

**UNIVERSITY OF WISCONSIN-MADISON**  
**Department of History**

***History 375: The Cold War—From World War II to End of Soviet Empire***

**Fall 2024**

**Mr. McCoy**

**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 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 grip. To conclude, the course will analyze how this past is shaping a contemporary superpower rivalry called “the New Cold War.”

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. More broadly, the course will impart sharpened analytical abilities, refined research skills, improved oral presentations, and better writing skills.

***Class Meetings:*** Lectures are held in Humanities 1121, Tuesdays and Thursdays, 2:30-3:45 p.m.

***Contacts:*** Alfred McCoy has office hours in 5131 Humanities by appointment on Thursdays 11:30 to 1:30 pm, and can be contacted via phone (office: 608-263-1855) or email <awmccoy@wisc.edu>. Ethan Moreland has office hours by appointment on Tuesdays 1:30-2:20 pm and Thursdays 4:00-

5:00 pm in 4268 Humanities, and can be contacted by phone (office: 608-263-1687) or by email <ejmoreland@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. **While all the readings will assist in better understanding historical events, the required readings are essential to this course. Students can expect to be evaluated on their understanding of these readings on the Mid-Term and Final exams.**

**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, dedicated online time, reading, writing, individual consultations with the instructor, and other student work as described in the syllabus.

**Course Aims:** Apart from studying a critical period, the course allows students an opportunity to refine essential academic skills--critical reading, academic research, and expository writing.

**Course Standards:** In keeping with University regulations, you are required to do your own work for the course and not reproduce, without attribution and quotation marks, the work of others—including published or unpublished sources and text generated by Artificial Intelligence (AI).

**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, October 17* 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, October 22*.

**c.) Essay:** At the start of class on *Thursday, October 31*, 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 Tuesday, November 19**, students shall submit a 2,500-word research essay (about 8 to 10 pages) with footnotes and bibliography in both hard copy and as email attachment.. 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, **Thursday, December 19, 2:45-4:45 pm**. Students will be required to answer two questions— (1.) one on a broad

theme from the lectures and Required Readings, and (2.) for 2% extra-credit, a reflection on how literature illuminates history based on two of the films or works of fiction in Section IV.

**This course is graded on an A, AB, B, BC, C, D, F scale:**

A	= 92-100
AB	= 88-91
B	= 82-87
BC	= 77-81
C	= 72-76
D	= 67-71
F	= 66 or below.

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

—lecture quizzes:	<b>20%</b>
—midterm exam	<b>10%</b>
—research essay:	<b>20%</b>
—discussion section mark:	<b>30%</b>
—final examination:	<b>20%</b>

**Graduate Grading:** In lieu the above requirements, 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:

Leffler, Melvyn and Odd Arne Westad, eds., *The Cambridge History of the Cold War: Vol. I* (Cambridge: Cambridge University Press, 2010).

Westad, Odd Arne, *The Global Cold War: Third World Intervention* (New York: Cambridge, 2007).

Weiner, Tim, *Legacy of Ashes: The History of the CIA* (New York: Doubleday, 2007).

**Reference Volumes:**

Westad, Odd Arne, *The Cold War: A World History* (New York: Basic Books, 2019).

**II. REQUIRED READINGS:**

**WEEK 1 (September 5): ORIGINS & HISTORY**

**Lecture:**

1-Geopolitics of the Cold War

**Required Readings: (Total: 61 pages)**

Brzezinski, Zbigniew, *The Grand Chessboard: American Primacy and Its Geostrategic Imperatives* (New York: Basic Books, 1997), 3-9.

Leffler, Melvyn P., “**The Emergence of an American Grand Strategy, 1945-1952,**” in *The Cambridge History of the Cold War: Vol. I*, eds. Melvyn Leffler and Odd Arne Westad (Cambridge: Cambridge University Press, 2010), 67-89.

McCoy, Alfred W., *In the Shadows of the American Century: The Rise and Decline of US Global Power* (Chicago: Haymarket Books, 2017), 27-60.

***Suggested Readings:***

Kruszewski, Charles. “**The Pivot of History,**” *Foreign Affairs* 32, no. 3 (1954), 388-401.

Weiner, Tim, *Legacy of Ashes: The History of the CIA* (New York: Doubleday, 2007), 3-38.

Westad, Odd Arne. “**The Cold War and the International History of the Twentieth Century,**” in *The Cambridge History of the Cold War: Vol. I*, eds. Melvyn Leffler and Odd Arne Westad (Cambridge: Cambridge University Press, 2010), 1-19.

**PHASE ONE: NORTH ATLANTIC NUCLEAR STALEMATE**

**WEEK 2 (September 10 & 12): DIVIDED EUROPE**

***Lectures:***

2-Cold War Europe

3-US Intervention—Greece, Italy, France

***Required Readings: (Total: 64 pages)***

Broggi, Alessandro, *A Question of Self-Esteem: The United States and the Cold War Choices in France and Italy, 1944-58* (Westport: Praeger, 2002), 75-105.

Ganser, Daniele, *NATO's Secret Armies: Operation Gladio and Terrorism in Western Europe* (London: Frank Cass, 2005), 15-24.

Iatrides, John O. and Nicholas X. Rizopoulos, “**The International Dimension of the Greek Civil War,**” *World Policy Journal* 17, no. 1 (2000), 87-102.

***Suggested Readings:***

Barnes, Trevor, “**The Secret Cold War: The C.I.A. and American Foreign Policy in Europe 1946-1956. Part I,**” *Historical Journal* 24, no. 2 (1981), 399-415.

Barnes, Trevor, “**The Secret Cold War: The C.I.A. and American Foreign Policy in Europe 1946-1956. Part II,**” *Historical Journal* 25, no. 3 (1982), 649-70.

Fowler, Glenn, “Irving Brown, 77, U.S. Specialist on International Labor Movement,” **New York Times**, February 11, 1989, <https://www.nytimes.com/1989/02/11/obituaries/irving-brown-77-us-specialist-on-international-labor-movement.html>

Hevesi, Dennis. “James A. Van Fleet, Leader in Korean War, Dies at 100,” **New York Times**, September 24, 1992, <https://www.nytimes.com/1992/09/24/us/james-a-van-fleet-leader-in-korean-war-dies-at-100.html>.

Rajak, Svetozar, “**The Cold War in the Balkans, 1945-1956,**” in *The Cambridge History of the Cold War: Vol. I*, eds. Melvyn Leffler and Odd Arne Westad (Cambridge: Cambridge University Press, 2010), 198-220

### WEEK 3 (September 17 & 19): COLD WAR AMERICA

#### Lectures:

4-US Global Power

5-Anti-Communist Crusade: Arts, Mass Media, McCarthyism, and Mind Control

#### Required Readings: (Total: 99 pages)

Leffler, Melvyn, “**Strategy, Diplomacy, and the Cold War: The United States, Turkey, and NATO, 1945-1952,**” *Journal of American History* 71, no. 4 (1985), 807-25.

Hitchcock, William I., “**The Marshall Plan and the Creation of the West,**” in *The Cambridge History of the Cold War: Vol. I*, eds. Melvyn Leffler and Odd Arne Westad (Cambridge: Cambridge University Press, 2010), 154-74.

McEnaney, Laura, “**Cold War Mobilization and Domestic Politics: The United States,**” in *The Cambridge History of the Cold War: Vol. I*, eds. Melvyn Leffler and Odd Arne Westad (Cambridge: Cambridge University Press, 2010), 420-41.

Wilford, Hugh, *The Mighty Wurlitzer: How the CIA Played America* (Cambridge: Harvard University Press, 2008), 51-69, 99-122.

### WEEK 4 (September 24 & 26): COLD WAR COMES TO ASIA

#### Lectures:

6-Chinese Revolution

7-Korean War

#### Required Readings: (Total: 65 pages)

Kim, Monica, *The Interrogation Rooms of the Korean War* (Princeton: Princeton University Press, 2019), 1-28.

Kraus, Richard Curt, “**The Cultural Revolution Era, 1964-1976,**” in *The Oxford Illustrated History of Modern China*, ed. Jeffrey N. Wasserstrom (Oxford: Oxford University Press, 2016), 203-25.

Millett, Allan R., “**Introduction to the Korean War,**” *Journal of Military History* 65, no. 4 (2001), 921-35.

#### Suggested Readings:

Smith, S.A., “**The Early Years of the People’s Republic, 1950-1964,**” in *The Oxford Illustrated History of Modern China*, ed. Jeffrey N. Wasserstrom (Oxford: Oxford University Press, 2016), 178-202.

Zhang, Shu Guang, “**The Sino-Soviet Alliance and the Cold War in Asia, 1954-1962,**” in *The Cambridge History of the Cold War: Vol. I*, eds. Melvyn Leffler and Odd Arne Westad (Cambridge: Cambridge University Press, 2010), 353-75.

**WEEK 5 (October 1 & 3): ASIAN REVOLUTIONS****Lectures:**

- 8-Anti-Colonial Revolutions in Indonesia and Vietnam
- 9-Anti-Communism in the Philippines, Malaya, and Indonesia

**Required Readings: (Total: 67 pages)**

- Bonner, Raymond, *Waltzing with a Dictator: The Marcoses and the Making of American Policy* (New York: Vintage Books, 1988), 28-44.
- Kahin, Audrey R. and George McT. Kahin, *Subversion as Foreign Policy: The Secret Eisenhower and Dulles Debacle in Indonesia* (New York: New Press, 1995), 1-19.
- Opper, Marc, *People's Wars in China, Malaya, and Vietnam* (Ann Arbor: University of Michigan Press, 2020), 173-204.
- Pace, Eric, "Edward Lansdale Dies at 79," *New York Times*, February 24, 1987, <https://www.nytimes.com/1987/02/24/obituaries/edward-lansdale-dies-at-79-adviser-on-guerrilla-warfare.html>

**Suggested Readings:**

- Fawthrop, Tom. "William Young obituary," *The Guardian*, May 4, 2011, <https://www.theguardian.com/world/2011/may/04/william-young-obituary>
- Ricklefs, M.C., *A History of Modern Indonesia since c. 1200, Third Edition* (Houndmills: Palgrave MacMillan, 2001), 261-86.
- Sidarto, Lina, "Westerling's War," *Jakarta Post*, May 19, 2010, <https://archive.ph/20130204101417/http://www.thejakartapost.com/news/2010/05/19/westerling039s-war.html>
- Sullivan, Patricia, "Phan Xuan An, 79," *Washington Post*, September 21, 2006, <https://www.washingtonpost.com/archive/local/2006/09/21/pham-xuan-an-79/1e52cd76-ae6c-4bdf-9d94-de9a25a3d34f/>
- Weiner, Tim, *Legacy of Ashes: The History of the CIA* (New York: Doubleday, 2007), 142-54.

{{MID-TERM EXAM: Distributed in-class, Thursday October 17}}

**WEEK 6 (October 8 & 10): MIDDLE EAST****Lectures:**

- 10-CIA Coup in Iran
- 11-Arab Nationalism and Suez Canal Crisis

**Required Readings: (Total: 36 pages + film)**

- FILM**— Ayella, Joe, director, *American Coup* (Journeyman Pictures: 2010), 1:38:00, <https://tv.apple.com/us/movie/american-coup/umc.cmc.4rx5e0zxo1b5f4pxndx29xyfp>. (Rental, \$3.99, Apple TV)
- Boyle, Peter, G., "The Hungarian Revolution and the Suez Crisis," *History* 90, no. 4 (2005), 550-65.

Little, Douglas, “**The Cold War in the Middle East: Suez Crisis to Camp David Accords**,” in *The Cambridge History of the Cold War: Vol. II*, eds. Melvyn Leffler and Odd Arne Westad (Cambridge: Cambridge University Press, 2010), 305-26.

***Suggested Readings:***

Cavoski, Jovan, “**Constructing Nasser’s Neutralism: Egypt and the Rise of Nonalignment in the Middle East**,” in *The Regional Cold Wars in Europe, East Asia, and the Middle East: Crucial Periods and Turning Points*, ed. Lorenz M. Luthi (Stanford: Stanford University Press, 2015), 88-103.

Molotsky, Irvin. “Kermit Roosevelt, Leader of C.I.A. Coup in Iran, Dies at 84,” **New York Times**, June 11, 2000, <https://www.nytimes.com/2000/06/11/us/kermit-roosevelt-leader-of-cia-coup-in-iran-dies-at-84.html>

Weiner, Tim, *Legacy of Ashes: The History of the CIA* (New York: Doubleday, 2007), 81-92.

**{{MID-TERM EXAM: Due at Start of Class, Tuesday October 22}}**

**WEEK 7 (October 15 & 17): LATIN AMERICA**

***Lectures:***

12-CIA Intervention in Guatemala

13-Cuban Revolution, CIA Invasion, & Soviet Missile Crisis

***Required Readings: (Total: 72 pages)***

Cullather, Nick, *Secret History: The CIA’s Classified Account of its Operations in Guatemala, 1952-1954* (Stanford: Stanford University Press, 1999), 74-104.

Gleijeses, Piero, “**Ships in the Night: The CIA, the White House and the Bay of Pigs**,” *Journal of Latin American Studies* 27, no. 1 (1995), 1-42.

***Suggested Readings:***

AP, “Santo Trafficante, Reputed Mafia Chief, Dies at 72,” **New York Times**, March 19, 1987, <https://www.nytimes.com/1987/03/19/obituaries/santo-trafficante-reputed-mafia-chief-dies-at-72.html>.

Boot, Max, “**Operation Mongoose: The Story of America’s Efforts to Overthrow Castro**,” *The Atlantic*, January 5, 2018, 1-12.

Weiner, Tim, “E. Howard Hunt, Agent Who Organized Botched Watergate Break-In, Dies at 88,” *The New York Times*, January 24, 2007, <https://www.nytimes.com/2007/01/24/obituaries/24hunt.html>.

Weiner, Tim, *Legacy of Ashes: The History of the CIA* (New York: Doubleday, 2007), 93-104, 194-209.

Zelikow, Philip, “**American Policy and Cuba, 1961-1963**,” *Diplomatic History* 24, no. 2 (2000), 317-34.

**PHASE II: STRUGGLE FOR THE THIRD WORLD****WEEK 8 (October 22 & 24): INDOCHINA--WAR & REVOLUITON****Lectures:**

- 14-Vietnam War, Secret War in Laos
- 15-Cambodia's Year Zero

**Required Readings: (Total: 63 pages)**

- Kiernan, Ben, "**The Impact on Cambodia of the U.S. Intervention in Vietnam**," in *The Vietnam War: Vietnamese and American Perspectives*, eds. Jayne Werner and Luu Doan Huynh (New York: Routledge, 1993), 216–26.
- Logevall, Frederick, "**The Indochina Wars and the Cold War, 1945-1975**," in *The Cambridge History of the Cold War: Vol. II*, eds. Melvyn Leffler and Odd Arne Westad (Cambridge: Cambridge University Press, 2010), 281-304.
- McCoy, Alfred W., "**America's Secret War in Laos, 1955-1975**," in *A Companion to the Vietnam War*, eds. Marilyn B. Young and Robert Buzzanco (Oxford: Blackwell Publishing, 2002), pp. 283-312.

**Suggested Readings:**

- Fawthrop, Tom. "William Young obituary," **The Guardian**, May 4, 2011, <https://www.theguardian.com/world/2011/may/04/william-young-obituary>
- Karnow, Stanley. "Lucien E. Conein; Spook," **New York Times**, January 3, 1999, <https://www.nytimes.com/1999/01/03/magazine/the-lives-they-lived-lucien-e-conein-spook.html>
- Leary, William D. "Death of a Legend: Anthony J. Poshepny," **Air America**, June 27, 2003, <https://www.air-america.org/in-remembrance-1/anthony-tony-poe-poshepny.html>
- O'Kane, Rosemary H. T., "**Cambodia in the Zero Years: Rudimentary Totalitarianism**," *Third World Quarterly* 14, no. 4 (1993), 735-48.
- Quinn-Judge, Sophie, "**Victory on the Battlefield, Isolation in Asia: Vietnam's Cambodia Decade, 1979-1989**," in *The Third Indochina War: Conflict between China, Vietnam, and Cambodia, 1972-79*, eds. Odd Arne Westad and Sophie Quinn-Judge (New York: Routledge, 2006), 207-27.
- Shawcross, William, "**Bombing Cambodia: A Critique**," in *Light at the End of the Tunnel: A Vietnam War Anthology*, ed. Andrew J. Rotter (New York: Rowman & Littlefield, 2010), 287-97.
- Weiner, Tim, *Legacy of Ashes: The History of the CIA* (New York: Doubleday, 2007), 252-57, 343-45.



**{{ESSAY OUTLINE Due: Thursday, October 31, 9:00 am}}**

**WEEK 9 (October 29 & 31): GENERATION IN REVOLT—THE 1960s**

**Lectures:**

- 16- Students at the Barricades
- 17-Prague Spring and Soviet Intervention

**Required Readings: (Total: 72 pages)**

Kemp-Welch, Anthony, “**Eastern Europe: Stalinism to Solidarity,**” in *The Cambridge History of the Cold War: Vol. II*, eds. Melvyn Leffler and Odd Arne Westad (Cambridge: Cambridge University Press, 2010), 219-237.

Suri, Jeremi, ***Power and Protest: Global Revolution and the Rise of Détente*** (Cambridge: Harvard University Press, 2005), 1-6, 164-212.

**Suggested Readings:**

Bischof, Gunter, Stefan Karner, and Peter Ruggenthaler, “**Introduction,**” in *The Prague Spring and the Warsaw Pact of Czechoslovakia in 1968*, eds. Gunter Bischof, Stefan Karner and Peter Ruggenthaler (New York: Rowman & Littlefield, 2010), 10-32.

McDermott, Kevin and Matthew Stibbe, “**The Prague Spring and Warsaw Pact Invasion Through the Soviet and East European Lens,**” in *Eastern Europe in 1968: Responses to the Prague Spring and Warsaw Pact Invasion*, eds. Kevin McDermott and Matthew Stibbe (Cham: Palgrave MacMillan, 2018), 1-17.

**WEEK 10 (November 5 & 7): CIA COVERT WARS**

**Lectures:**

- 18-Indonesia: Psywar & Destruction of the Communist Party
- 19-CIA Intervention in Chile

**Required Readings: (Total: 54 pages)**

Bevins, Vincent, ***The Jakarta Method: Washington’s Anticommunist Crusade and the Mass Murder Program That Shaped Our World*** (New York: PublicAffairs, 2020), 188-206.

Kornbluh, Peter, ***The Pinochet File: A Declassified Dossier on Atrocity and Accountability*** (New York: New Press, 2003), 79-115.

**Suggested Readings:**

Adams, Michael. “Obituary: Norman Reddaway,” **The Independent**, November 3, 1999, <https://www.independent.co.uk/arts-entertainment/obituary-norman-reddaway-1122084.html>

Robinson, Geoffrey, ***The Killing Season: A History of the Indonesian Massacres, 1965-66*** (Princeton: Princeton University Press, 2018), 82-117.

Scott, Peter Dale, “**The United States and the Overthrow of Sukarno, 1965-1967,**” *Pacific Affairs* 58, no. 2 (1985), 239-64.

Weiner, Tim, *Legacy of Ashes: The History of the CIA* (New York: Doubleday, 2007), 258-62.

**PHASE III: GEOPOLITICAL BLACK HOLES**

**WEEK 11 (November 12 & 14): COLD WAR IN AFRICA**

**Lectures:**

- 20-Decolonization: Algerian Revolution, Congo Crisis
- 21-Surrogate Warfare in Southern Africa: Angola, Zimbabwe, South Africa

**Required Readings: (Total: 54 pages)**

- Saunders, Chris and Sue Onslow, "The Cold War and Southern Africa, 1976-1990," in *The Cambridge History of the Cold War: Vol. III*, eds. Melvyn Leffler and Odd Arne Westad (Cambridge: Cambridge University Press, 2010), 222-43.
- Weissman, Stephen R., "CIA Covert Action in Zaire and Angola: Patterns and Consequences," *Political Science Quarterly* 94, no. 2. (1979), 263-86.
- Weissman, Stephen R., "What Really Happened in Congo: The CIA, the Murder of Lumumba, and the Rise of Mobutu," *Foreign Affairs* 93, no. 4 (2014), 14-24.

**Suggested Readings:**

- Gleijeses, Piero, "Tribute to Jorge Risquet: Farewell to a Brother," **Truthout**, October 11, 2015, <https://truthout.org/articles/tribute-to-jorge-risquet-farewell-to-a-brother/>
- Shane, Scott, "Lawrence R. Devlin, 86, C.I.A. Officer Who Balked on a Congo Plot, Is Dead," **New York Times**, December 11, 2008, <https://www.nytimes.com/2008/12/12/washington/12devlin.html>
- Simons, Marlise, "Bob Denard, Hired Gun for Coups, Is Dead at 78," **New York Times**, October 16, 2007, <https://www.nytimes.com/2007/10/16/world/europe/16denard.html>
- Westad, Odd Arne, *The Global Cold War: Third World Interventions and the Making of our Times* (Cambridge: Cambridge University Press, 2007), 207-49.
- Whiteman, Kaye, "The Man Who Ran Francafrique," **The National Interest**, September 1, 1997, <https://nationalinterest.org/article/the-man-who-ran-franafrique-1005>
- Zoubir, Yahia H., "The United States, the Soviet Union and Decolonization of the Maghreb, 1945-62," *Middle Eastern Studies* 31, no. 1 (1995), 58-81.

**{{RESEARCH ESSAY Due: 9:00 a.m., Monday, November 19}}**

**WEEK 12 (November 19 & 21): CENTRAL AMERICA**

**Lectures:**

- 22-Countering Revolution in El Salvador & Guatemala
- 23-Nicaragua: CIA-Contra Alliance & Iran-Contra Scandal

**Required Readings: (Total: 53 pages)**

- Byrne, Malcom, *Iran-Contra: Reagan's Scandal and the Unchecked Abuse of Presidential Power* (Wichita: University Press of Kansas, 2014), 42-58.

Coatsworth, John H., “**The Cold War in Central America, 1975-1991,**” in *The Cambridge History of the Cold War: Vol. III*, eds. Melvyn Leffler and Odd Arne Westad (Cambridge: Cambridge University Press, 2010), 201-21.

Grandin, Greg, *The Last Colonial Massacre: Latin America in the Cold War* (Chicago: University of Chicago Press, 2004), 1-17.

***Suggested Readings:***

Canham-Clyne, John, “**Business as Usual: Iran-Contra and the National Security State,**” *World Policy Journal* 9, no. 4 (1992), 617-35.

“**Guatemalan Death Squad Dossier,**” *National Security Archive Electronic Briefing Book No. 15*, May 20, 1999, <https://nsarchive2.gwu.edu/NSAEBB/NSAEBB15/>.

LaFeber, Walter, *Inevitable Revolutions: The United States in Central America* (New York: W.W. Norton, 1993), 243-56, 284-93.

McCoy, Alfred W. **The Politics of Heroin: CIA Complicity in the Global Drug Trade** New York: Lawrence Hill Books, 2003, pp. 478-84.

“Richard Secord,” **Wikipedia**, [https://en.wikipedia.org/wiki/Richard\\_Secord](https://en.wikipedia.org/wiki/Richard_Secord)

**WEEK 13 (November 26): CENTRAL ASIA**

***Lectures:***

24-Central Asia: Iran’s Islamic Revolution & CIA Secret War in Afghanistan

***Required Readings: (Total: 63 pages)***

Beardon, Milton, “**Afghanistan, Graveyard of Empires,**” *Foreign Affairs* 80, no. 6 (2001), 17-30.

Cogan, Charles, G., “**Partners in Time: The CIA and Afghanistan since 1979,**” *World Policy Journal* 10, no. 2 (1993), 73-82.

McCoy, Alfred W. **The Politics of Heroin: CIA Complicity in the Global Drug Trade** New York: Lawrence Hill Books, 2003, pp. 441-60.

Saikal, Amin, “**Islamism, the Iranian Revolution, and the Soviet Invasion of Afghanistan,**” *The Cambridge History of the Cold War: Vol. III*, eds. Melvyn Leffler and Odd Arne Westad (Cambridge: Cambridge University Press, 2010), 112-34.

***Suggested Readings:***

Westad, Odd Arne, *The Global Cold War: Third World Interventions and the Making of our Times* (Cambridge: Cambridge University Press, 2007), 299-330.

Wight, David M., *Oil Money: Middle East Petrodollars and the Transformation of US Empire, 1967-1988* (Ithaca: Cornell University Press, 2021), 195-224.

**{{Thanksgiving Break, Thursday, November 28}}**

**WEEK 14 (December 3 & 5): PEOPLE POWER & END OF THE COLD WAR****Lectures:**

- 25-Democratic Revolutions East & West
- 26-End of Soviet Empire

**Required Readings: (Total: 83 pages)**

- Haftendorn, Helga, “**The Unification of Germany, 1985-1991**,” in *The Cambridge History of the Cold War: Vol. III*, eds. Melvyn Leffler and Odd Arne Westad (Cambridge: Cambridge University Press, 2010), 333-55.
- Ikenberry, G. John, “**The Restructuring of the International System After the Cold War**,” in *The Cambridge History of the Cold War: Vol. III*, eds. Melvyn Leffler and Odd Arne Westad (Cambridge: Cambridge University Press, 2010), 535-56.
- Jian, Chen, “**China and the Cold War after Mao**,” in *The Cambridge History of the Cold War: Vol. III*, eds. Melvyn Leffler and Odd Arne Westad (Cambridge: Cambridge University Press, 2010), 181-200.
- Lévesque, Jacques, “**The East European Revolutions of 1989**,” in *The Cambridge History of the Cold War: Vol. III*, eds. Melvyn Leffler and Odd Arne Westad (Cambridge: Cambridge University Press, 2010), 311-32.

**Suggested Readings:**

- Pravda, Alex, “**The Collapse of the Soviet Union, 1990-1991**,” in *The Cambridge History of the Cold War: Vol. III*, eds. Melvyn Leffler and Odd Arne Westad (Cambridge: Cambridge University Press, 2010), 356-77.
- Westad, Odd Arne, *The Global Cold War: Third World Interventions and the Making of Our Times* (Cambridge: Cambridge University Press, 2007), 396-407.

**WEEK 15 (December 10): THE NEW COLD WAR****Lecture:**

- 27-Toward a New Cold War

{{FINAL EXAM, Thursday, December 19, 2:45-4:45 pm}}

**III. MAJOR ESSAY QUESTIONS:**

- 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 Africa.
- 6.) Compare the impact of the Vietnam War and the Afghanistan intervention upon the United States and the Soviet Union.
- 7.) Assess the interaction between geopolitics and the role of the “man on the spot” in at least two Cold War conflicts in Afghanistan, Angola, Chile, Congo, or other areas.
- 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--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)
- 24.) “The East” (Dutch, Netherlands East Indies)
- 25.) “The Death of Stalin” (Soviet Union)
- 26.) “Dear Comrades” (Soviet Union)

##### FICTION—Some Suggested Titles:

- 1.) Graham Greene, *The Quiet American*.
- 2.) Graham Greene, *Our Man in Havana*.
- 3.) Graham Greene, *The Third Man*.
- 4.) John LeCarré, *The Perfect Spy*.

- 5.) Jean Larteguy, *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*
- 11.) Bao Ninh, *The Sorrow of War*

## 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: University of Chicago Press, 2017).

### 2.) *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:

### **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.