

**Decolonization, Cold War, Long Boom:
Histories of the Global South in the mid-late Twentieth Century**

Spring 2025

Instructor: Miles Larmer **Email: m.larmer@ufl.edu**

Class times: Tuesdays, 4-7pm **Class location: Keene-Flint room 229**

Office: 427 Grinter Hall **Office hours: Tuesdays, 2-4pm**

Course Overview

The period 1945-1989 saw major global and local changes that affected Africa, Asia and Latin America in distinct ways. The Cold War, ostensibly dominated by the superpowers and their European allies, turned many national liberation struggles into 'hot wars' across the Global South. The formal decolonization of Europe's empires brought political independence to dozens of new nation-states, but 'neo-colonialism' generated new ideas about political, economic and cultural liberation. The post-WWII 'long boom' delivered political and economic stability to the so-called 'developed world', but its benefits were unevenly distributed in the South, where states and societies struggled to overcome a colonial legacy of poverty and export dependence, and to develop their economies in 'modern' and equitable ways. As these struggles came to a head in the late 1960s and early 1970s, intersecting with growing movements for social justice in the Global North, economic and political upheavals brought this tumultuous period to a close.

Historians – as well as anthropologists, cultural theorists, literary scholars, political scientists and development economists - have sought to overcome a global historiography of the post-WWII world dominated by Western perspectives, priorities and themes. They have instead identified how Global South states, societies and individuals understood and acted to shape these changes as they manifested locally and internationally. Doing so has required radical revisions to existing historiographies as well as new methods and sources. This course enables students to engage with recent historical works that, read alongside key primary sources from the period itself, will promote class discussion of key historical themes. Students will then complete a research essay or historiographical review essay as their final assignment.

Class themes:

- Empires and Decolonization
- Nationalism and Nation-States
- Global Cold War and National Liberation
- Refugee, Migrant, Diaspora
- Modernization and Development
- Urbanization
- Growth, Underdevelopment and Neo-colonialism
- Gender
- Cultural Purity and Plurality
- 'Third World' Unity: Promise and Limitations

Assessment

A) Class Participation (30%): This course consists of weekly discussions. You should come to each session having completed the assigned readings and prepared to participate actively. Please be respectful and empathetic toward one another. We all learn and process ideas in our own ways.

B) Discussion Leadership/Short Paper (20%): Each week, one of you will lead discussion and write a brief paper (2-3 pages, double-spaced) analyzing the relationship between the readings. You must post the paper on Canvas for the rest of us to read at least 24 hours before class. Depending on enrollments, you may be required to lead discussion more than once, but you will only be required to complete one paper.

C) Outline and Bibliography/Meeting (10%): In Week 8, you will submit a secondary source bibliography for your final paper and meet with me to discuss your approach.

D) Research Essay or Historiographical Review Essay (40%): Your essay should examine the development of the major scholarly arguments on a topic related to this course. You must present a range of scholarly positions, analyze the politics that informed the emergence and decline of these positions, and suggest possibilities for future research. The final essays should be 15-20 pages long and must be submitted online on **April 28th, 2025**.

Policies and expectations

- Late work will not be accepted unless circumstances are severe and beyond the student's control. Please let your instructor know of any adverse circumstances that may affect your ability to complete assignments on time.
- Attendance Policy for this course is consistent with UF policy: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. It is expected that you will be present at all class sessions unless unavoidable circumstances make attendance impossible. If you must miss a class, please make arrangements with another student to get notes. But remember: if you miss a substantial number of classes, your participation grade will suffer proportionately. You will be permitted three absences over the course of the term; every unexcused absence thereafter each unexcused absence will lower your grade by one third.
- **Special Accommodations:** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the "Get Started With the DRC" webpage on the Disability Resource Center site. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Any student requesting special accommodation must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc>) during the first week of the semester.
- **Plagiarism** is a serious violation of the Student Honor Code and is not tolerated at the University of Florida. For a full description of the University's policy regarding plagiarism, see <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/>

• **Online course evaluation:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

• **In-Class Recording:** Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Week 1 Introduction

1/14 Review course syllabus, structure and assessment

Week 2 Empires and Decolonization

1/21 Wm. Roger Louis and Ronald Robinson, 'The Imperialism of Decolonization, *Journal of Imperial and Commonwealth History* (1994), 3, pp. 462-511.

Dipesh Chakrabarty, 'Legacies of Bandung: Decolonization and the Politics of Culture' in Saurabh Dube, *Enchantments of Modernity: Empire, Nation, Globalization* (2011), pp. 264-287. (available as e-book)

Questions: What is 'decolonization'? How has its meaning changed over time?

Week 3 Nationalism and Nation-States

1/28 Benedict Anderson, *Imagined Communities: Reflects on the Origin and Spread of Nationalism* (1983). (available as e-book)

Miles Larmer and Baz Lecocq, 'Historicising Nationalism in Africa', *Nations and Nationalism*, 24, 4 (2018), pp. 893-917.

Questions: How did post-1945 nation-building compare to elsewhere/earlier? What criteria should be used to make this assessment?

Week 4 Global Cold War, National Liberation

2/4 Frantz Fanon, *The Wretched of the Earth* (1961) (available online: https://monoskop.org/images/6/6b/Fanon_Frantz_The_Wretched_of_the_Earth_1963.pdf)

Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of Our Times* (2011) (available as e-book)

Questions: How important was armed struggle in decolonial liberation? To what extent did Cold War rivalries shape these outcomes?

Week 5 **Refugee, Migrant, Diaspora**

2/11

UN Convention and Protocol Relating to the Status of Refugees, 1951
(<https://www.unhcr.org/media/convention-and-protocol-relating-status-refugees>)

Stuart Hall, 'Cultural Identity and Diaspora, 1991 essay
(<https://warwick.ac.uk/fac/arts/english/currentstudents/postgraduate/masters/modules/asiandiaspora/hallculturalidentityanddiaspora.pdf>)

Claire Alexander, Joya Chatterjee and Annu Jalais, *The Bengal Diaspora: Rethinking Muslim Migration* (2016) (available as e-book)

Questions: How was global mobility shaped by new legal definitions of e.g. 'refugees'? In what way did imperial legacies affect the identities of migrants?

Week 6 **Urbanization**

2/18

Douglas Butterworth and John K. Chance, *Latin American Urbanization* (1981)

Garth Myers, 'Urbanisation in the Global South' in Charlie M. Shackleton, Sarel S. Cilliers, Elandrie Davoren and Marié J. du Toit (eds.), *Urban Ecology in the Global South* (2021), pp. 27-49 (available as e-book)

Questions: How did Global South urbanization resemble and differ from earlier urbanization in the industrialized West? How have urban identities developed in cities in Latin America, Asia and Africa?

Week 7 **Gender**

2/25

Luise White, 'Separating the Men from the Boys: Constructions of Gender, Sexuality, and Terrorism in Kenya', *International Journal of African Historical Studies*, 23.1 (1990), 1-25.

Bina Agarwal, *A Field of One's Own: Gender and land rights in South Asia* (1994) (available as e-book)

Questions: In what ways did masculinity and femininity manifest distinctly in the Global South? To what extent was this the result of colonization?

Week 8 No class

3/4 Outline and Bibliography due

Week 9 Cultural Purity and Plurality

3/11 Peter Manuel, *Popular Musics of the Non-Western World: An Introductory Survey* (1988)

Gary Stewart, *Rumba on the River: A History of the Popular Music of the two Congos* (2000)

Hugh Tracey Fieldwork Collection and the Sound of Africa Series (available online):
https://search.alexanderstreet.com/etsa/browse/archive-finding-aids?ff%5B0%5D=archive_collection_facet%3AHugh%20Tracey%20Fieldwork%20Collection%20and%20the%20Sound%20of%20Africa%20Series

Questions: How 'authentic' are the musical cultures of the Global South? How was cultural expression and classification shaped by colonization, decolonization and globalization?

Week 10 Spring Break

3/18 No class

Week 11 Growth, Underdevelopment and Neo-colonialism

3/25

Andre Gunner Frank, 'The Development of Underdevelopment' (1966):

<https://www.jstor.org/stable/188950>

Kwame Nkrumah, 'Neo-Colonialism, the Last Stage of Imperialism' (1965):

<https://www.marxists.org/subject/africa/nkrumah/neo-colonialism/introduction.htm>

World Bank, 'The East Asian Miracle: Economic Growth and Public Policy' (1993):

https://documents1.worldbank.org/curated/en/975081468244550798/pdf/multi-page.pdf?_gl=1*bli6zb*_gcl_au*Mjk5Nzk4OTk4LjE3MjU5MTEyNTE. (especially

'Overview: The Making of a Miracle', pp. 1-26).

Questions: To what extent did the limited development achieved in the Global South during the global 'long boom' result from its integration into the global economy? Does the 'East Asian miracle' prove or disprove the rule?

Week 12 'Third World' Unity: Promise and Limitations

4/1

UNESCO, 'Towards a New International Economic Order' (1979):

<https://unesdoc.unesco.org/ark:/48223/pf0000035806?posInSet=1308&queryId=0e3881c6-4874-4221-94f0-b9bb68344d9f> (especially Part One: 'International order of poverty and poverty of the international order', pp. 17-121).

Adom Getachew, *Worldmaking after Empire: The Rise and Fall of Self-Determination* (2019) (available as e-book)

Questions: Was 'third world unity' possible? Why didn't decolonization lead to a New International Economic Order?

Week 13 Independent Research

4/8

No class

Week 14 Final presentations (part 1)

4/15

Presentations in class

Week 15 Final presentations (part 2)

4/22

Presentations in class