I. COURSE REQUIREMENTS & OBJECTIVES:

Course Description: Designed for students with some background in U.S. history or international studies, the course probes the global dynamics of the Cold War, from its origins during World War II through the end of the Soviet empire in 1991. This transformative era in international history emerged when the end of World War II coincided with the rapid decolonization of European empires to produce a world divided between two rival superpowers—the United States and the Soviet Union. Not only did the Cold War split most of the world into communist and capitalist blocs, but it also penetrated deep inside many societies, shaping art, culture, electoral politics, and mass consciousness.

After exploring the Cold War’s key aspects such as nuclear warfare, espionage, and mind control, the course tracks its international history through three main phases. First, as the Iron Curtain divided Europe during the late 1940s, the rival superpowers competed for dominion over this divided continent through espionage, cultural display, and deployment of nuclear-armed military forces. When the conflict spread around the globe, it was marked by conventional warfare (Korea), communist revolutions (China, Vietnam), counterinsurgency campaigns (Greece, Malaya, and the Philippines), and CIA-sponsored coups (Iran, Guatemala).

After the Cuban missile crisis of 1962 brought the superpowers to the brink of nuclear war, the Cold War’s superpower rivalry shifted to the Third World, marked by a massive surrogate war in Vietnam, CIA regime change in Indonesia and Chile, and Soviet intervention to end the Prague Spring. Rejecting the repressive Cold War politics of their own governments, a younger generation staged mass protests around the globe during the 1960s—including anti-war demonstrations in the U.S., militant protests in Asia and Latin America, and a student uprising that nearly toppled the French government.

In the Cold War’s final phase after 1975, superpower surrogate warfare coincided with the primal politics of developing societies to produce devastating conflicts on three continents—in southern Africa, Central America, and Central Asia. Bloodied by Islamic resistance during its decade-long occupation of Afghanistan, the Red Army withdrew in defeat and the Soviet Union collapsed just two years later as 22 satellite states and captive republics broke free from Moscow’s steel grip.

Through the sum of such content, students should finish the course with knowledge about a key facet of U.S. foreign policy, a grasp of “geopolitics” as an analytical tool, and a lasting ability to analyze future international developments. Beyond such specifics, the course will impart sharpened analytical abilities, refined research skills, improved oral presentations, and better writing skills.

Class Meetings: Lectures are held in Humanities 1101, Tuesdays and Thursdays, 2:30-3:45 p.m. To arrange a phone conversation outside office hours, contact me via phone (office 263-1855) or email <awmccoy@wisc.edu>

Readings: To follow the lectures, students should read selections from the required readings on Canvas before the relevant lecture. To gain some sense of the temper of times past and prepare an
optional extra-credit reflection paper, students are also urged to sample the films and fiction cited in Section IV of the Syllabus, some of which are available on Canvas.

**Credit Policy:** The credit standard for this 4-credit course is met by an expectation of a total of 180 hours of student engagement with the course’s learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115 minutes per week), dedicated online time, reading, writing, individual consultations with the instructor, and other student work as described in the syllabus.

**Course Aims:** Apart from surveying the history of the Cold War and U.S. foreign policy, the course allows students an opportunity to refine essential academic skills—critical reading, academic analysis, secondary research, and expository writing.

**Course Requirements:** For each of these assignments, there are different requirements for both the amount and form of work to be done:

- **a.) Lecture Quizzes:** After every assigned lecture on Tuesdays and Thursday, students shall take a short online quiz via Canvas, located under the “Quizzes” tab. Lecture Quizzes will only be available between 3:45 p.m. and 10:00 p.m.

- **b.) Mid-term:** During the lecture on **Thursday, March 2** a list of questions—based on the material covered in the lectures and the required readings through Week 7—will be distributed in class. Using footnotes and following the format outlined below in Part V, students will complete a five-page essay and submit their paper at the start of class on **Tuesday, March 7**.

- **c.) Essay:** At the start of class on **Tuesday, March 28**, students will submit a two-page outline for their major essays that includes: (1.) one-paragraph abstract of the argument, (2.) an outline of the paper’s main points, and (3.) a preliminary bibliography. Students who have questions about the outline are urged to meet with the instructor during office hours and by individual appointment to discuss alternative approaches.

  **At 9:00 a.m. on Monday, April 17**, students shall submit a 2,500-word research essay (about 8 to 10 pages) with footnotes and bibliography. A list of topics is appended below in Part III, and the format for the essays is detailed in Part V below.

- **d.) Final Exam:** Students shall take a two-hour final examination on **Monday, May 8, 7:45-9:45 am.** Students will be required to answer two questions—(1.) one on a broad theme from the lectures and some of the Required Readings, and (2.) for 2% extra-credit, a reflection on how literature illuminates history based on any two of the films or works of fiction cited below in Section IV.

**Final Grade:** Mark in the course shall be computed as follows:

- lecture quizzes: 20%
- midterm exam 10%
- research essay: 20%
- discussion section mark: 30%
- final examination: 20%
This course is graded on an A, AB, B, BC, C, D, F scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
</tr>
<tr>
<td>AB</td>
<td>88-91</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
</tr>
<tr>
<td>BC</td>
<td>77-81</td>
</tr>
<tr>
<td>C</td>
<td>72-76</td>
</tr>
<tr>
<td>D</td>
<td>67-71</td>
</tr>
<tr>
<td>F</td>
<td>66 or below</td>
</tr>
</tbody>
</table>

**Graduate Grading:** In lieu of section attendance, midterm test, and final exam, graduate students shall submit a longer, more intensively researched 5,000-word essay with notes, annotated bibliography, and preponderance of primary sources examining the interface between theory and empirical evidence for a major theme in the course. The instructor must approve paper topics in advance.

**Suggested Textbooks:** Sold at University Bookstore, State Street Mall:


**Reference Volumes:**


II. READINGS:

**WEEK 1 (January 24): ORIGINS & HISTORY**

**Lectures:**

World War II, End of Empires, and Rise of Rival Superpowers
Building the U.S. National Security State: Air Power, Espionage, and Nuclear Arms

**Required Readings:** (Total: 129 pages)


**Suggested Readings:**


**PHASE ONE: NORTH ATLANTIC NUCLEAR STALEMATE**

WEEK 2 (January 31): DIVIDED EUROPE

**Lectures:**

Iron Curtain Descends: Eastern Europe (Poland, Hungary, Czechoslovakia) & Western Europe (Germany, France, Italy)

Greek Civil War & Start of the Cold War

**Required Readings: (Total: 118 pages)**


**Suggested Readings:**


WEEK 3 (February 7):  COLD WAR AMERICA

Lectures:
NATO versus the Warsaw Pact: Nuclear Arms, Espionage, and Military Mobilization
Anti-Communist Crusade: Arts, Mass Media, McCarthyism, and Mind Control

Required Readings: (Total: 105 pages)


Suggested Readings:


WEEK 4 (February 14): COLD WAR COMES TO ASIA

Lectures:
Chinese Revolution
Korean War

Required Readings: (Total: 112 pages)


Suggested Readings:


Spence, Jonathan D., The Search for Modern China (New York: W.W. Norton, 1990), 484-513, 514-40.


WEEK 5 (February 21): ASIAN REVOLUTIONS

Lectures:
Anti-Colonial Revolutions in Indonesia and Vietnam
Anti-Communism in the Philippines, Malaya, and Indonesia

Required Readings: (Total: 108 pages)


Suggested Readings:


{{MID-TERM EXAM: Distributed in-class, Thurs. March 2}}

**WEEK 6 (February 28): MIDDLE EAST**

**Lectures:**
CIA Coup in Iran
Arab Nationalism and Suez Canal Crisis

**Required Readings:** (Total: 66 pages + film)

**FILM**— Ayella, Joe, director, *American Coup* (Journeyman Pictures: 2010), 1:38:00, [https://tv.apple.com/us/movie/american-coup/umc.cm.4rx5e0zxo1b5f4pxndx29xyfp](https://tv.apple.com/us/movie/american-coup/umc.cm.4rx5e0zxo1b5f4pxndx29xyfp). (Rental, $3.99, Apple TV)

Boyle, Peter, G., “*The Hungarian Revolution and the Suez Crisis,*” *History* 90, no. 4 (2005), 550-65.


**Suggested Readings:**

Adamthwaite, Anthony, “*Suez Revisited,*” *International Affairs* 64, no. 3 (1988), 449-64.


WEEK 7 (March 7): LATIN AMERICA

**Lectures:**
CIA Intervention in Guatemala
Cuban Revolution, CIA Invasion, & Soviet Missile Crisis

**Required Readings:** (Total: 118 pages)


**Suggested Readings:**


Vandenbroucke, Lucien S., “*Anatomy of a Failure: The Decision to Land at the Bay of Pigs,*” *Political Science Quarterly* 99, no. 3 (1984), 471-91.
PHASE II: STRUGGLE FOR THE THIRD WORLD

WEEK 8 (March 21): INDOCHINA—WAR & REVOLUTION

Lectures:
Vietnam War, Secret War in Laos
Cambodia: Rise of the Khmer Rouge

Required Readings: (Total: 119 pages)


Suggested Readings:


{{ESSAY OUTLINE Due: Tuesday, March 28}}

**WEEK 9 (March 28): GENERATION IN REVOLT—THE 1960s**

**Lectures:**
Students at the Barricades: Japan, South Korea, Philippines, Mexico, France, and U.S. Prague Spring and Soviet Intervention

**Required Readings:** (Total: 113 pages)


**Suggested Readings:**


Kapur, Nick, Japan at the Crossroads: Conflict and Compromise after Anpo (Cambridge: Harvard University Press, 2018), 1-34.


WEEK 10 (April 4): CIA COVERT WARS

Lectures:
Indonesia: Psywar & Destruction of the Communist Party
Socialism and CIA Intervention in Chile

Required Readings: (Total: 120 pages)


Suggested Readings:


Easter, David, “Keep the Indonesian Pot Boiling’: Western Covert Intervention in Indonesia, October 1965-March 1966,” Cold War History 5, no. 1 (2005), 52-70.


**PHASE III: GEOPOLITICAL BLACK HOLES**

**WEEK 11 (April 11): COLD WAR IN AFRICA**

**Lectures:**
- Decolonization: Algerian Revolution, Congo Crisis
- Surrogate Warfare in Southern Africa: Angola, Zimbabwe, Anti-Apartheid in South Africa

**Required Readings:** (Total: 123 pages)


Suggested Readings:


**WEEK 12 (April 18): CENTRAL AMERICA**

**Lectures:**
- Nicaragua: CIA-Contra Alliance & Iran-Contra Scandal
- Countering Revolution in El Salvador & Guatemala

**Required Readings: (Total: 104 pages)**


**Suggested Readings:**


{{RESEARCH ESSAY Due: 9:00 a.m., Monday, April 17}}

**WEEK 13 (April 25): CENTRAL ASIA**

**Lectures:**
- Iran: Islamic Revolution & Fall of the Shah
- CIA Secret War in Afghanistan

**Required Readings:** (Total: 127 pages)


**Suggested Readings:**


**WEEK 14 (May 4): PEOPLE POWER & END OF THE COLD WAR**

**Lectures:**

Democratic Revolutions East & West: China, Southeast Asia, Latin America, Eastern Europe

Great Power Diplomacy and the End of Soviet Empire

**Required Readings:** (Total: 121 pages)


Suggested Readings:


Luthi, Lorenz M., Cold Wars: Asia, the Middle East, Europe (Cambridge: Cambridge University Press, 2020), 563-94.


{{FINAL EXAM, Monday, May 8, 7:45-9:45 am}}

III. MAJOR ESSAY QUESTION:

1.) Drawing upon the literature, outline at least two causes of the Cold War, one arising from great power rivalry and another from deeper structural causes.

2.) Analyze the causes and consequences of the Cuban missile crisis for the conduct of the Cold War.
3.) Compare and contrast the mechanisms of control within the Soviet bloc and the Western alliance during the Cold War.

4.) Analyze the elements—military, intelligence, economic, diplomatic, and cultural—that made the U.S. the world’s preeminent power during the Cold War era.

5.) Describe how the process of decolonization extended the Cold War competition into Asia and Latin America.

6.) Compare the impact of the Vietnam War and the Afghanistan intervention upon the United States and the Soviet Union.

7.) Assess the nuclear arms race and its role in the great power competition during the Cold War.

8.) Drawing upon at least three cases, analyze the impact of the Cold War on the interplay of democracy and dictatorship in Latin America.

9.) Explain why communism collapsed in the Soviet Union but survived in China.

10.) Analyze the collapse of the Soviet Union and its empire, weighing the balance between internal pressures and external forces.

IV. LEARNING FROM FILM & FICTION:

FILM--Suggested Titles:

--Miscellaneous Films: The films listed below are all highly recommended and most are available on-line for purchase in DVD format or free at YouTube:

1.) “The Quiet American” (South Vietnam--black and white; starring Audie Murphy)
2.) “The Quiet American” (South Vietnam--color; starring Michael Caine)
3.) “The Skeleton Coast” (Angola)
4.) “The Tailor of Panama”
5.) “Shadow Play” (Indonesia--documentary, director Chris Hilton)
6.) “Our Man in Havana” (starring Alec Guinness)
7.) “The Third Man” (Austria)
8.) “Z” (Greece--director Costa Gavras)
9.) “Eleni” (Greece)
10.) “Battle of Algiers” (Algeria)
11.) “State of Siege” (Uruguay--starring Yves Montand, director Costa Gavras).
12.) “The Most Secret Place on Earth” (Laos--documentary, director Marc Eberle)
13.) “The Manchurian Candidate” (Black & White, 1962)
14.) “Platoon” (Vietnam, directed by Oliver Stone)
15.) “Apocalypse Now” (Vietnam--director Frances Ford Coppola)
16.) “Year of Living Dangerously” (Indonesia, starring Mel Gibson)
17.) “Salvador” (El Salvador--starring James Woods, director Oliver Stone).
18.) “Missing” (Chile--starring Jack Lemmon, director Costa Gavras)
19.) “The Official Story” (Argentina; Oscar, Best Foreign Film, 1985)
20.) “The Act of Killing” (Indonesia)
21.) “The Lives of Others” (East Germany)
22.) “Karl Marx City” (East Germany)
23.) “Clean Torture: An American Fabrication” (United States)
FICTION—Some Suggested Titles:
1.) Graham Greene, *The Quiet American.*
2.) Graham Greene, *Our Man in Havana.*
3.) Graham Greene, *The Third Man.*
5.) Jean Larattey, *Bronze Drums*
6.) Paul Theroux, *The Consul’s File*
7.) Christopher Koch, *The Year of Living Dangerously*
8.) Christopher Koch, *Highways to a War*
9.) Han Suyin, *And the Rain My Drink*
10.) William Pomeroy, *The Forest*

V. HOW TO WRITE A RESEARCH ESSAY—A THREE-STEP METHOD:

1.) *STEP ONE--Reading & Research:*
   a.) Sources/Research:
       1.) All good essays begin with the three “Rs”—reading, research, and reflection.
       2.) Like most essays, a History term paper is a distillation of its author's reading
           and reflections upon the subject whose quality usually reflects the depth of the
           author's research.

       b.) How to Read for an Essay:
           1.) Using the course syllabus, begin with a general text to get an overview of the
               problem.
           2.) Using the syllabus or textbooks, select more specific sources.
           3.) As you read, begin forming ideas in your mind about:
               a.) your overall hypothesis, and;
               b.) the evidence you will need to support your argument.
           4.) As you read, take notes, either on paper, or in the margin of a photocopy of
               the source. As you take notes, make sure you have the bibliographic information
               for your source: author, title, place of publication, publisher, and relevant pages.
           5.) Towards the end of your reading, draw up an outline of the essay. If you are
               missing sources for your argument, then do some supplemental reading.

   c.) Citing Sources:
       1.) Assuming three paragraphs per page, you should have a minimum of one
           source or note per paragraph.
       2.) Every idea that is not your own and every major body of data you use in your
           essay should be sourced. In particular, quotations must be sourced.
       3.) Use endnotes or footnotes in the following format:

           25. Alfred W. McCoy, ed., *Southeast Asia Since 1800* (Madison:
               University of Wisconsin Press, 1989), 134-35.

       4.) For a second, non-sequential citation of the same work use a short citation:

           27. McCoy, *Southeast Asia Since 1800*, 77-78.

       5.) If you are citing the same source in sequence, use Ibid for second citation.

           27. McCoy, *Southeast Asia Since 1800*, 77-78.
           28. Ibid., 79-80.
           29. Ibid., 80-81.

       6.) For details, see, *The Chicago Manual of Style*, 17th Edition (Chicago:
STEP TWO—Framing the Argument:

a.) Outline: With your reading done, restrain the urge to plunge right into writing and instead take some time to outline your argument. Begin by articulating the single, central question you will ask and answer in the course of this paper. Next, write a one- or two-page outline of your essay’s basic components, which are discussed below.

b.) Overall structure: Almost every scholarly essay has three basic components—(1.) the problem/hypothesis, (2.) the evidence/argument, and (3.) the conclusion. To summarize very broadly, the introduction asks a question and poses a hypothesis, the argument arrays evidence to establish that hypothesis, and the conclusion reflects upon the original hypothesis in light of the evidence presented.

Of these three elements, the opening hypothesis is, by far, the most difficult and the most essential for the success of your essay. In your opening paragraph, try to stand back from the mass of material you have read and articulate an historical thesis, which usually explains causality (why events occurred) or analyzes significance (the particular import of an event or a pattern of events). Then identify the key elements—whether factors, themes, or topics—that you will explore to test your thesis in the second part of the essay, the analytical narrative that contains the evidence to support your thesis.

By the time you start writing, you should be able to summarize your argument in the essay’s first sentence with something akin to the following formulation: “By applying A to B, the essay will establish C.” To illustrate, an essay on the impact of the CIA covert intervention in Guatemala, might begin: “By analyzing the impact of the CIA’s intervention against the Abenz government, the agency’s coup exacerbated social tensions that led to a thirty-year civil war with a quarter-million deaths.”

Here are some further reflections on each of these three sections:

1.) Hypothesis: In your introduction, state your thesis clearly.
   a.) If necessary, you should give your definition of any key terms that require a specific usage (e.g., “revolution.”)
   b.) In stating your problem, refer to the literature in the syllabus.
   c.) A standard and often effective device is to identify two differing schools of thought about a single problem and offer resolution.
   d.) Make sure you are examining the main point, not a secondary issue.

2.) The Evidence: In the middle part of your essay, you must present evidence—through an analytical intertwining of events and factors—to deal with the problem posed at the beginning of your essay. Be specific. Give the reader a brief narrative of an event grounded in some statistical or anecdotal evidence.

3.) The Conclusion: In the final page or two of your essay, reflect on the problem as stated in the introduction in light of the evidence you presented in the middle part of the essay. Stretch the data you present for clarity, but do not exaggerate or over-extend the usefulness of your data.

c.) Level of Argument: Some students produce papers that fill all the demands of the format but do not produce an argument that fully engages the problem.
   1.) Drawing upon reading and lectures, try to frame an argument that seems to address the question in the most direct and significant manner possible, drawing the most convincing evidence to support the case you are making.
   2.) By reading several sources with diverse viewpoints and reflecting on the authors’ approaches, you can define an appropriate thesis and level of analysis.

d.) Nature of History Questions: Whether in books or courses such as this one, History usually explores the study of change in human communities, societies or nations over time. In general, History essays ask you to explain two key aspects of such change: causality, that is the underlying reasons for long-term change; or significance, that is the
import or impact of an event upon a society over the longer term. Thus, most History questions, in both essays and exams, ask you to:

1.) analyze the forces or factors that explain how or why a human community changed in a particular way during a specific time period, or;
2.) explain the significance or lasting impact that an event, such as a war or revolution, had upon a society in the years following that event.

3.) **STEP THREE—Writing the Essay:**
   a.) **Procedure:**
      1.) As explained above, start by writing an outline of about 2 pages for a 10 to 15-page essay. Ideally, each projected paragraph in the essay should be a line in your outline.
      2.) Following your outline, write a first draft taking care to introduce transitional clauses or sentences that allow the reader to follow your argument paragraph by paragraph.
      3.) Reading aloud to yourself, edit the prose to produce a second draft.

   b.) **Sentences:**
      1.) Each sentence should be a complete with subject, verb, and direct object.
      2.) Vary your sentences to include short periodic sentences, simple compound sentences, and compound sentences with clauses in apposition.

   c.) **Paragraphs:**
      1.) Start your paragraph with “topic sentence”—that is, a periodic or compound sentence stating the basic message of this particular paragraph and its relation, in brief, to your overall argument.
      2.) Varying your sentence structure, elaborate and expand this theme into a fully developed paragraph.
      3.) Within the paragraph, try to link your sentences with words such as “similarly,” “moreover,” and “however” so they flow from one sentence to the next.
      4.) Paragraphs should not be too long. If you need a rough guide, have 3 paragraphs to a page with 8 to 10 typed lines in each.

   d.) **Aspire to style:**
      1.) As in all forms of discourse, there is an appropriate style for an academic essay somewhere between the chatty colloquial and the overly formal. Avoid contractions (can't, didn't) and colloquialisms.
      2.) There is a melody and tempo to good writing. Sensitize your mind's ear to the rhythms of your prose, thus giving written expression to your inner voice.

**VI. TERMS & CONDITIONS:**

**Diversity & Inclusion Statement:**
*Diversity* is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

**Academic Integrity Statement:**
By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result
in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.