

HH4007 An International History of the Cold War

Annex A

1. TEMPLATE FOR NEW COURSE CONTENT

Academic Year	2017-2018	Semester	2
Course Coordinator	ZHOU Taomo		
Course Code	HH4007		
Course Title	An International History of the Cold War		
Pre-requisites	HH1001 What is history?		
No of AUs	4 AU		
Contact Hours	52 (weekly seminar of 4 hours)		
Proposal Date	November 10, 2017		

Course Aims

The Cold War dominated the second half of the 20th century, but until recently we had only an imperfect sense of what it was all about. In the past, historians used to write about it from within the event they were seeking to describe, so that there was no way to know its outcome. And because only a few Western countries had begun to open their archives, these accounts could only reflect one side of the story. As a result, Cold War history was once asymmetrical and incomplete. The end of the Cold War and the subsequent partial opening of Soviet, Eastern European, and Chinese archives have revolutionized the field. Everything we thought we knew is open for reconsideration, whether because of the new documents available to us or as a consequence of being able to reflect on how its outcome in new ways thanks to methodological developments within the discipline.

This course will provide an introduction to key topics in the new, international history of the Cold War. Through this course, I hope to break down the stereotypical understanding of the Cold War as a military competition between the Western and Eastern Blocs by bringing in the lived experiences of the peoples in the global south, the evolution of mass culture and media in different parts of the world, the roles of ideology and technology, and the emerging networks of interdependence that bound societies together in new ways. This course will also provide some of the factual grounding and conceptual apparatus necessary to understand the contemporary world.

Intended Learning Outcomes (ILO)

By the end of the course, you (as a student) would be able to:

- 1) Identify methodological developments in the field & the ability to compare and contrast different approaches to study the Cold War.
- 2) Explore and evaluate sources from online Cold War archival platforms and databases and hone research skills in collecting and synthesizing large quantities of historical evidence.
- 3) Articulate compelling, evidence-based, and well-reasoned arguments in written and oral form.
- 4) Formulate original historical arguments and explanations that effectively deploy primary and secondary source evidence; and
- 5) Develop historical empathy with regards to both policy-makers and ordinary people in the Cold War.

Course Content

- The ideological conflicts between the capitalist West and socialist East
- The Korean War
- Science, Technology and Social Science during the Cold War
- US intervention in the Third World
- Decolonization and the Cold War
- Mass Violence in Cambodia and Indonesia
- Literature, music and cinema during the Cold War
- The Vietnam War
- Africa and Latin America during the Cold War
- The Islamic Revolution in Iran and Soviet invasion of Afghanistan
- The end of the Cold War

Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics (See Appendix)
1. Participation	1, 3, 5	1, 6, 7,8, 9	10%	Individual	2, 7, 9, 14
2. Performance as Primary Source Collector	2, 3, 4	3, 4, 6, 7, 8	15%	Team	2, 5, 7, 9, 13
3. Performance as Discussion Initiator	1, 3, 4, 5	2, 5, 6, 7,8, 9	15%	Team	2, 6, 7, 9, 13
4. Final Research Paper Outline	1, 2, 4	1, 3, 4, 5, 7	20%	Individual	1, 2, 3, 4, 7
5. Final Research Paper	1, 2, 4, 5	3, 4, 5, 7, 9, 11	40%	Individual	3, 4, 8, 9, 5, 6, 10
Total			100%		

Participation – 10%:

Each week you will bring to class a “Response Paper” summarizing your position on the week’s discussion topic. The assessment will be based on:

- The Quality of response papers
- Verbal communication skills

Performance as Primary Source Collector – 15%:

Each week 2-3 students will serve as primary source collectors. The Primary Source Collectors have two responsibilities: The first is to prepare a collection of primary materials consisting of three to five pieces of documents from different sources; the second is to lead the class to collectively analyse the primary sources. The assessment will be based on:

- The quality of the historical documents selected
- The ability to organize class discussion
- Strength of group collaboration and the degree of synergy

Performance as Discussion Initiator – 15%:

To launch the discussion each week, 2-3 students will act as Discussion Initiators. The Discussion Initiators have two responsibilities: The first is to prepare a Discussion Initiator Sheet with quotations from the week's required readings and questions formulated in response to these readings; the second responsibility is to open discussion in class by making a brief (5 minutes) oral statement in which the initiators identifies the topics that should be taken up in that session. The assessment will be based on:

- The quality of the discussion initiator sheet
- Presentation skills
- The ability to organize class discussion
- Strength of group collaboration and the degree of synergy

Final Research Paper Outline – 20%

- Selection of topic and approach
- Written communication skills
- Comprehension of course contents
- Depth of analysis & research

Final Research Paper – 40%

- Formulation of project
- Depth of analysis & research
- Creativity and competence in implementation of ideas presented in the final research paper outline

Formative feedback

1. Participation: You will receive summative written feedback following the conclusion of the module.
2. Performance as Primary Source Collector: You will receive verbal feedback through in-class discussion and summative written feedback following the conclusion of the module.
3. Performance as Discussion Initiator: You will receive verbal feedback through in-class discussion and summative written feedback following the conclusion of the module.
4. Final Research Paper Outline: You will receive written comments.
5. Final Research Paper: You will receive written comments.

Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Lecture	Each week the class will begin with a 40-50 min lecture to introduce the historical and intellectual background of the week's topic & summary and evaluations of the readings. The lectures will provide the students with a conceptual framework to conduct the subsequent secondary source discussion and primary source analysis.
Secondary Source Discussion	Secondary source discussion will provide opportunities for detailed collective reading of the assigned materials and deep engagement with the frameworks that form the focus of the module.
Primary Source Analysis	The primary source collectors will explore and evaluate sources from Cold War archival platforms and databases and hone research skills in collecting and synthesizing large quantities of historical evidence. The rest of the class, by analyzing the primary sources compiled by the primary source collectors, will have the opportunity to put the methods and analytical tools they learned from the secondary source discussion into practice. Group discussion will also support peer-learning as well as the accumulation and consolidation of contextual knowledge.
Final Research Project	Students will devise and develop their own research projects. This offers the students the space to develop novel ways of conceptualizing and explaining Cold War history and its significance to specialist and non-specialist audiences.

Reading and References

Texts subject to changes.

- John Lewis Gaddis, *The Cold War* (New York: Penguin Books, 2005).
- Melvyn P. Leffler and Odd Arne Westad eds., *The Cambridge History of the Cold War, Volume I: Origins; Volume II: Crisis and Détente; Volume III: Endings* (New York: Cambridge University Press, 2010).
- Odd Arne Westad, "The New International History of the Cold War: Three (Possible) Paradigms," *Diplomatic History* 24, no. 4 (Fall 2000), pp. 551-565.
- Michael Szonyi & Hong Liu, "New Approaches to the Study of the Cold War in Asia," in *The Cold War in Asia: The Battle for Hearts and Minds*, edited by Zhang Yangwen, Hong Liu & Michael Szonyi (Leiden: Brill, 2010), pp. 1-11.
- B. R. Simpson, *Economists with Guns: Authoritarian Development and US-Indonesian Relations, 1960-1968* (Stanford University Press, 2008). pp. 62-86.
- Joy Rohde, "Gray Matters: Social Scientists, Military Patronage, and Democracy in the Cold War," *The Journal of American History*, Vol. 96, No. 1 (Jun. 2009), pp. 99-122.

- Jason Pribilsky, "Development and the 'Indian Problem' in the Cold War Andes: *Indigenismo*, Science, and Modernization in the Making of the Cornell-Peru Project at Vicos," *Diplomatic History*, Vol. 33, No. 3 (June 2009), pp. 405-426.
- Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of Our Times* (Cambridge: Cambridge University Press, 2005), pp. 8-72.
- Stephen Kotkin, *Magnetic Mountain: Stalinism as a Civilization* (Chapel Hill: University of California Press, 1997), pp. 1-26.
- Chen Jian, *Mao's China and the Cold War* (Chapel Hill: University of North Carolina Press, 2001), pp. 1-48.
- Chen Jian, *Mao's China and the Cold War* (Chapel Hill: University of North Carolina Press, 2001), Chapter 4 "China's Strategies to End the Korean War," pp. 85-117.
- Hajimu Masuda, *Cold War Crucible: The Korean Conflict and the Postwar World* (Harvard University Press, 2015), pp. 1-11, 85-113.
- Gregg Brazinsky, *Nation Building in South Korea: Koreans, Americans, and the Making of a Democracy* (Chapel Hill: University of North Carolina Press, 2007), pp. 1-11; 189-222.
- Michael E. Latham. *Modernization as Ideology: American Social Science and "Nation Building" in the Kennedy Era* (Chapel Hill: The University of North Carolina Press, 2000), pp. 1-20; 109-150.
- Nils Gilman, *Mandarins of the Future: Modernization Theory in Cold War America* (Baltimore and London: The John Hopkins University Press, 2003), pp. 1-23.
- Audrey Kahin and George McT Kahin, *Subversion as Foreign Policy: The Secret Eisenhower and Dulles Debacle in Indonesia* (New York: The New Press, 1995), pp. 1-19.
- Vijay Prashad, *The Darker Nations: A People's History of the Third World* (New York and London: The New Press, 2007), pp. xv-50; 119-133; 207-223.
- Sulmaan Wasif Khan, *Muslim, Trade, Nomad, Spies: China's Cold War and the People's of Tibetan Borderlands* (Chapel Hill: University of North Carolina Press, 2015), Introduction and Chapter 4.
- David Chandler, *Voices from S-21: Terror and History in Pol Pot's Secret Prison* (Berkeley: University of California Press, 2000), pp. 41-68.
- Ben Kiernan, "Myth, Nationalism and Genocide," *Journal of Genocide Research* 3 (2001), pp. 187-206.
- John Roosa, *Pretext for Mass Murder: The September 30th Movement and Suharto's Coup d'Etat in Indonesia* (Madison, WI: University of Wisconsin Press, 2006), pp. 3-33; 176-201.
- Petrus Liu, *Stateless Subjects: Chinese Martial Arts Literature & Postcolonial History* (Ithaca: Cornell East Asia Series, 2011), "Introduction," pp. 1-20 and Chapter 3 "Jin Yong's Historical Fiction and the Cold War in Asia," pp. 107-152.
- Penny Von Eschen, *Satchmo Blows up the World: Jazz Ambassador Play the Cold War* (Cambridge, MA: Harvard University Press, 2004), "Introduction," pp. 1-26 and Chapter 4. "Getting the Soviets to Swing," pp. 92-120.
- Christina Klein, *Cold War Orientalism: Asia in the Middlebrow Imagination, 1946-1961* (Berkeley: University of California Press, 2003), Chapter 5. "Musicals and Modernization: The King and I," pp. 191-222.
- Fredrik Logevall, *Choosing War: The Lost Chance for Peace and the Escalation of War in Vietnam* (Berkeley: University of California Press, 1999), Chapters. 1, pp. 1-42.
- Jeremi Suri, *Power and Protest: Global Revolution and the Rise of Détente* (Cambridge, MA: Harvard University Press, 2003), pp. 1-6, 164-212.

- Chen Jian, *Mao's China and the Cold War*, Chapter 8 "China's Involvement in the Vietnam War" and Chapter 9 "The Sino-American Rapprochement, 1969-1972," pp. 205-276.
- Keith Taylor, "How I began to teach about the Vietnam War," *Michigan Quarterly Review* (Ann Arbor, Fall 2004), available at <http://www.viet-myths.net/taylor.htm>.
- Jeremi Suri, "Explaining the End of the Cold War: A Historical Consensus?" *Journal of Cold War Studies* 4 (2002), pp. 60-92.
- Matthew Evangelista, *Unarmed Forces: The Transnational Movement to End the Cold War* (Ithaca: Cornell University Press, 1999), pp. 3-24; 341-392.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. You are expected to participate in all seminar discussions and activities.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Course Instructors

Instructor	Office Location	Phone	Email
ZHOU Taomo	HSS05-22	67956525	tmzhou@ntu.edu.sg

Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	Introduction	2, 5	Westad, "The New International History of the Cold War: Three (Possible) Paradigms"; Michael Szonyi & Hong Liu, "New Approaches to the Study of the Cold War in Asia."
2	Social Knowledge, Science and Technology during the Cold War	1, 2, 3, 5	Simpson, <i>Economists with Guns</i> ; Rohde, "Gray Matters: Social Scientists, Military Patronage, and Democracy in the Cold War"; Pribilsky, "Development and the 'Indian Problem' in the Cold War Andes."
3	Interpreting Ideology: Superpowers, Empires, Civilizations	1, 2, 3, 5	Westad, <i>The Global Cold War</i> ; Kotkin, <i>Magnetic Mountain</i> ; Chen Jian, <i>Mao's China and the Cold War</i>
4	Indigenizing the Cold War? The Case of the Korean War	1, 2, 3, 5	Chen Jian, <i>Mao's China and the Cold War</i> ; Hajimu Masuda, <i>Cold War Crucible</i> ; Brazinsky, <i>Nation Building in South Korea</i>
5	Envisioning Modernity	1, 2, 3, 5	Latham. <i>Modernization as Ideology</i> ; Gilman, <i>Mandarins of the Future</i> ; Westad, <i>The Global Cold War</i>
6	The Middle Way: The Quest for Third World Autonomy and Its Pitfalls	1, 2, 3, 5	Kahin, <i>Subversion as Foreign Policy</i> ; Prashad, <i>The Darker Nations</i> ; Khan, <i>Muslim, Trade, Nomad, Spies</i>
7	The Killing Fields: Mass Violence in Cambodia and Indonesia	1, 2, 3, 5	Chandler, <i>Voices from S-21</i> ; Kiernan, "Myth, Nationalism and Genocide"; Roosa,

			<i>Pretext for Mass Murder</i>
8	The Cultural Cold War: Literature, Music and Cinema	1, 2, 3, 5	Liu, <i>Stateless Subjects</i> ; Von Eschen, <i>Satchmo Blows up the World</i> ; Klein, <i>Cold War Orientalism</i>
9	Reading week in preparation for the submission of the final project outline	4	N/A
10	Power and Protest: The Vietnam War, Rebellions against the Cold War Order, and Détente	1, 2, 3, 5	Logevall, <i>Choosing War</i> ; Suri, <i>Power and Protest</i> ; Chen Jian, <i>Mao's China and the Cold War</i> ; Taylor, "How I began to teach about the Vietnam War."
11	Revolutionary Romanticism: Africa and Latin America	1, 2, 3, 5	Westad, <i>The Global Cold War</i> ; Piero Gleijeses, "Cuba and the Cold War, 1959-1980"
12	The Islamist Defiance: Iran and Afghanistan	1, 2, 3, 5	Westad, <i>The Global Cold War</i> ; Amin Saikal, "Islamism, the Iranian Revolution, and the Soviet Invasion of Afghanistan"; Kepel, <i>Jihad: The Trail of Political Islam</i>
13	The End of the Cold War, Reflection and Course Review	1, 2, 3, 5	Suri, "Explaining the End of the Cold War: A Historical Consensus?"; Evangelista, <i>Unarmed Forces</i> ; Arrighi, "The World Economy and the Cold War, 1970-1990."