I. Course Description

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.

II. Learning Outcomes

By the end of this course, students should demonstrate:

- A comprehensive knowledge of the historical timelines in Cold War history
- A basic degree of literacy in the existing literature on the Cold War
- The ability to write research paper by reading and thinking analytically
- Competence in classifying historical sources by genre, recognizing content, tone, and audience, and using primary sources and scholarly arguments.

III. Course Components

The format of this course is designed to encourage participation at every meeting. Except for weeks 1 and 13, we will spend our four-hour seminars according to the following schedule:

13:30-14:20 Lecture

14:20-14:40 Break

14:40-15:30 Primary Source Analysis

Each week the class will work on a set of documents compiled by 2-3 Primary Source Collectors. The Primary Source Collectors have two responsibilities:

The course instructor reserves the right to amend, modify, or expand upon the themes and materials listed.
The first is to prepare a **Collection of Primary Materials** and upload it to the “Discussions” section of NTULearn by 5pm on the Tuesday during the week he or she has signed up for. Please print out one copy of the primary source collection for the instructor. This collection should contain at least 3 pieces of documents from different sources. The documents, though possibly authored by different historical figures or targeting different audience, should be interconnected. Ideally, the documents should be selected and compiled in a way that opens up room for conversations and debates. Please refer to the guideline for written assignments for tips on where to look for primary sources.

The **Primary Source Collectors’** second responsibility is to lead the class to collectively analyse the primary sources. The collectors have the freedom to design the format of this 50-minute discussion. For instance, the collectors could open up the discussion with a presentation on the background of the texts they have selected and prepare a list of questions for the class to work on together. By the end of the collective analysis, the class should be able to understand the primary sources in light of the week’s question for discussion.

15:30-15:40 Break

15:40-16:30 Secondary Source Discussion
Each student will bring to class a “**Response Paper**.” This paper consists of a pithy and concrete (one-paragraph maximum) answer to the week’s “question for discussion and for research paper.” Hard copies of response papers need to be handed in at the end of every class.

To launch the debate 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** and upload it to the “Discussions” section of NTULearn by 5pm (17:00) on the Tuesday during the week he or she has signed up for. Please print out one copy of the Discussion Initiator Sheet for each table and for the instructor (altogether 6-7 copies). This sheet should contain quotations from the week’s required readings and questions formulated in response to these readings. Both questions and quotations should be chosen for the purpose of stimulating discussion and should be short enough to fit on one-page paper double-side.

The **Discussion Initiators’** second responsibility is to open discussion in class by making a brief (10 minutes) **oral statement** in which the initiators identifies the topics that should be taken up in that session. Ordinarily, the initiators’ statement will be based on the required readings, the primary source collections compiled by their classmates, and his or her own list of questions and quotations.

It is extremely important for the primary source collectors and discussion initiators to honor their commitments. As a general rule, cancellations are not accepted. If urgent circumstances prevent a student from fulfilling his or her duty, one should inform the instructor as early as possible. The student must find someone to replace his or her role for that week.

16:40- 17:30 Documentary/Film Screening

**Grades will be based on:**

a. Active Participation (10%). Weekly response papers as well as engagement in primary source analyses and secondary source discussions will be evaluated throughout the semester.

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b. Performance as Primary Source Collector (15%). Each student should serve once in the semester as primary source collector. Collection of Primary Materials, depth of research, the collector’s ability to organize class discussion and group synergy will be evaluated.

c. Performance as Discussion Initiator (15%). Each student should serve once in the semester as discussion initiator. One cannot serve as discussion initiator and primary source collector on the same week. Discussion Initiator Sheet, oral presentation, the moderators’ ability to organize class discussion, and group synergy will be evaluated.

d. Annotated Bibliography (20%) Each student should hand in one piece of annotated bibliography in preparation for the final research paper. This should be submitted in a word document to Turnitin by 5pm on Friday, October 11. Please refer to a separate handout for instructions & the grading system.

e. Final Research Paper (40%). Each student is expected to hand in one piece of written work. This is a research essay of no less than 3,000 words and no more than 4,000 words (excluding footnotes and bibliography). This should be submitted to Turnitin in a word document by 5pm on Friday, November 29.

VI. Reference Books


V. Course Schedule:

Week 1(August 14): Introduction

Question for discussion and for research paper:
How have the paradigms for understanding the Cold War been changing for the past three decades?

Required Readings:


Recommended Readings for Research Paper:


The course instructor reserves the right to amend, modify, or expand upon the themes and materials listed.


**Screening:** *Good Bye, Lenin!*

**Week 2 (August 21): Interpreting Ideology: Superpowers, Empires, Civilizations**

**Question for discussion and for research paper:**
To what extent was the Cold War an ideological conflict rather than a power struggle or economic competition?

**Required Readings:**

**Recommended Readings for Research Paper:**

**Screening:** BBC-CNN documentary series “Cold War”: Episode 1 “Comrades.”

**Week 3 (August 28): Indigenizing the Cold War? The Case of the Korean War**

**Question for discussion and for research paper:**
How Korean was the Korean War? How do we understand local conflicts against the broader context of the Cold War?

The course instructor reserves the right to amend, modify, or expand upon the themes and materials listed.
Required Readings:

Recommended Readings for Research Paper:

Screening: BBC-CNN documentary series “Cold War”: Episode 6 “Korea.”

**Week 4 (September 4): Envisioning Modernity: The US and the Third World**

**Question for discussion and for research paper:** What caused the decline of modernization theory in Cold War American academia?

Required Readings:

Recommended Readings for Research Paper:

Week 5 (September 11): The Middle Way: The Quest for Third World Autonomy and Its Pitfalls

Question for discussion and for research paper:
Was neutralism possible for Third World leaders during the Cold War?

Required Readings:
- 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. [on NTULearn]

Recommended Readings for Research Paper:

Screening: The Killing Fields

Week 6 (September 18) The Killing Fields: Mass Violence in Cambodia and Indonesia

Question for discussion and for research paper:
To what degree can foreign “superpowers” be held responsible for the mass violence that occurred in Cold War Southeast Asia?

Readings:
- David Chandler, Voices from S-21: Terror and History in Pol Pot’s Secret Prison (Berkeley: University of California Press, 2000), pp. 41-68. [on NTULearn]
- 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. [on NTULearn]
Recommended Readings for Research Paper:


**Screening:** *The Act of Killing.*

**Week 7 (September 25) Deciphering Détente: Economics, Geopolitics, and Social Upheavals**

Question for discussion and for research paper:
Was détente possible because of the weakening of great powers during the Vietnam War, the cyclical crisis of capitalism, or the rise of popular protests?

**Required Readings:**


**Recommended Readings for Research Paper:**


**October 2 Recess Week**

**Week 8 (October 9) Meeting cancelled due to conference travel of the instructor.**

**Week 9 (October 16): Revolutionary Romanticism: Africa and Latin America**

Question for discussion and for research paper:
Did the failure of Cuba’s African odyssey prove that power, rather than ideals, determined the outcome of foreign intervention?

**Required Readings:**
- Westad, *The Global Cold War*, pp. 170-180; 207-287. [on NTULearn and in reserves]
- Piero Gleijeses, “Cuba and the Cold War, 1959-1980,” in *The Cambridge History of the Cold War, Volume II*. [on NTULearn, in reserves and available as an eBook]

**Recommended Readings for Research Paper:**

**Screening:** *The Motorcycle Diaries*

**Week 10 (October 23): The Islamist Defiance: Iran and Afghanistan**

**Question for discussion and for research paper:**
Was Islamism resilient against the hegemony of US and Soviet ideologies?

**Required Readings:**
  (Kepel’s talk on the subject: https://www.youtube.com/watch?v=tUwC63uo42Q)

**Recommended Readings for Research Paper:**

**Screening:** BBC-CNN documentary series “Cold War”: Episode 20 “Soldiers of God.”

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Week 11 (October 30): The Cultural Cold War: Literature, Music and Cinema
Guest lecture by Ms. Kathleen Ditzig, PhD Candidate, School of Art, Design, and Media, NTU

Question for discussion and for research paper:
Was all culture, on both sides of the Cold War, merely an extension of politics?

Required Readings:

Recommended Readings for Research Paper:

Screening: *The Year of Living Dangerously.*

Week 12 (November 6): The End of the Cold War

Question for discussion and for research paper:
Was the Cold War ended by policy makers’ decisions, transnational movements of policy influencers, or global economic dynamics?

Required Readings:

Recommended Readings for Research Paper:
The course instructor reserves the right to amend, modify, or expand upon the themes and materials listed.

**Screening:** BBC-CNN documentary series “Cold War”: Episode 24 “Conclusion.”

**Week 13 (November 11): Consultations on Final Research Papers**