

HIST 498/670: Approaches to Transnational Cold War

Semester: Fall 2015

Instructor: Elena Razlogova

Classroom: LB-1014

Time: Weds. 12:00-2:30 pm

Office Hours: Mon. 3-5 and by appointment

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Course Description

This course will consider recent historical work on the transnational Cold War. We will evaluate attempts to describe this period from a global perspective, from the viewpoint of the two great powers as well as from the “Third World” perspective. We will question the very term “Cold War” that elides the “hot” conflicts in most of the world in this period. We will consider the advantages and pitfalls of doing micro- and macro-history of the twentieth century from a transnational perspective. Because the entire subject is impossible to cover in one course, we will focus on its aspects that inspired the most interesting methodological and narrative experiments, for example we’ll look at such issues as global revolutionary movements, cultural propaganda, and surveillance, among others.

Required Readings

This course focuses on books. It may seem like a lot of reading, but in fact absorbing an argument from one book is easier than reading 4-5 articles a week. Using a proper method (see “How to Read a Book”), you can read a 300-page history book in six to eight hours.

Kate Brown, *Plutopia: Nuclear Families, Atomic Cities, and the Great Soviet and American Plutonium Disasters* (New York: Oxford University Press, 2013).

Matthew James Connelly, *A Diplomatic Revolution: Algeria’s Fight for Independence and the Origins of the Post-Cold War Era* (Oxford: Oxford University Press, 2002). <http://0-lib.myilibrary.com/mercury.concordia.ca/Open.aspx?id=53177>

Piero Gleijeses, *Conflicting Missions: Havana, Washington, and Africa, 1959-1976* (Chapel Hill: University of North Carolina Press, 2002).

Kirsten Weld, *Paper Cadavers: The Archives of Dictatorship in Guatemala* (Durham: Duke University Press, 2014).

Heonik Kwon, *Ghosts of War in Vietnam* (Cambridge: Cambridge University Press, 2013). <http://0-hdl.handle.net/mercury.concordia.ca/2027/heb.09237>

Michelle Murphy, *Seizing the Means of Reproduction: Entanglements of Feminism, Health, and Technoscience* (Durham, NC: Duke University Press, 2012).

Frances Stonor Saunders, *The Cultural Cold War: The CIA and the World of Arts and Letters* (New York: New Press, 2001).

Quinn Slobodian, *Foreign Front: Third World Politics in Sixties West Germany* (Durham, NC: Duke University Press Books, 2012).

Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of Our Times* (Cambridge: Cambridge University Press, 2005).

Grading

40% - Book critiques: written aspect (9 total; 8 best count for the grade at 5% each)

25% - Book critiques: oral aspect (9 total; 8 best count for the grade at 3% each + 1%)

15% - Participation: attentive and vocal presence during the entire course, including discussions in class and two individual meetings with me

20% - Annotated reading list for a transnational Cold War subfield

Assignments

Book Critiques

The purpose of book critiques is to generate discussion in class, therefore they cannot be made up after the fact and the written part can be counted only if it was presented in class on the day when the book was assigned.

Come to class having read the entire book, with the book in hand or on your e-reader/computer.

Come to class with three points to make about the book. Please pick one concrete example from the book (including page numbers/e-reader location to help us find it in class) to illustrate each point you make. These points may consider three of the following aspects of the book:

1. *Argument*. In what way is the author's main argument advance our understanding of the subject?
2. *Theoretical approach*. How is the book effective in applying its theoretical framework?
3. *Research methodology*. How is the book effective in using primary sources?
4. *Structure*. How does the structure of the book help us to understand its argument?
5. *Writing style*. How does the writing style help convey the argument and the feeling of the historical moment?
6. *Weakness*. If the book fails *spectacularly* in one of the above categories, explain how. Don't use this category for nitpicking minor failings in the book. You may use this category for only one of your three points.

Your three points should be typed up (one cogent paragraph per each point) and numbered (1, 2, 3). At the top of the page, put your name, date, and the bibliographic information about the book (see Style Guide). Proofread, spellcheck, double-space, include page numbers, and use standard font and margins. I will grade this assignment for analytical insight, writing style, and formatting (see Style Guide).

Each of you will have 5 minutes in class (no more—I will time it) to summarize your points. I will grade your presentation for analytical insight, articulate spoken argument, and ability to complete your presentation on time.

If you are nervous about talking, the first two times you can read from the prepared text. For timing, please note that 1 double-spaced page in 12pt Times/Times New Roman font with 1-inch margins usually takes 2 minutes to read aloud.

Annotated Reading List

This assignment gives you a chance to become familiar with a subfield of transnational Cold War studies. You can choose from several thematic and geographic fields suggested in the syllabus, or propose another focus, subject to my approval. Your list should provide adequate background for writing an honours paper or master's thesis on the subject, and raise historiographical and methodological questions that you might find useful in your own work. See "How to Compile a Reading List" for directions on how to select the most influential and relevant sources, and for several representative reading lists to use as models.

Your reading list should include 15 items for honours students and 20 items for MA students, mostly books and some articles, including state-of-the-field overviews, recently published works, and texts you consider central to the historiography. At the top of the page, put your name, date, and the title of your field. Preface your list with an introduction explaining how you define your field. You may include one or two key primary sources, secondary works on time periods that overlap with but stretch before or after the Cold War, and theoretical works that inform historical approaches, provided you justify their inclusion in your introduction and annotations. Format each source according to the Chicago Style, and annotate with a few sentences on its main argument and on why it is helpful to your understanding of your subject. It should be clear from the annotation that you at least carefully scanned the source.

You will settle on the focus for your bibliography at your first individual meeting with me on September 23. Bring a one-paragraph introductory statement that delineates your field to the first meeting. At our second individual meeting on October 28 you will present a preliminary draft, including the introduction and at least 5 annotated works.

I will grade this assignment on the relevance and breadth of sources; analytical insight and writing style of the introduction and annotations; and formatting (see Style Guide).

Schedule

Sept. 9	Introduction
Sept. 16	Global Cold War Westad, <i>The Global Cold War</i>
Sept. 23	Individual meetings
Sept. 30	Comparative Cold War Brown, <i>Plutopia</i>
Oct. 7	Local Cold War Kwon, <i>Ghosts of War in Vietnam</i>
Oct. 14	Diplomacy Connelly, <i>A Diplomatic Revolution</i>
Oct. 21	Culture Saunders, <i>The Cultural Cold War</i>
Oct. 28	Individual meetings
Nov. 4	Conflict Gleijeses, <i>Conflicting Missions</i>
Nov. 11	Radicalism Slobodian, <i>Foreign Front</i>
Nov. 18	Surveillance Weld, <i>Paper Cadavers</i>
Nov. 25	Human rights Murphy, <i>Seizing the Means of Reproduction</i>
Dec. 2	Wrap-Up

Subjects for the Readings List Assignment

Examples of fields by theme

Your field must consider each subject in a transnational perspective and in relation to the Cold War

Global, Transnational, and Comparative Methods
 Diplomacy and New International History
 The “Hot” Cold War: Military Conflicts
 Cultural Cold War
 Radical Movements of the Sixties
 Surveillance and Intelligence
 Decolonization
 Human Rights
 Modernization
 Science and Technology

Examples of fields by geographic area

Your field must consider each region in a transnational perspective

United States
 Soviet Union
 Latin America
 Western Europe
 Eastern Europe
 Sub-Saharan Africa
 Middle East and North Africa
 South Asia
 East Asia
 Southeast Asia
 Atlantic Ocean
 Indian Ocean
 Third World

Resources

Journals

Diplomatic History
 Journal of Cold War Studies
 American Historical Review
 Comparative Studies in Society and History
 Comparative Studies of South Asia, Africa, and the Middle East
 Journal for the Study of Radicalism

Journal of Global History
Journal of World History
Sixties
Journal of American History
Reviews in American History
American Studies

Book series

Culture, Politics, and the Cold War
University of Massachusetts Press
<https://www.umass.edu/umpress/series/culture-politics-and-cold-war>

Cold War International History Project Books
Woodrow Wilson Center Press with Stanford University Press
<https://www.wilsoncenter.org/publication-series/cwihp-book-series>

New Cold War History
University of North Carolina Press
http://uncpress.unc.edu/browse/books?page_type=series&page_type_id=18

Harvard Cold War Studies Book Series
Rowman & Littlefield
<http://projects.iq.harvard.edu/jcws/book-series>

Columbia Studies in International and Global History
Columbia University Press
<http://cup.columbia.edu/series/columbia-studies-in-international-and-global-history>

Princeton Studies in International History and Politics
Princeton University Press
<http://press.princeton.edu/catalogs/series/princeton-studies-in-international-history-and-politics.html>

American Encounters/Global Interactions
Duke University Press
<https://dukeupress.edu/Catalog/ProductList.php?viewby=series&id=19&pagenum=all&sort=newest>

America in the World
Princeton University Press
<http://press.princeton.edu/catalogs/series/america-in-the-world.html>

The American Empire Project
Metropolitan Press
<http://www.americanempireproject.com/booklist.asp>

Style Guide

Each of your written assignments should be formatted as follows:

Title
 Your name
 Date
 Page numbers
 12-point Times/Times New Roman font
 1-inch margins
 Spellchecked
 Proofread for grammar and punctuation
 Citations formatted in the Chicago Style

How to Read a Book

Paul N. Edwards, "How to Read a Book, v. 5.0"
<http://pne.people.si.umich.edu/PDF/howtoread.pdf>

How to Compile a Reading List

Decide on a geographic or thematic focus for your bibliography. Write a one-paragraph introductory statement that delineates your field.

Check major journals (see list) for a recent *state-of-the-field essay* on your subject. Or, find a recent *edited book* on your subject in the library and read the introduction to the volume. Or, find a recent *special journal issue* on your subject and read the introductory essay.

As you read these (or any other source), note the books and articles cited as key works in the field—these will form the core of your reading list. Peruse the footnotes. Note any theoretical works cited repeatedly.

Articles on your reading list could be state-of-the-field essays, oft-cited theoretical interventions in the field, or a recent research essay by an author who has not published a book on the subject yet. If the author already published the book, include the book instead. If you find a book you think fits on the list, get it in the library and skim, then read a couple of reviews of it in major journals in the field. Check it if won any book prizes.

For each item on the list, write a two-sentence annotation, where the first sentence summarizes the main argument of the work, and the second describes why it is significant: it may be an innovative argument, research method, theoretical approach, thematic focus, or narrative (structural or stylistic) solution.

As you read further, you will move books and articles in and out of your reading list, rewrite your annotations, and revise your introductory statement.