

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

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Course Schedule:
Tues periods 2/3
Thurs period 3
0105 Keene-Flint Hall

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

Evaluation

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| • Assignment #1: Dispatch | (20%) | 9/26 |
| • Midterm Exam | (30%) | 10/8 |
| • Assignment #2: Historical Marker | (20%) | 11/21 |
| • Final Exam | (30%) | 12/11 |

Procedure

The course will consist of lectures and informal class discussions. Students are expected to attend each session and participate actively in discussions. Exam questions will come directly out of lectures and readings. Not everything in the readings will be discussed in class, however, so it is essential that students complete all assigned readings. Instructions for the two assignments are on page 6 of this syllabus.

Need Help?

If you have questions about the course or assignments, please first consult this syllabus. You may also contact me by email or come to my office hours. If you do contact me by email, use your @ufl.edu email address and adhere to professional email etiquette. I will do my best to respond within one business day.

Course Schedule

Week 1 Introduction to the Course

8/20-8/22 **Lectures:** 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

8/27-8/29 **Lectures:** Anticolonial nationalism; Non-national sovereignty; Ends of empire

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

Week 3 Decolonization in Southeast Asia

9/3-9/5 **Lectures:** Independence in Vietnam and Indonesia; Bandung and the Non-Aligned Movement

Reading: Westad, *The Global Cold War*, Chapter 3; 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.

Week 4 Independence and Revolution in India and China

9/10-9/12 **Lectures:** Negotiating Power in Asia; Ideology and Intervention

Reading: Dipesh Chakrabarty, "Postcoloniality and the Artifice of History: Who Speaks for 'Indian' Pasts?" *Representations* 37 (1992): 1-26; Shepard, *Voices of Decolonization*, "Zhou Enlai: Conversation with S. V. Chervonenko," 153-155.

Week 5 Algerian War and Pan-Africanism

9/17-9/19 **Lectures:** Independence in Algeria and Ghana

Reading: Todd Shepard, "Introduction: Decolonization, from Unimaginable to Inevitable," in *Voices of Decolonization*, 1-41; Also from *Voices of Decolonization*: "Fifth Pan-African Congress: The Challenge to the Colonial Powers," 54-55; "National Liberation Front: Proclamation," 96-100; "Locust, Leave My Country," 103-104; "Presidential Press Conference," 109-112; "The Wretched of the Earth," 113-119; "Neo-Colonialism: The Last Stage of Imperialism," 164-167.

Week 6 The Ends of Empire in Central Africa

9/24-9/26 **Lectures:** Congo and the Assassination of Patrice Lumumba

Reading: Westad, *The Global Cold War*, Chapter 4; Shepard, *Voices of Decolonization*: "Conscience Africaine: Manifesto for Belgian Congo," 130-134; "ABAKO: Counter Manifesto for Belgian Congo," 135-138; "Lift Up the Torch of United Africa," 120-123.

Video: "Concerning Violence" (2014)

ASSIGNMENT #1 DUE 9/26

Week 7 Review of Decolonization in Africa and Asia

10/1-10/3 **Lectures:** Decolonization in Africa and Asia, 1945-1963; Review for Midterm Exam in class

Reading: No reading; Study for midterm

Week 8 Midterm Exam and Transition to Latin America

10/8 MIDTERM EXAM IN CLASS

10/10 **Lecture:** Transition to Cold War in Latin America

Week 9 Cuban Revolution

10/15-10/17 **Lecture:** The Cuban Revolution and Missile Crisis

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

Week 10 Argentina and Guatemala

10/22-10/24 **Lectures:** Peronism and the "Dirty War"; United Fruit and US interventions in Central America

Reading: Greg Grandin, "The Instruction of Great Catastrophe: Truth Commissions, National History, and State Formation in Argentina, Chile, and Guatemala," *American Historical Review* 110, no. 1 (2005): 46-67.

Week 11 Revolution and Dictatorships in South America

10/29-10/31 **Lectures:** Chile from Allende to Pinochet

Video: *Machuca* (2004)

Reading: Steve Stern, "The Futility of History" and "Reckoning with Pinochet," in *Reckoning with Pinochet: The Memory Question in Democratic Chile, 1989-2006* (2010): 99-105 and 357-386.

Week 12 The End of Portuguese Rule in Southern Africa

11/5-11/7 **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.

Week 13 Religion as Resistance

11/12-11/14 **Lectures:** The Cold War in Afghanistan and Iran

Reading: Westad, *The Global Cold War*, Chapter 8.

Week 14 Reagan and US Ideology in the 1980s

11/19-11/21 **Lectures:** Anti-Communism and US Interventions; Iran-Contra; Residue of Vietnam

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

ASSIGNMENT #2 DUE 11/21

Week 15 End of the Cold War

11/26 **Lecture:** End of the Cold War; Legacies in the Third World

11/28 Thanksgiving, no class

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

Week 16 Review for Final Exam

12/3 **Lecture:** Review for Final Exam in class

Final Exam December 11, 2019: 3:00 PM - 5:00 PM

ASSIGNMENTS

These descriptions are only overviews. In the coming weeks I will provide more detailed descriptions and grading rubrics. They will be posted on the Canvas course website.

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 II: Historical Marker

Your supervisor at a historical society has asked you to create a historical marker about any person, place, or event related to the Cold War period in the Third World. You must first write out the text of the historical marker (1-2 pages double-spaced), and then write an accompanying essay (3-4 pages double-spaced). This essay should explain the following:

- Why did you choose this person/place/event?
- Where will the historical marker be located? Why?
- What information/historical context did you choose to emphasize?
- What information/historical context did you choose to exclude?

Finally, the essay should place the topic in its proper historical/historiographical context. That is, you should explain how and why this person/place/event should be understood relative to other historical figures, trends, and events. As much as possible, you should also describe how the marker fits 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.

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>

Course Evaluations

Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via

https://urldefense.proofpoint.com/v2/url?u=https-3A_ufl.bluera.com_ufl_&d=DwIGaQ&c=sJ6xIWYx-zLMB3EPkvcnVg&r=1qtWVKU2uNohMAWR5pYYVu0F_ty9jxk4wI-DcSEfmKub76k8eaDIYyGQkZMpCOZ6&m=KCOMaruvDccGkQ95LBWWejChKpHpd3olzGps63zo0Ao&s=2ry1lk1Sd2MT9xMTXgaRslOLmzE7-Mky8W2E_HUO3wQ&e= .

Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at <https://evaluations.ufl.edu>. Thank you for serving as a partner in this important effort.