

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

Spring 2025

Instructor: Dr. Philip Janzen  
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Course Schedule:  
T period 4, R periods 4-5  
0013 Anderson 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)

All three texts are available at the UF Bookstore and on reserve at Library West. The McMahon and Westad books are also available online through the UF Library. Links to all other readings can be found on Canvas.

## Evaluation

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|--|-------|------|
| • Assignment #1: Dispatch                | (15%) | 2/21 |
| • Assignment #2: Midterm Essay           | (20%) | 3/13 |
| • Assignment #3: Film Analysis/Interview | (15%) | 4/11 |
| • Assignment #4: Final Essay             | (20%) | 4/28 |
| • Writing Journal                        | (15%) | ---- |
| • Participation                          | (15%) | ---- |

I will provide more detailed guidelines for the assignments in the coming weeks.

## Procedure

In general, the Tuesday class will be a lecture and the Thursday class will be a mix of lecture and discussion based on the assigned weekly readings. I expect you to attend the lectures, complete the weekly readings, and participate actively in discussions. Your participation grade is based on quality contributions to class discussions.

Students are also required to keep a writing journal of reading responses on Canvas. Over the course of the semester, students must complete 10 of the 11 reading responses. These should be about 250 words and will be due online via Canvas on Thursdays at 10:00 AM, starting in Week 2.

## Course Schedule

### Week 1 Introduction to the Course

1/14-1/16 **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

1/21-1/23 **Lectures:** Ideologies and Empire-Building

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

**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**

1/28-1/30      **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.

**Discussion:** Is violence necessary for decolonization? What is the "Third World"? Why was Bandung significant?

### Week 4      **Negotiating Power in Asia**

2/4-2/6      **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.

**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**

2/11-2/13      **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.

**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**

2/18-2/20      **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.

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

ASSIGNMENT #1 DUE 2/21

**Week 7      The End of Portuguese Rule in Southern Africa**

2/25-2/27      **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.

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

**Week 8      Decolonization in Africa and Asia**

3/4-3/6      **Lecture:** Examining decolonization in Africa and Asia

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

**Discussion:** What is decolonization? How does this question change across time and space?

**Week 9      Midterm Essay and Transition to Latin America**

3/11-3/13      **Lectures:** Review for Midterm Essay; Transition to Cold War in Latin America

ASSIGNMENT #2 DUE 3/13

**Week 10 Cuban Revolution**

3/25-3/27 **Lecture:** The Cuban Revolution and Missile Crisis

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

**Discussion:** How many revolutions? Who were the “heroes” and “martyrs” of the Cuban Revolution?

**Week 11 Argentina**

4/1-4/3 **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).

**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 12 Revolution and Dictatorships: Guatemala and Chile**

4/8-4/10 **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.

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

ASSIGNMENT #3 DUE 4/11

**Week 13 Reagan and US Ideology in the 1980s**

4/15-4/17 **Lectures:** US Interventions in Nicaragua and El Salvador

**Reading:** Westad, *The Global Cold War*, Chapters 8-9.

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

**Week 14      End of the Cold War?**

4/22      **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.

ASSIGNMENT #4 DUE 4/28

## OTHER NOTES

### Attendance

Frequent unexcused absences will result in a low grade. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found [here](#).

### Students with Disabilities

Students with disabilities requesting accommodations should first register with the [Disability Resource Center](#) 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.

### Health and Wellness Resources

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [www.umatter.ufl.edu/](http://www.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 [www.counseling.ufl.edu/](http://www.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

Click [here](#) for more info on UF policies for assigning grade points.

### Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing course evaluations via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is [available here](#). 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 at [this link](#). Summaries of course evaluation results are available to students [here](#).