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The Times They Are A-Changin': The Cold War in Global Context
WOH3931



"Test of the tactical nuclear weapon "Small Boy" at the Nevada Test Site, July 14, 1962." <https://www.americanypawp.com/text/25-the-cold-war/>

Course Description

This course offers a comprehensive examination of the Cold War on a global scale. While it will explore superpower rivalry through the United States and the Soviet Union, the class's goal is to highlight events and international engagements in countries that often fall to the background in traditional histories of the Cold War. Students will learn about the Cold War and its history through various perspectives; including, but not limited to, political, legal, social, cultural, diplomatic, race, and gender history. Through this, students will gain a multifaceted understanding of the national and international dynamics that shaped the period. Source material will go beyond the common binary perception of the Cold War and encourage students to engage with history as international/global scholars.

Students will gain familiarity with significant events and terminology of the period. Discussions on proxy wars, decolonization, nuclear war, revolutions, protest, and more will frame this course and its content. No prior knowledge of the Cold War is necessary. Students from any background who have interest in the Cold War or the world during this period will find it a useful and informative intellectual endeavor. The only requirement is a readiness to learn and engage in history through a broad, international perspective.

Objectives

Students who successfully complete this course will be able to:

- Distinguish between different types of historical sources, take effective notes on any given source, and evaluate their utility for historical research.
- Use the resources of the UF Libraries to locate relevant historical sources for any given research topic
- Ask effective historical research questions
- Investigate the historiographical debates surrounding specific research topics
- Understand the chronology of the Cold War and its global influence

Required Texts/Readings

All material will be accessible through Canvas in the Files tab. It is the student's responsibility to stay up to date on the readings for each class session. Readings will be listed as a group at the end of each week's outline. There are two "required texts" for this class, these are the sources we will use continuously throughout the semester. Other sources will be week specific. Students are responsible for having done the readings by Fridays, as they will be expected to discuss them in class with each other and the instructor. All sources listed are required reading. If there is a week where a Friday is cancelled or scheduled off, students will still be responsible for those readings as they will be required for class assignments like the exams, the paper, and weekly responses.

** Readings marked with [P] are primary sources and readings marked with [S] are secondary sources. **

Required Texts:

Immerman, Richard H. and Petra Goedde. *The Oxford Handbook of The Cold War*. Oxford: Oxford University Press, 2013.

inputted as "OHCW" for reading schedule

Judge, Edward and John Langdon. *The Cold War Through Documents: A Global History*. Lanham; Rowman & Littlefield Publishers, 2024.

readings from this text will be grouped in a single PDF each week and posted on Canvas for ease of access

Course Assignments

Participation (10%)

Engagement in class that demonstrates a student's familiarity with the readings and understanding of other assigned materials/lecture content. While attendance is not taken formally, participation and the in-class assignments require a student to be present.

Weekly Class Assignments (15%)

Based off a 14-week schedule, there will be one weekly reading response due on Fridays before class time. This will be a short, one page response that either answers a provided prompt

question or asks the student to reflect on the week's reading. Responses will require students to use one primary and one secondary source from the week's readings (weeks with a film or other media will focus on those specifically). Each response is worth 1 point. This ensures the student completes the readings and comes to discussion prepared.

Additionally, the instructor reserves the right to administer randomized, in-class quizzes/small assignments also worth 1 point. These serve two purposes, the first being encouragement for student attendance in class. The second provides students with a way to replace their lowest weekly response score with their score from these assignments. Possible formats are: map quiz, five question multiple choice quiz, short video response, or image analysis. The last two will consist of either a short video or image being shown in the beginning of class and then a written 2-3 sentence reflection. Each of these assignments will be written and submitted in person on physical paper. Only in the case of documented, excused absences can they be made-up.

Midterm Exam (20%)

This exam will test a student's knowledge of what is covered in class up to that point. It will consist of an identification section and two written essay responses. Student's will be required to bring a Blue Book for the exam, and it will be taken in person during class time. More information on the exam will be provided in class as the semester progresses.

Paper (25%)

Students will write an analysis paper on a minimum of 2 of the readings assigned throughout the semester. The paper will be 4-6 pages in length and focus on comparing the readings and how each source engages with a larger event/theme discussed in class. It will be turned in on Canvas at a date to be determined by the professor. Instructions on the paper will be posted in the "paper" assignments tab early in the semester. Finally, students will be required to have a short meeting with the professor to point out which readings interest them and how they intend to format the paper.

Final Project (30%)

This class does not have a final exam. Instead, students will create a project (to be decided between them and approved by the instructor) that engages with themes/events from the course. Students have a large amount of discretion in choosing their project. Some possible projects include: poster, StoryMaps, detailed drawings, blog post, a paper, and/or anything not listed that meets the project description. There will be a short, 2-page reflection of the student's experience in creating their project and a description of how it fits within the context of the course. This project is designed to encourage student creativity and approaches to the study of history from new angles/perspectives.

Extra Credit (2% max)

Extra credit opportunities include a 1-page song/lyric analysis from the list of songs provided at the end of the syllabus and/or a 1-page response to a lecture offered on campus (these will be

announced in class). Each of these assignments are worth 1% and can only do each option once. Therefore, to get the full 2% students must do a song analysis and attend a lecture on campus.

Total percentage/points possible: 100% or 100 points

Grading Scale

A	100-93
A	92-90
B+	89-87
B	86-83
B	82-80
C+	79-77
C	76-73
C	72-70
D+	69-67
D	66-63
D-	62-60
E	59-

****This course is graded on a 100-point scale. ****

Note: A grade of C– is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on current UF grading policies for assigning grade points, please see University Grades and Grading Policies.

Academic Integrity

The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral the Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of their faculty's policy on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage in any manner through any medium.

Additionally, submitting a piece of work created by A.I. is plagiarism. If caught, the Honor Code does apply, and any violations will be referred to the Student Conduct and Conflict Resolution office and academic sanctions may follow. By continuing with this course past the add/drop, students agree to not submit work that is not their own.

Lateness Policy

An important part of students' work is meeting deadlines. Late assignments will be docked three (3) percentage points per day overdue. After 3 days, the assignment will receive a 0. Under extraordinary circumstances extensions will be granted but every effort should be made to avoid the need to take an extension.

Technology in the Classroom

To respect a wide range of learning styles, the use of tablets and laptops are permitted in class so long as they do not distract you or your fellow students. However, abuses of this technology policy will be taken seriously. Students disrupting the lecture may be asked to leave, and anyone caught using tablets or laptops for purposes unrelated to the course during a discussion section will receive an unexcused absence and a failing participation grade for that meeting. No computers or laptops are allowed on exam days, and those who repeatedly violate the technology policy will be barred from bringing laptops and tablets to class. Cellphones should be turned off.

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. 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.

Online Evaluations

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 <http://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 ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at <http://gatorevals.aa.ufl.edu/public-results/>.

Course Schedule

Week 1: Introductions and Syllabus

Friday: Syllabus, introductions, and course overview

Readings:

This syllabus!

Week 2: Origins (?) of the Cold War

Monday: Key words and 20th century leading up to WWII

Wednesday: WWII and its Aftermath

Friday: Discussion

Readings:

[P] “The Atomic Bombing of Hiroshima, August 1945,” 8-10, *The Cold War Through Documents*.

[P] “Churchill’s Iron Curtain Speech, March 1946,” A-B, 17-22, *The Cold War Through Documents*.

[P] “The Long Telegram,” George Kennan, 1946,
<https://nsarchive2.gwu.edu/coldwar/documents/episode-1/kennan.htm>

[S] Akira Iriye, “Historicizing the Cold War,” 15-31, OHCW.

Week 3: Superpowers and the Cold War

Monday: U.S.

Wednesday: U.S.S.R.

Friday: ****special week**** China

Readings:

[P] Stanley Kubrick, *Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb* (Culver City, CA: Columbia Pictures, 1964), 95 minutes, film.

[S] Rana Mitter, “China and the Cold War,” 124-140, OHCW.

Week 4: Proxy Wars, Part I- Korea

Monday: The U.S., U.S.S.R., China, and Korea

Wednesday: Korea from the bottom

Friday: Discussion

Readings:

[P] “The Korean War, 1950-1953,” A-E, 92-96, *The Cold War Through Documents*.

[P] “McCarthy on the US War in Korea, Dec. 1950,” 194-96, in Westad and Hanhimäki, eds., *The Cold War: A History in Documents*.

[P] “China and the Korean War,” selected documents,
<https://digitalarchive.wilsoncenter.org/search?f%5B0%5D=topics%3A86424&f%5B1%5D=topics%3A86507&fo%5B0%5D=86507&fo%5B1%5D=86424>

[S] William Stueck, “Chapter 7: The Korean War and the American Relationship with Korea,” 87-117, in *Rethinking the Korean War*.

Week 5: Nation Building and Alliances

Monday: Developments in Eastern Europe and Berlin

Wednesday: Cuba

Friday: Discussion

Readings:

[P] “The Berlin Blockade, 1948-1949,” 63-64, *The Cold War Through Documents*.

[P] “Khrushchev on Peaceful Coexistence, 1956,” 117, *The Cold War Through Documents*.

[P] “The Berlin Crisis, 1961,” A-C, 175-179, *The Cold War Through Documents*.

[P] “Castro on the Cuban Revolution, 1960,” 158-159, *The Cold War Through Documents*.

[P] John F. Kennedy, “Ich bin ein Berliner,” https://www.youtube.com/watch?v=jz_ylcSf8cU

[S] Prasenjit Duara, “The Cold War and the Imperialism of Nation-States,” 86-104, OHCW.

Week 6: Decolonization and the fight for the “Third World”

Monday: Africa and the Middle East

Wednesday: India and Indochina

Friday: Discussion

Readings:

[P] “The Bandung Asian-African Conference, 1955,” A-C, 109-112, *The Cold War Through Documents*.

[P] “The SEATO Alliance, 1954,” 105-108, *The Cold War Through Documents*.

[P] “Harold Macmillan’s ‘Winds of Change’ Speech, 1960,” 143-144, *The Cold War Through Documents*.

[P] Richard Wright, *The Colour Curtain, A Report on the Bandung Conference (1956)*,
<https://www.history21.com/wp-content/uploads/2022/12/Questioning-Decolonization-2.3c-Primary-Source-Wright.pdf>

[S] Cary Fraser, “Decolonization and the Cold War,” 469-485, OHCW.

Week 7: Revolution and Crisis

Monday: Suez and Hungary

Wednesday: Bay of Pigs and the Cuban Missile Crisis

Friday: ****Midterm****

Readings:

[P] “The Hungarian Rebellion, 1956,” A and B, 125-126, *The Cold War Through Documents*.

[P] “The Suez Crisis, 1956,” A-C, 129-132, *The Cold War Through Documents*.

[P] “The Cuban Missile Crisis, 1961,” A-D, 180-185, *The Cold War Through Documents*.

[P] “Hungary 1956,” two Foreign Office Telegrams,

<https://www.nationalarchives.gov.uk/education/resources/cold-war-on-file/hungary-1956/>

[S] Stephen G. Rabe, “Chapter 4: War Against Cuba,” 59-84, in *The Killing Zone*.

Week 8: Proxy Wars, Part II- Vietnam 1955-1975

Monday: Vietnam from Above

Wednesday: Vietnam from Below

Friday: Discussion

Readings:

[P] “Lyndon Johnson and the Vietnam War, 1965-1968,” A-B, 206-209, *The Cold War Through Documents*.

[P] “The Brezhnev Doctrine, 1968,” A-B, 219-220, *The Cold War Through Documents*.

[P] John McCain, “John McCain, Prisoner of War: A First-Person Account,”

<https://www.usnews.com/news/articles/2008/01/28/john-mccain-prisoner-of-war-a-first-person-account>

[S] Ang Cheng Guan, “The Cold War in Southeast Asia,” 230-245, OHCW.

[S] “I Want You/She’s So Heavy,” in *Across the Universe*,

<https://www.youtube.com/watch?v=SSnw1JaL2uA>

Week 9: Threats of War and Calls for Peace

Monday: Nuclear War

Wednesday: Peace and Protest

Friday: Discussion

Readings:

[P] “Kennedy’s ‘Peace Speech’ at American University, June 1963,” 163, *The Cold War Through Documents*.

[P] Martin Luther King Jr., “Letter from Birmingham Jail” (August 1963),
https://www.csuchico.edu/iege/_assets/documents/susi-letter-from-birmingham-jail.pdf

[P] “The Sino-Soviet Split, 1960-1964,” A, B, and D, 194-200, *The Cold War Through Documents*.

[S] Suri, “Chapter 5: The Global Disruption of 1968,” 164-212, in *Power and Protest*.

Week 10: Race, Gender, and Technology

Monday: Race in the Cold War

Wednesday: Gender, Technology, and Domesticity

Friday: Discussion

Readings:

[P] Martin Luther King Jr. “I’ve Been to the Mountaintop,” April 3 1968,

<https://www.americanrhetoric.com/speeches/mlkivebeentothemountaintop.htm>

[P] “The Kitchen Debate- Transcript,” <https://www.cia.gov/readingroom/docs/1959-07-24.pdf>

[P] “Soviet Woman Astronaut Finds the Sexes Are Equal in Space, But She Terms Her Earthly role as Wife and Mother Paramount Mission,” New York Times, April 5, 1970,
<https://search.proquest.com/docview/118806298?accountid=9630>.

[S] Brenda Gayle Plummer, “Race and the Cold War,” 503-522, OHCW.

Week 11: Détente’s Rise and Fall

Monday: Treaties and Diplomacy

Wednesday: Détente breakdown

Friday: ****Day Off- Paper Due Sunday****

Readings:

[P] “The Berlin Accords, September 1971,” 235-236, *The Cold War Through Documents*.

[P] “Nixon’s China Visit: The Shanghai Communiqué, February 1972,” 237, *The Cold War Through Documents*.

[P] Jimmy Carter, “Crisis of Confidence Speech,” 1979, <https://www.youtube.com/watch?v=1IIRVy7oZ58>

[P] “The Camp David Accords,” 1978, <https://www.peaceau.org/uploads/camp-david-accords-egypt-1978.pdf>

[S] Suri, “Chapter 6: The Diplomacy and Domestic Politics of Detente,” in *Power and Protest*.

Week 12: The “Second” Cold War

Monday: Renewed Militarism

Wednesday: Human Rights and Mass Atrocity

Friday: Discussion

Readings:

[P] “The Cambodian Genocide, 1975-1979,” 263, *The Cold War Through Documents*.

[P] “Carter on Human Rights, 1977,” 265-266, *The Cold War Through Documents*.

[P] “The Creation of an Islamic Republic in Iran, 1979,” 282-283, *The Cold War Through Documents*.

[P] Selected chapters, *Zinky Boys: Voices from the Afghanistan War*.

[S] Mark Philip Bradely, “Chapter 8: The Movement” in *The World Reimagined: Americans and Human Rights in the Twentieth Century* (Cambridge: Cambridge University Press, 2016).

Week 13: The U.S., U.S.S.R., and Latin America

Monday: Latin America

Wednesday: U.S. and U.S.S.R. relations in the 1980s

Friday: Discussion

Readings:

[P] “The Normalization of US-Chinese Relations, 1978-1979,” 281-284, *The Cold War Through Documents*.

[P] “Reagan’s Anti-Soviet Rhetoric, 1981-1983,” 307-309, *The Cold War Through Documents*.

[P] “Reagan’s ‘Star Wars’ Speech, 1983,” 319-320, *The Cold War Through Documents*.

[S] “Las Abuelas de Plaza de Mayo and the Search for Identity Documentary,” 45 minutes, <https://www.youtube.com/watch?v=8p6ABuYKjkY>

Week 14: The end(?) of the Cold War

Monday: The fall of the Soviet Union and end of the Cold War (?)

Wednesday: Cold War aftermath and it's legacy

Friday: Discussion

Readings:

[P] "Reagan's 1987 Berlin Speech: 'Tear Down This Wall,'" 328-330, *The Cold War Through Documents*.

[P] "The Tiananmen Square Massacre, June 1989," A-B, 343-345, *The Cold War Through Documents*.

[P] "Gorbachev's Resignation Speech, December 1991," 364, *The Cold War Through Documents*.

[S] Nicholas Guyatt, "The End of the Cold War," 605-622, OHCW.

Week 14.5: THANKSGIVING BREAK- NO CLASSES ALL WEEK!

Week 15

Monday: In-class project workshop

Wednesday: In-class project workshop

Friday: **Day Off- Reading Day**

****FINAL PROJECT DUE DEC. 10th @5PM****

Song List:

1940s

- “Atomic Cocktail” The Slim Gaillard Quartet, 1945
- “This Cold War is With You” Floyd Tillman, 1949

1950s

- “Advice to Joe” Roy Acuff, 1951
- “I’m no communist” Lulu Belle and Scotty , 1952
- “Stalin Kicked the Bucket” Ray Anderson, 1953

1960s

- “Dear Uncle Sam” Loretta Lynn, 1965
- “The Times They Are A-Changin” Bob Dylan, 1965
- “I Ain’t Marching Anymore” Phil Ochs, 1965
- “Hello Vietnam” Johnnie Wright, 1965
- “Back in the USSR” Beatles, 1968
- “Fortunate Son” Creedence Clearwater Revival, 1969
- “Give Peace a Chance” John Lennon, 1969
- “Gimme Shelter” The Rolling Stones, 1969

1970s

- “A Ball of Confusion (That’s What the World Is Today),” The Temptations 1970
- “Ohio” Crosby, Stills, and Nash 1970
- “Power to the People,” John Lennon 1971
- “Happy Xmas (War is Over)” Plastic Ono Band and John Lennon, 1971

1980s

- “Crazy Train” Ozzy Osborne, 1980
- “Goodnight Saigon” Billy Joel, 1981
- “Radio Free Europe” R.E.M., 1983
- “2 Minutes to Midnight” Iron Maiden, 1984
- “Born in the USA” Bruce Springsteen, 1984
- “Hammer to Fall” Queen, 1984
- “Everybody Wants to Rule the World” Tears for Fears, 1985
- “Nikita” Elton John, 1985
- “Ordinary People” The Box, 1987
- “We Didn’t Start the Fire” Billy Joel, 1989

1990s

- “Wind of Change” The Scorpions, 1990
- “Zombie” The Cranberries, 1994

please feel free to recommend songs!

Musicals/Plays (for fun reference-feel free to suggest more!)

World War II: The Sound of Music, 1965; Cabaret, 1966

The Cold War: Chess, 1984

Korean War: Comfort Women: A New Musical, 2015

Vietnam War: Hair, 1967; Miss Saigon, 1989