

History 350L, 39500

T-Th 8:00-9:15

Garrison 0.132

Prof. Jonathan Brown

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The Cold War on Five Continents

The Cold War involved the whole world. It began in 1945 when the victorious Allies of World War II broke up into ideological enemy camps that divided the East (the Union of Soviet Socialist Republics, Eastern Europe, and China) and the West (Western Europe, and the United States). Whether a country should follow the capitalist West or the socialist East also split many developing nations of Asia, Latin America, and Africa. Moreover, the proliferation of nuclear weapons complicated the tensions between and within these ideological struggles.

While the grim prospects for mutual nuclear annihilation forced the U.S. and the U.S.S.R. to maintain an uneasy peace between them, many armed conflicts did arise at the margins of the great powers. The Chinese Revolution of 1949 eventually led to serious but limited wars on the Korean Peninsula as well as in Indochina (Vietnam, Cambodia, and Laos). Africa also became involved, as fighters in the “wars of national liberation” engaged with ideological struggle between West and East. Latin America joined the Cold War struggle when the Cuban Revolution of 1959 sought to eliminate traditional U.S. domination with a military and commercial alliance to the Soviet Union. In fact, the emergence of socialism in the Western Hemisphere led the East and West to the brink of nuclear warfare.

Needless to say, the Cold War did not treat democracy kindly. In Africa, the Middle East, and Asia, the emergence of new nations from colonial rule usually resulted in dictatorships rather than electoral governments. In Latin America, the threat of the spread of Cuban Communism doomed most democracies to long-term military rule. In the Eastern Bloc countries, communist totalitarianism predominated—not socialist democracy. Only the United States and the countries of Western Europe preserved democracy throughout the Cold War period. Nevertheless, the Cold War did come to a definitive end. China and the United States came to an agreement, and Soviet Union collapsed. The world today may be no safer than it was during the Cold War, because the legacy of the “New World Order” resulted neither in order nor in a new world liberated from the burdens of the past.

* Required Textbooks:

Walter LaFeber, *America, Russia, and the Cold War, 1945-2006*, 10th ed

Chen Jian, *Mao's China & the Cold War*

This course carries the Writing Flag, which the university has designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, to complete substantial writing projects, and to receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one assignment, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

* Basis of grading for the course:

-Three essays based on the above texts, 600 points or 60 percent

Essay 1 (4-5 pages) 100 points (may be revised for extra points)

Essay 2 (5-6 pages) 200 points

Essay 3 (6-7 pages) 300 points

-Three multiple-choice, true-false exams, 300 points or 30 percent.

-Leadership in class discussions, 100 points or 10 percent.

The accumulation of points at the end of the semester determines the student's final grade: i.e., 900 points or more for an A, 800 or more for a B, and so forth. Please understand that **NO ONE WILL MISS AN ASSIGNMENT OR EXAMINATION WITHOUT A PHYSICIAN'S EXCUSE.**

LATE PENALTY: One class-day late, minus 3%; two class-days late, minus 6%.

No cell phones, internet, texting, etc during class. **WE WILL TAKE ATTENDANCE.**

The instructor will lecture only once during this course. Students instead will read two chapters per week and spend class time discussing the readings under the guidance of a discussion leader.

Every student will lead the discussion on the assigned reading twice during the semester. The object of the exercise is not to lecture or tell one's classmates what the chapter might contain. Instead, the discussion leader should strive to provoke discussion and to ask questions. An effective discussion leader does not do all the talking but encourages contributions from the audience. Why and how questions always elicit discussion and commentary more efficiently than who-what-when questions because why and how questions, being open-ended, lead to several different responses.

Compare these two questions. "Who wanted Soviet missiles to be sent to Cuba?" Or "Why did Khrushchev, who feared nuclear war, command that Soviet missiles be sent to Cuba?" Obviously, the second question will invite comments that explore several different reasons.

Class Schedule

<u>Date</u>	<u>Assignment</u>	<u>Date</u>	<u>Assignment</u>
<u>January 15</u>	Introduction	Mar 11-16	Spring break
Jan 17	Lecture on Writing	Mar 19	LaFeber, 7
Jan 22	LaFeber, 2	Mar 21	Chen, 5
Jan 24	LaFeber, 3	Mar 26	Chen, 6
Jan 29	Discussion	Mar 28	LaFeber, 8
Jan 31	Essay 1 (4-5 pages) Who started the Cold War?	<u>April 2</u>	LaFeber, 9
<u>February 5</u>	LaFeber, 4	Apr 4	<u>No class:</u> Chen, 7
Feb 7	Chen, 1	Apr 9	Examination
Feb 12	Chen, 2	Apr 11	LaFeber, 10
Feb 14	Chen, 3	Apr 16	Chen, 8
Feb 19	Examination	Apr 18	LaFeber, 11
Feb 21	Chen, 4	Apr 23	Chen, 9
Feb 26	LaFeber, 5	Apr 25	LaFeber, 12
Feb 28	LaFeber, 6	Apr 30	Discussion
<u>March 5</u>	Discussion	<u>May 2</u>	Essay 3 (6-7 pages)
Mar 7	Essay 2 (5-6 pages)	May 8, 9-12	Final Examination