topic and prepare a comparative book essay based on this topic.

For the Comparative Book Review Essay, you will select three scholarly monographs (non-fiction book by a single author published by a reputable academic press and based upon historical research), biographies, or memoirs connected to your topic and compare/contrast the approach, analysis, and conclusions each offers on your topic. All three books must be on the same Cold War topic, and you are to compare and contrast their research and analysis of the topic. You will explain the specific contributions each makes to the understanding and analysis of your Cold War topic and evaluate their relative merits as sources for researching your topic. In Course Den there will be guidelines posted with a list of suggested topics.

Late papers will be penalized 10 points for each day late. Each essay should be at least 1800 words in length, exclusive of endnotes and bibliography, typewritten and doublespaced, with one-inch margins and ten or twelve-point fonts. All papers must have a bibliography with full citations that conform to the guidelines found in the latest edition of *The Chicago Manual of Style* or Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. These are available online, in the reference section of the bookstore and of the library; in addition, the library has copies on permanent reserve--ask at the circulation desk.

Essays should be free of grammatical, spelling, and mechanical errors. You will be graded for both content and style. Each paper should have an introduction that states your purpose, a body that develops your argument/thesis in an orderly sequence; and a conclusion that is not just a restating of the topic, but that sums up your argument and explains what you have discovered. Factual material should be clearly presented and relative to the theme of the paper. You need to put forward your own ideas based on your reading and analysis of the three books. Your comparative book review essay should include discussion of the historiographical debates connected with your theme. You may want to critically engage a particular author's view on a topic and present your own view.

Errors in logic or fact, errors in mechanics (grammar, spelling, and punctuation) and general messiness will lower your grade. Avoid slang or sloppy constructions. Learning how to express your thoughts in a clear and logical manner is an invaluable skill.

**HISTORY PAPERS REQUIRE PAST TENSE.**

**DO NOT USE CONTRACTIONS.**

**Start Early! Be sure to keep a copy for your files.**

**PLEASE NOTE:** Computer glitches do not excuse you from the established deadlines.

**Required Progress Reports:**

You will be asked to present progress reports at certain points in the semester. On Monday, September 21 you will turn in the topic you have selected. On Monday, October 12, you must turn in an annotated bibliography of the three books you will analyze for your book review essay. You are expected to turn in a rough draft of the book review essay by no later than Wednesday, November 18. Failure to turn in the required progress reports and the rough draft will lower your grade. Significant points will be deducted

if your final essay discusses books other than the ones approved by the instructor in your annotated bibliography.

### **What is an annotated bibliography?**

It is a bibliography that does not just list the books to be used, but it provides a brief entry that explains what the book is about and how it relates to your Cold War topic. For each of the three books, you must include, in addition to a standard bibliographic entry, an annotation, which is a short paragraph in which you describe the content of the book and how it relates to the Cold War and to your Cold War topic. You must provide a brief summary of the book's thesis, an explanation of the methodology and sources used, and provide the credentials for the author.

If you have any problems or questions regarding the writing of essays and reports, please see me or make use of the excellent University Writing Center.

### **See Course Den for a list of suggested topics**

**The final copy of the book review essay is due Monday December 7**

## **2) Cold War Origins Debate:**

Each student will participate in a class debate on the origins of the Cold War, to be held on Wednesday, September 9. The class will be divided into two opposing sides (US vs USSR) and a five-person evaluation group. The debaters will bring to class that day a two-page typed summary of their main arguments, supporting facts, and a listing of the sources for their arguments. Each person must have at least two outside sources in addition to specific course readings as a basis for his or her argument. The evaluators will respond to the debate and write a two-page analysis (due September 14) of which side they believed presented the strongest arguments; they must also compare these arguments to the points raised in the assigned readings by McMahon and Leffler.

The grade will be based both on the student's written summary and the student's participation in the debate itself. After two rounds in the debate, evaluators will be asked to pose a question to each of the sides, and if time permits, the evaluators will provide commentary at the end of class.

## **3) Popular Culture Analysis:**

Each student will select a specific item of popular culture and analyze its relationship to the Cold War. You may select, for example, a film or television show, a novel, a piece of music, a comic strip, artwork, etc., and discuss the ways in which this item of popular culture reflected or refracted, or was inspired by the Cold War. Was this item itself an active agent of the Cold War? Was it an item in support of the Cold War, or did it challenge the Cold War consensus in either the United States or the Soviet Union? In what ways does this film, novel, etc. reveal Cold War fears, tensions, and influences? Or is it an example of the legacy of the Cold War?

You will write a minimum 750-word analysis of the cultural item/artifact and post this with an image of your item/artifact to the Course Den discussion board, "Cold War Popular Culture." If you have chosen a feature film or television show, then post a brief clip (no more than three minutes in duration) from it.

You may not analyze any film that is discussed in *Cinematic Cold War*, nor may you use any of the examples of Cold War propaganda assigned for the September 28 online class.

**The deadline for posting your analysis is Monday, November 9 by 11:00 pm. On Wednesday, November 11**, each student will share with the class a brief oral summary (three to five minutes) of the item analyzed and its significance for the Cold War. Part of your grade will come from your participation in this class discussion (10%)

**Questions to consider and discuss in your analysis:**

What is the item? Who is its creator? When was it created or produced or written, and for what purpose? Was this item intended to fight the Cold War, display a particular message or affect viewers' emotions in a way supportive of one side or another? Or does this item reflect fears generated by the Cold War, and a desire for the Cold War to be resolved?

In what ways does the item reveal, describe, /analyze, or/satirize Cold War fears, tensions, and influences?

Was this influence conscious or unconscious?

Did the item itself play a role in the Cold War?

In what ways can you consider this item to be a primary source for studying the Cold War?

**4) Cold War Legacy Blog**

You are to submit at least one posting to our class blog, *Legacy of the Cold War*; the deadline is Friday, November 6 by 5 pm. You will submit your blog post to the Course Den Dropbox. Your blog post should include a link to a current news article (published in the last twelve months) about a contemporary issue related in some way to the Cold War; it must also include your analysis of the article and how the issue it deals with is connected with the Cold War. You are to analyze the current event or issue in terms of how it relates to the legacy or impact of the Cold War. You could select an article on a current world crisis, and discuss how it may be rooted in the Cold War; you could select a news article that deals directly with a Cold War issue, such as what to do with old abandoned nuclear sites, bomb shelters, or the continuation of Cold War era cooperative space exploration programs, etc. Another example would be an article that updates readers on Cold War problems still going on, or an anniversary of a Cold War era event, such as an article on current celebrations of the fall of the Berlin Wall. If you are uncertain about the article you are considering, then speak with me about it. Do not choose articles that analyze the Cold War historically; only choose articles that deal with the legacy or impact of the Cold War in today's world.

Once I have posted to the blog all of the student submissions, then you will be required to read at least two fellow student's postings and write commentaries for each. This commentary should be analytical and substantive, not just expressing agreement or disagreement. The quality of your two comment posts will factor into your final grade for the blog. The comments on two other students' blog will be due no later than Monday, November 30. We will discuss on the last day of class some of the issues raised in the blog about the legacy of the Cold War.

**The initial post (due Friday November 6) must include a link to a current (within the last calendar year) news article on the topic, briefly provide a critical summary of the issue and the article, and**

**provide your own analysis on the situation based on the historical perspectives we've covered in class. The blog post should be between 500 and 900 words, and will be submitted to the Course Den Dropbox.** Your two comment postings should each be a minimum of 250 words and will be done directly on the blog.

### **Grading--Class Participation**

1) You should take part in class discussions, ask questions, and be present for in-class writing assignments. The more you participate, the more you will learn, and the more likely it will go in your favor if you are in a borderline grading situation.

2) Included in class participation are in-class writing assignments, unannounced quizzes and response papers on the assigned supplemental readings. There will be response paper assignments for the Dudziak and Stern books; plus I will be assigning students to lead class discussion of chapters from Leffler's *For the Soul of Mankind*, *The Cold War in the Third World*, and selected Course Den readings.

If it becomes clear that students are not doing the assigned readings, then additional written work will be assigned.

### **Assignments:**

Students are expected to have completed the assigned readings in advance of each class session and to be able to discuss them. Some of the readings are lengthy, so plan ahead and budget your time accordingly. Try not to fall behind! **All written assignments are due on the specified date; unexcused late work will lower the grade by one grade level for each late weekday.**

### **Attendance:**

Make every effort to be in class and on time. You are responsible for all materials and announcements presented in class. If you must be absent, be sure to get the notes from a classmate. More than one unexcused absence will affect your final grade. More than two may lead to a W/F. Absences due to illness or school business will be excused if you bring me a written note. Being late to class (arriving after roll has been taken) or leaving class early will also lower your grade. Two tardies will count as one unexcused absence, and the same for leaving early. If you are tardy, it is your responsibility to inform me of your presence at the end of class. If you are habitually late, you will be asked to leave. Regular attendance and punctuality will enhance your learning experience and can work in your favor in borderline grading situations (or against you, if not maintained). Missed quizzes cannot be made up, so repeated absences can bring down your class participation grade.

### **Student Rights and Responsibilities:**

Students, please carefully review the following information at this link:

[http://www.westga.edu/assetsDept/vpaa/Common Language for Course Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

It contains important material pertaining to your rights and responsibilities in this class, and to your rights and responsibilities as a student of the University of West Georgia. It contains information on ADA (see below), UWG Email Policy, Credit Hour Policy, and the Honor Code. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

### **DISABILITY SERVICES AND ADA** (Americans with Disabilities Act):

The Office of Disability Services will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify me at my West Georgia email address by the end of the second full week of class and attach a PDF copy of your SAR (Available from the Office of Disability Services).

### **Cheating Policy and Plagiarism:**

I expect each student to understand and to comply with the University of West Georgia's policies on Academic Honor and Academic Dishonesty. They and other policies important to you as a student may be found in the Student Handbook, on the web at the URL given above; the Honor Code is to be found specifically at <http://www.westga.edu/handbook/59.php>. Anyone caught cheating or helping someone to cheat will be asked to leave the class and will receive a course grade of "F." Plagiarism, or claiming someone else's work as your own, will result in failure. This rule is in effect for all assignments, examinations, quizzes, and extra credit work.

**Note:** Please show courtesy to your fellow students. Disruptive behavior (read: eating and drinking, smoking, carrying on conversations, reading the newspaper, etc.) will not be tolerated and will count as an unexcused absence. Cell phones, pagers, headphones, and all other electronic devices must be turned off during class. I will confiscate any that I hear going off. During exams, if you have an electronic device that goes off or that you bring out for any reason, you will receive an automatic failure for the exam and you will be asked to leave.

**Let me Repeat: Cell phones, pagers, headphones, and all other electronic devices must be turned off during class. The instructor will confiscate such items. The instructor reserves the right to ban laptop computers if students use these for any purpose other than to type notes.**

**ADDITIONAL NOTE: I RESERVE THE RIGHT TO MODIFY THIS SYLLABUS AT ANY TIME DURING THE COURSE OF THE TERM, PARTICULARLY REGARDING THE COURSE READINGS, ASSIGNMENT, AND EXAM**

## **SCHEDULES. IF I NEED TO MAKE MAJOR CHANGES THEN I WILL ISSUE A NEW OR REVISED SYLLABUS.**

### **Office Hours:**

My office is Room 3222 in the TLC Building and my office hours are Mondays and Wednesdays from 10 am to 10:30 am, 12:30 to 1:30 pm; on Tuesdays and Thursdays I will hold virtual office hours from 11:00 am to 1:00 pm, via email or google groups, or by phone. These virtual hours may change from week to week and I will post such changes in Course Den when they occur. My office phone number is 678-839-6048. Please see me if you have questions or concerns with any part of the course.

### **Essential Questions for the Course**

Was the Cold War inevitable? How did nuclear weaponry shape the evolution of the Cold War? What was the Cold War really about—was it a rivalry between competing ideologies, opposite ways of life, values?

Was it a struggle for hearts and minds across the globe?

Or was it primarily a rivalry between competing imperialist, expansive economic systems each able to stockpile nuclear weapons?

If it was essentially an ideological battle between Capitalism and Communism, then why is the United States not caught up in a Cold War with China? Why is the United States not afraid of Communist China?

Did the Cold War end in 1991 with the collapse of the Soviet Union? Or is it still ongoing with Russia?

## **Tentative Course Outline and Readings Schedule**

Mon August 24: Introduction to Course Themes/Requirements

Wednesday August 26: Origins of the Cold War in Europe and Asia

**REQUIRED READINGS: McMahon, *The Cold War: A Short Introduction*, chapters 1-3, 1-55**

Monday August 31: Soviet and US Perspectives during the Early Cold War: Analyzing the Kennan and Novikov telegrams of 1946

**REQUIRED READINGS: "George Kennan's 'Long Telegram'," March 22, 1946, access at <http://digitalarchive.wilsoncenter.org/document/116178>**

**"Telegram from Nikolai Novikov, Soviet Ambassador to the US, to the Soviet Leadership," September 27, 1946, published in *Mezhdunarodnaya Zhizn'* #11, 1990, pp. 148-154, translated for CWIHP by Gary Goldberg. Accessible at <http://digitalarchive.wilsoncenter.org/document/110808>**

Wednesday September 2: The Role of Personality in the Early Cold War

**REQUIRED READINGS: Leffler, *For the Soul of Mankind*, Chapter 1, "The Origins of the Cold War, 1945-48: Stalin and Truman," 11-83 and Chapter 2, "The Chance for Peace, 1953-54: Malenkov and Eisenhower," 84-150**

### **Monday Sept 7: LABOR DAY—NO CLASSES!!!**

Wednesday Sept 9: **Class Debate on the Origins of the Cold War**

Argue for or against the following: The aggressive, expansionist policies of the Soviet Union and of its paranoid leader, Joseph Stalin, were responsible for the Cold War.



Monday Sept 14: Analyzing American Foreign Policy in the Global Cold War: NSC-68

**REQUIRED READINGS:** McMahon, *The Cold War: A Short Introduction*, Chapter 4, "A Global Cold War, 1950-8," 56-77

**COURSE DEN READING--NSC-68, all (1-65), available in Course Den**

Wednesday Sept 16: The Cold War in the Third World: 1950s and 1960s (Panel Discussion)

**REQUIRED READINGS:** From McMahon, *The Cold War in the Third World*, read the following selections:

"Introduction," 1-10

"The Cold War and the Middle East," 11-26; "South Asia and the Cold War," 67-84; "Decolonization, the Cold War, and the Post-Columbian Era," 124-138; "The Rise and Fall of Nonalignment," 139-155; "Culture, the Cold War, and the Third World," 156-177

Monday Sept 21: The Domestic Cold War 1945-1960: Film as Instrument and Mirror of Cold War Fears, Goals, and Justifications

**REQUIRED READINGS:** Shaw and Youngblood, *Cinematic Cold War*, Introduction and Chapter One, "American Cinema and the Cold War," 15-36; Chapter Two, "Soviet Cinema and the Cold War," 37-62;

Wednesday Sept 23: Multiple Fronts of the Domestic Cold War in the 1950s

**REQUIRED READINGS:** Shaw and Youngblood, *Cinematic Cold War*, Chapter Three, "Justifying War," 65-96

**COURSE DEN READING--"Mobilized Childhood Responds to the Threat," Chapter Four in Margaret Peacock, *Innocent Weapons: The Soviet and American Politics of Childhood in the Cold War* (University of North Carolina Press, 2014), 94-120**

\*\*\*Monday Sept 28: **NO FACE TO FACE CLASS:** Online Assignment--Analyzing Visual Propaganda of the Early to Mid- Cold War

**REQUIRED READINGS:** Shaw and Youngblood, *Cinematic Cold War*, Chapter Four, "Pleasure versus Progress," 97-125

**Online Assignment:** You will watch at least two examples of Soviet propaganda and two examples of American Cold War propaganda on Youtube: Respond to the Questions for Online Assignment: Analyzing Visual Propaganda found in Course Den Dropbox

**Examples of Soviet Propaganda, animated cartoons:**

*Mr. Wolf* (1949), accessible through Youtube at <https://www.youtube.com/watch?v=yveOKxJBnSo>

*Someone Else's Voice* (1949), at <https://www.youtube.com/watch?v=NXY2DD8Y8D8>

*Ave Maria* (1972), at <https://www.youtube.com/watch?v=yUMrHGxvL5Y>

*Shooting Range* (1979), at <https://www.youtube.com/watch?v=cwmeCYQMkwo&spfreload=10>

**Examples of US Propaganda, cartoons and film:**

*Make Mine Freedom* (1948) accessible through Youtube at

<https://www.youtube.com/watch?v=8D6d6-Vngo>

*Communism* (1952) at <https://www.youtube.com/watch?v=4vjAb6eoCw>

*Why the Kremlin Hates Bananas* (approx. 1958-59), at

<https://www.youtube.com/watch?v=SZtAKHnqkf4>

*Red Nightmare* (1962), at <https://www.youtube.com/watch?v=LyCptzZRh5I>

Assignment: After watching at least two examples each of Soviet and American propaganda, respond to the questions given in Course Den asking for comparative analysis of the forms of propaganda, cinematic and visual, produced by the US and the USSR

**Responses Must be Submitted to Course Den Dropbox by Thursday, October 1 at 5 pm**

Wednesday Sept 30: Cold War and American Civil Rights

**REQUIRED READINGS: Dudziak, *Cold War Civil Rights*, all**

In-class writing assignment

Monday October 5: Overview: From the Edge of Armageddon to Détente, 1958-1968

**REQUIRED READINGS: McMahon, *The Cold War: A Short Introduction*, Chapters 5-6, 78-121**

Wednesday Oct 7: High Noon in the Cold War: Kennedy vs. Khrushchev in The Cuban (Caribbean) Missile Crisis

**REQUIRED READINGS: Leffler, *For the Soul of Mankind*, Chapter 3, "Retreat from Armageddon," 151-233**

Monday Oct 12: The Cuban Missile Crisis: A Case Study in Historical Methodology--What impact do the Kennedy Presidential Tapes have on our Understanding of How this Crisis Was Resolved and How Memory and Memoir have depicted it? How does Leffler's assessment of Kennedy in this crisis compare with that of Stern?

**REQUIRED READINGS: Sheldon M. Stern, *The Cuban Missile Crisis in American Memory*, all**

In-class writing assignment

Wednesday Oct 14: MAD and the Challenges to the Cold War Consensus: *Dr. Zhivago*, *Dr. Strangelove* and *The Russians are Coming! The Russians are Coming!*

**REQUIRED READINGS: Shaw and Youngblood, *Cinematic Cold War*, Chapter Five, "Deterrence and Dissent," 127-157**

**Midterm exam will be distributed at the end of class**

**Monday Oct 19: NO CLASS--Work on Take home Midterm Exam**

**Hard Copy of Midterm due by the Beginning of Class, Wednesday, October 21 at 11:00 am (papers turned in after class has begun will lose points)**

Wednesday Oct 21: Cold War Culture/Espionage

Readings: TBA

Monday Oct 26: The Cold War and Soviet Society, 1945-1980

**REQUIRED READINGS--Course Den Reading: Donald J. Raleigh, *Soviet Baby Boomers: An Oral History of Russia's Cold War Generation*, Chapter 2, "Overtaking America in School: Educating the Builders of Communism," 66-119 and Chapter 3, "Unconscious Agents of Change," 146-166**

Wednesday Oct 28: Overview: Era of Détente and *Ostpolitik*

**REQUIRED READINGS: McMahon, *The Cold War: A Short Introduction*, Chapter 7, "The Rise and Fall of Superpower Détente, 1968-79," 122-142**

**Course Den Reading--** Donald J. Raleigh, *Soviet Baby Boomers: An Oral History of Russia's Cold War Generation*, Chapter 4, "Living Soviet During the Brezhnev Era," 220-267

**Optional reading--** Shaw and Youngblood, *Cinematic Cold War*, Chapter Six, "Conservatism versus Anarchy," 159-187

Monday November 2: Global Cold War 1960-1990 (Panel Discussion)

**REQUIRED READINGS:** Read the following chapters from McMahon, *The Cold War in the Third World: "Southeast Asia and the Cold War,"* 67-84;

"Africa's Cold War," 101-123

**Course Den Reading:** Roger E. Kanet, "The Superpower Quest for Empire: The Cold War and Soviet Support for 'Wars of National Liberation,'" *Cold War History*, Vol. 6, No. 3 (August 2006), 331-352

Wednesday Nov 4: Cold War in Latin America (Panel Discussion)

**REQUIRED READINGS:** from McMahon, *The Cold War in the Third World: "What Was Containment? Short and Long Answers from the Americas,"* 27-47

**Course Den Reading:** Jorge I. Dominguez, "US-Latin American Relations During the Cold War and its Aftermath," Chapter Two in Victor Bulmer-Thomas and James Dunkerly, eds., *The United States and Latin America: The New Agenda* (Harvard University Press, 1999), 33-50, available in Course Den or at [http://www.people.fas.harvard.edu/~jidoming/images/jid\\_uslatin.PDF](http://www.people.fas.harvard.edu/~jidoming/images/jid_uslatin.PDF)

Piero Gleijeses, "The View from Havana: Lessons from Cuba's African Journey, 1959-1976," in Gilbert M. Joseph and Daniela Spenser, eds., *In from the Cold: Latin America's New Encounter with the Cold War* (Duke University Press, 2008), 112-133

Watch if you did not view this for the earlier online propaganda assignment, *Why the Kremlin Hates Bananas* (approx. 1958-59), at <https://www.youtube.com/watch?v=SZtAKHngkf4>

**\*\*\*Deadline for Submitting to Cold War Legacy Class Blog is Friday, November 6 by 5 pm.**

Monday Nov 9: Failure of Détente: Personal, Political, and Geo-Political Factors

**REQUIRED READINGS:** Leffler, *For the Soul of Mankind*, Chapter 4, "The Erosion of Détente, 1975-80," 234-337

**\*\*\* Written Analysis of Cold War Cultural Item or Artifact and visual image of the item or artifact must be posted to Course Den Discussion Board by no later than 11 pm on November 9**

### **Wednesday Nov 11: Cold War Culture Discussion**

Monday Nov 16: Overview: The Last Decade of the Cold War

**REQUIRED READINGS:** McMahon, *The Cold War: A Short Introduction*, Chapter 8, The Final Phase, 1980-1990, 143-168/ *Cinematic Cold War*, Chapter Seven, "Last Acts," 189-214 and Conclusion, 215-223

**Recommended: Course Den Reading:** Vladislav Zubok, *A Failed Empire*, Chapter 9, "The Old Guard's Exit, 1980-1987," 265-302

**\*\*\*Rough Draft of Cold War Book Review Essay due no later than Wednesday November 18 by 4 pm**  
Submit to Course Den Dropbox by 4pm

Wednesday Nov 18: Cold War Societies 1980-1990

**REQUIRED READINGS:** Course Den--Donald J. Raleigh, *Soviet Baby Boomers: An Oral History of Russia's Cold War Generation*, Chapter 6, "But Then Everything Fell Apart: Gorbachev Remakes the Soviet Dream," 268-311

## **November 23-27: THANKSGIVING HOLIDAYS—NO CLASSES!!!**

Monday Nov 30: Reagan and Gorbachev: The Factor of Personality in the Ending of the Cold War

**REQUIRED READINGS:** Leffler, *For the Soul of Mankind*, Chapter 5, "The End of the Cold War, 1985-90: Gorbachev, Reagan, and Bush," 338-450

Wednesday December 2: Final Assessments and a Counter Narrative/Discussion of Blog posts--What is the Legacy of the Cold War for Our World?

**REQUIRED READINGS:** Leffler, *For the Soul of Mankind*, Conclusion, 451-467

**Course Den Reading:** Immanuel Wallerstein, "What Cold War in Asia? An Interpretive Essay," Chapter One in Zheng Yangwen, Hong Liu, and Michael Szonyi, eds., *The Cold War in Asia: The Battle for Hearts and Minds* (Brill, 2010), 15-24, available in Course Den and online at

<http://www.iwallerstein.com/wp-content/uploads/docs/wallerstein-article-cold-war.pdf>

Final exam will be distributed at the end of class

**Final Draft of Cold War Book Review Essay due by 5 pm on Monday December 7:  
Submit to Dropbox in Course Den**

**Final Exam Due by 5 pm on Thursday, December 10: Submit to Dropbox in  
Course Den**