

WOH 4243: EMPIRES, NATIONALISM, AND REVOLUTION, 1945-1994

Fall 2020

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Course Schedule:
Thurs Period 5 (online)
Office hours (online):
Tues 10:30-12:00 or by appt.

Course Overview

The Cold War emerged from the aftermath of World War II and lasted until the early 1990s. Yet it was not simply a polarized stalemate between Washington and Moscow. The changing dynamics of this period also created openings for new countries, alliances, and ideologies. Between 1945 and 1994, European empires and old political structures gave way as anticolonialists, nationalists, and revolutionaries transformed the global landscape. This course will begin with the impacts of World War II and the genealogies and geographies of the Cold War. The remainder of the course will concentrate on how Cold War politics intersected with decolonization, nationalist movements, coups, and revolutions in Asia, Africa, and Latin America.

Learning Objectives

World history courses allow students to think through and across conventional borders—national, regional, disciplinary, and so on. Throughout this course, in lectures, readings, discussions, and assignments, students will learn to analyze and compare the interconnected developments that shaped the Third World in the postwar period. In doing so, students will also learn to challenge popular narratives of the Cold War and think critically about the history of the present.

Required Course Texts

Robert McMahon, *The Cold War: A Very Short Introduction* (Oxford, 2003)

Todd Shepard, *Voices of Decolonization: A Brief History with Documents* (Bedford, 2015)

Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of our Time* (Cambridge, 2007)

The McMahon book is available online through the UF library. The Shepard and Westad books are available at the UF Bookstore. Links to all other readings can be found on the Canvas course website.

Evaluation

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| • Assignment #1: Dispatch | (15%) | 10/9 |
| • Midterm Exam (take home) | (20%) | 10/22 |
| • Assignment #2: Film Analysis/Interview | (15%) | 11/24 |
| • Final Exam (take home) | (20%) | 12/18 |
| • Writing Journal and Participation | (30%) | ---- |

Procedure

Each week of the course will consist of recorded lectures, readings, and a discussion via Zoom on Thursdays from 11:45 AM – 12:35 PM (Period 5). Students are expected to watch the lectures, complete the readings, and participate actively in discussions. (Discussions will start in Week 2.) Students are also required to keep a writing journal of short weekly responses to the lectures and readings. These responses should be about 200-250 words and will be due online via Canvas every Thursday at 10:00 AM, starting in Week 2.

Learning in a Pandemic

For both students and faculty, this semester will bring more stress and anxiety than usual. I have worked hard to create an engaging online course, but there will be hiccups and I will almost certainly make mistakes. If you have questions about the course or assignments, do not hesitate to contact me via Canvas or by email. I will do my best to respond within one business day. You may also come to my online office hours.

In the coming weeks I will provide more detailed descriptions of your reading responses and assignments. They will be posted on the Canvas course website.

Course Schedule

Week 1 Introduction to the Course

9/1-9/3 **Lecture:** Review Syllabus; The Global Impacts of WWII

Reading: McMahon, *The Cold War: A Very Short Introduction*

Week 2 Genealogies and Geographies of the Cold War

9/8 **Lectures:** Ideologies and Empire-Building

Reading: Westad, *The Global Cold War*, Chapters 1 and 2

9/10 **Discussion:** What are the “origins” and geographies of the Cold War? How has the term “Cold War” been used and re-used?

Week 3 **Decolonization in Southeast Asia**

9/15 **Lectures:** Independence in Vietnam; The Bandung Conference

Reading: Todd Shepard, *Voices of Decolonization*: “Declaration of Independence of the Democratic Republic of Vietnam,” 49-52; “An Appeal of the Vietnamese Bishops,” 52-53; “First Afro-Asian Conference: Final Communiqué,” 62-66; “The Color Curtain: A Report on the Bandung Conference,” 67-70; Westad, *The Global Cold War*, Chapter 3.

9/17 **Discussion:** Is violence necessary for decolonization? What is the “Third World”? Why was Bandung significant?

Week 4 **Negotiating Power in Asia**

9/22 **Lectures:** Independence and Partition in India/Pakistan

Reading: Dipesh Chakrabarty, “Postcoloniality and the Artifice of History: Who Speaks for ‘Indian’ Pasts?” *Representations* 37 (1992): 1-26.

9/24 **Discussion:** How can one write the history of decolonization? What and who is usually left out? Is all history the history of Europe?

Week 5 **Algerian War**

9/29 **Lectures:** Independence in Algeria

Reading: Todd Shepard, *Voices of Decolonization*: “Introduction: Decolonization, from Unimaginable to Inevitable,” 1-41; “National Liberation Front: Proclamation,” 96-100; “Locust, Leave My Country,” 103-104; “Presidential Press Conference,” 109-112; “The Wretched of the Earth,” 113-119.

10/1 **Discussion:** How did people view and name the Algerian war in France and Algeria? What is the importance of psychology in decolonization? How does Fanon define decolonization?

Week 6 Pan-Africanism and the Ends of Empire in Congo

10/6 **Lectures:** Independence in Ghana; The Assassination of Patrice Lumumba

Reading: Westad, *The Global Cold War*, Chapter 4; Shepard, *Voices of Decolonization*: "Fifth Pan-African Congress: The Challenge to the Colonial Powers," 54-55 "Neo-Colonialism: The Last Stage of Imperialism," 164-167; "Lift Up the Torch of United Africa," 120-123; "Conscience Africaine: Manifesto for Belgian Congo," 130-134; "ABAKO: Counter Manifesto for Belgian Congo," 135-138.

10/8 **Discussion:** What is Pan-Africanism? What role did it play in African decolonization?

ASSIGNMENT #1 DUE 10/9

Week 7 Review of Decolonization in Africa and Asia

10/13 **Lecture:** Decolonization in Africa and Asia

Reading: Excerpts from *Decolonizing the Mind* by Ngũgĩ wa Thiong'o

10/15 **Discussion:** What is decolonization? Review for Midterm Exam

Week 8 Midterm Exam and Transition to Latin America

10/20-10/22 MIDTERM EXAM DUE ONLINE 10/22

Lecture: Transition to Cold War in Latin America; No discussion or writing journal response this week.

Week 9 Cuban Revolution

10/27 **Lecture:** The Cuban Revolution and Missile Crisis

Reading: Westad, *The Global Cold War*, Chapter 5

10/29 **Discussion:** How many revolutions? Who were the "heroes" and "martyrs" of the Cuban Revolution?

Week 10 Argentina

11/3 **Lectures:** Peronism and the “Dirty War”

Reading: Marguerite Feitlowitz, *A Lexicon of Terror: Argentina and the Legacies of Torture*, 1-71 (Introduction and Chapter 1).

11/5 **Discussion:** How have “the disappeared” been memorialized in Argentina? What is the power of social space? What are the legacies of language and the “Dirty War”?

Week 11 Revolution and Dictatorships: Guatemala and Chile

11/10 **Lectures:** US interventions in Guatemala; Chile from Allende to Pinochet

Reading: Greg Grandin, “The Instruction of Great Catastrophe: Truth Commissions, National History, and State Formation in Argentina, Chile, and Guatemala,” *The American Historical Review* 110, no. 1 (2005): 46-67; Steve Stern, “The Futility of History” in *Reckoning with Pinochet: The Memory Question in Democratic Chile, 1989-2006* (2010): 99-105.

11/12 **Discussion:** How have people in Guatemala and Chile reckoned with the legacies of dictatorship and genocide?

Week 12 The End of Portuguese Rule in Southern Africa

11/17 **Lectures:** Anticolonial wars in Angola and Mozambique

Reading: Westad, *The Global Cold War*, Chapter 6; Shepard, *Voices of Decolonization*, “Alvim Pereira: Ten Principles,” 146-147; “Celina Simango: Speech at the International Women’s Congress in Moscow,” 148-149, “Amilcar Cabral: Anonymous Soldiers for the United Nations,” 150-152.

11/19 **Discussion:** Why was Portugal so eager to maintain its empire? How did independence movements stay united? How did independence movements fracture?

Week 13 Religion as Resistance

11/24 **Lectures:** The Cold War in Afghanistan and Iran

Reading: Westad, *The Global Cold War*, Chapter 8. No discussion or writing journal response this week due to Thanksgiving

ASSIGNMENT #2 DUE 11/24

Week 14 Reagan and US Ideology in the 1980s

12/1 **Lectures:** US Interventions in Nicaragua and El Salvador

Reading: Westad, *The Global Cold War*, Chapter 9.

12/3 **Discussion:** What was Iran-Contra? How and why did the US intervene in Central America? What are the legacies of such interventions?

Week 15 End of the Cold War?

12/8 **Lecture:** Legacies of the Cold War in the Third World

Reading: Westad, *The Global Cold War*, Chapter 10 and Conclusion.

Discussion: When did the Cold War end? What are its legacies in Asia, Africa, and Latin America? Review for final exam.

FINAL EXAM DUE ONLINE 12/18

ASSIGNMENTS

These descriptions are only overviews. In the coming weeks I will provide more detailed descriptions and grading rubrics.

Assignment I: Dispatch

Choose one of the primary source readings from Todd Shepard, *Voices of Decolonization*, and pretend that you are an intrepid foreign correspondent for a major American newspaper who has read this document at the time of its release. Your job is to send a short article (3-4 pages, double spaced) back to a newspaper in the United States. Try to situate the document in its proper historical context. Your article should explain the following:

- Who is the author? What do you know about them? What are their motivations?
- Who are the major political players named?
- Where was the document created?
- What are the political/social conditions that spurred the creation of this document?
- What is the significance of this document in the context of the global Cold War?

Assignment IIa: Film Analysis

Choose and watch one of the following films: *The Violin* (2005); *Missing* (1982); *Machuca* (2004); *The Official Story* (1985). Then, write a short essay (4-5 pages double-spaced) analyzing the film in relation to this course. This essay should also place the film in its proper historical/historiographical context. That is, you should explain how and why this film should be understood relative to other historical figures, trends, and events. As much as possible, you should also describe how the film fits into ongoing debates about the study of decolonization, nationalism, and revolution. You should be able to glean this information from lectures and readings.

OR Assignment IIb: Interview about Cold War Memories

Conduct an interview with someone (parent, grandparent, friend, public official etc.) about their memories of a person/place/event discussed in this course. Then, write a short essay (4-5 pages double-spaced) about your interview. This essay should explain the following:

- What person/place/event did your interviewee(s) mention?
- In what ways did the memories of your interviewee(s) differ or align with what you have learned in this course?
- What information/historical context did your interviewee(s) emphasize or exclude?

Finally, the essay should place the topic in its proper historical/historiographical context. That is, you should explain how and why the person/place/event discussed should be understood relative to other historical figures, trends, and events. You should also describe how such Cold War memories fit into ongoing debates about the study of decolonization, nationalism, and revolution. You should be able to glean this information from lectures and readings.

OTHER NOTES

Attendance

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Health and Wellness Resources

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit <https://umatter.ufl.edu/> to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit <https://counseling.ufl.edu/> or call 352-392-1575 for information on crisis services as well as non-crisis services.

Grading Scale

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	E	Below 60

For information regarding current UF policies for assigning grade points, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>