



Department of History

HTST 383



# The Cold War

Spring 2022

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**COLOUR KEY:** **TO DO;** **TO READ;** **TO WATCH**

**Office Hours and communication:** Drop-in Q+A Wednesdays from 10:00-10:30 and 14:30-15:00 on Zoom (recurring link and password to be posted on News).

\*\*\*From 10:00-10:30 on the first day of classes [Wednesday 4 May], instead of the office period, I will do the introduction to the class 'live' – going through the course outline and fielding any questions you might have about the course.\*\*\* A recording of this session will then be posted to D2L.

**Course Delivery and Class Time:** This is an ASYNCHRONOUS class, so there are no formal class times. The nominal lecture cycle will start on a Wednesday when materials for the week will be posted on D2L by 15:00 that day. Quizzes at the end of a week will run from 15:00 on a Tuesday through to 15:00 on a Wednesday.

The lecture material will be delivered through a mix of media. I will be providing a video overview for each lecture – basically **short online video lectures**. The core of the lectures will consist of **ppt slides with notes in Word** with **supplementary video material (for example parts of the wholes of documentaries available to us on YouTube etc)** embedded in the notes. Finally, there will be **electronically-available reading each week along with set reading from the course text** (see below).

**Course Description:** This course focuses on the military history of the Cold War, but also examines the causes, wider conduct and to a lesser extent ramifications of war from 1945 up to the end of the Cold War. In the aftermath of the Second World War the US had clearly usurped the European colonial powers as the dominant force in the Western world, having been the industrial powerhouse for the entire Allied war effort. US hegemony on the world stage was however to be challenged by both the USSR and later also the PRC.

The course will be delivered as an online ‘distance learning’ course. Having been given a choice on how to run the course by the university, I in the end chose the ‘Asynchronous’ option, meaning that we will not have fixed class times. This gives you some flexibility when you process learning materials, although there will be an **online quiz** to test comprehension of material for weeks 1-5, for which you will have 24 hours to complete from the nominal end of one week/start of the next time of 15:00 on a Tuesday. I will also have a **Zoom question-and-answer office ‘hour’/chat** from 10:00-10:30 and 14:30-15:00 on a Wednesday.

**Learning Outcomes:** At the end of the course, students should:

- \*Be able to identify key events, stages, individuals, groups and processes in the Cold War
- \*Have gained a broad understanding of cause and consequence, change and continuity and similarity and difference for varying events, periods and processes in the Cold War
- \*Be familiar with and critical towards a range of source materials used by historians in understanding the past and in particular the Cold War
- \*Have gained a critical appreciation for the manner in which elements of the Cold War have been presented in movies in different cultures at different times
- \*Be able to construct an historical argument critiquing a movie by analyzing and interpreting a variety of secondary sources
- \*Be able to present their historical argument in a systematic and coherent manner in written form

## Reading Material:

**REQUIRED TEXT:** The course text – to be purchased by students - will be:

Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of Our Times* (Cambridge: Cambridge University Press, 2007).

Although the book is available as an ebook from Cambridge University Press at the link below, it will cost you no more as a paperback, which is available not only from CUP but also from Chapters-Indigo and Amazon. The University Bookstore should also have copies, and I encourage you to buy from that source if possible. I encourage you to obtain a hard copy (we are all spending far too much time in front of screens as it is) as soon as possible to make sure you have it for when the course starts. Questions relating to the weekly readings from the course text may be asked in both the weekly quizzes and final test.

Here are some links to purchase the course text:

<https://www.chapters.indigo.ca/en-ca/books/the-global-cold-war-third/9780521703147-item.html?ikwid=the+global+cold+war&ikwsec=Home&ikwidx=3#algoliaQueryId=f598b8ba0b786b7bdcafa08ea99b0069>

[https://www.amazon.ca/Global-Cold-War-Interventions-Making/dp/052170314X/ref=sr\\_1\\_1?keywords=the+global+cold+war&qid=1586365473&sr=8-1](https://www.amazon.ca/Global-Cold-War-Interventions-Making/dp/052170314X/ref=sr_1_1?keywords=the+global+cold+war&qid=1586365473&sr=8-1)

<https://www.cambridge.org/ca/academic/subjects/history/history-after-1945-general/global-cold-war-third-world-interventions-and-making-our-times?format=PB>

Course reading from the textbook by week are as follows. **It is assumed that students will have read the relevant material from the course text by the time of the weekly quiz for the week:**

<u>WEEK</u>	<u>SUBJECT MATTER</u>	<u>READING</u>
<u>1</u>	<u>THE RISE OF THE SUPERPOWERS</u> <u>THE BEGINNING OF THE COLD WAR</u>	<u>INTRODUCTION</u> <u>CHAPTERS 1 AND 2</u>
<u>2</u>	<u>THE VIETNAM WAR</u>	<u>CHAPTERS 3, 4 AND 5</u>
<u>3</u>	<u>PROXY WARS: THE COLD WAR IN LATIN AMERICA</u>	<u>REVISIT PP. 143-152, 170-180, 201; 339-348</u>
<u>4</u>	<u>PROXY WARS: THE COLD WAR IN AFRICA</u> <u>THE SOVIET UNION IN AFGHANISTAN</u>	<u>REVISIT PP.89-91; 106-7, 135-143; CHAPTERS 6 AND 7</u> <u>CHAPTER 8; PP.348-357</u>
<u>5</u>	<u>THE ARAB-ISRAELI WARS</u>	<u>PP.123-8 AND 197-200</u>
<u>6</u>	<u>THE COLLAPSE OF COMMUNISM IN EASTERN EUROPE</u> <u>THE COLLAPSE OF THE SOVIET UNION</u>	<u>CHAPTERS 9, 10 AND CONCLUSION</u>

**THIS, AND ADDITIONAL READING MATERIAL FOR EACH CLASS, IS LISTED IN THE CLASS SCHEDULE SECTION OF THIS COURSE OUTLINE. FOR THE PURPOSES OF THE FINAL TEST IT WILL BE ASSUMED THAT STUDENTS HAVE READ ALL OF MATERIAL RECOMMENDED FROM THE COURSE TEXT AND THE ADDITIONAL READING MATERIAL PROVIDED, IN ADDITION TO HAVING READ THE PPT SLIDES AND ASSOCIATED NOTES.**

## Assessment

Evaluation for this course consists of two movie critiques, a short fill-in-the-blanks quiz each week, and a final multiple-choice test. Students will be expected to **watch, in their own time, two movies for review**. These movies may be purchased or rented at the student's discretion. Many of the movies in List 1 are very readily available – some of those in List 2 in particular less so, and **so it is advised that students consider their movie option for the second critique early in course**. At the end of the course you may do a third critique (from List 3) if you are unhappy with one of your marks for the first two.

Weekly fill-in-the-blanks quizzes (weeks 1-5)	To be completed within 24 hours from the 15:00 on the Tuesday of weeks 1-5 (i.e. <b>10, 17, 24, 31 May and 7 June</b> )	A fill-in-the-blanks quiz with 10 questions to be delivered via D2L. This quiz will deal with material for the week concerned.	4% of the final mark for each quiz (20% total)
Movie critique 1	Due to be submitted via D2L by 4:00 p.m. on <b>Monday 16 May</b> (to be returned by Monday 23 May)	A movie critique of no more than 1,250 words (the word limit excludes bibliographic references and the bibliography) in the style of an academic book review (i.e. it is a movie review being written for an academic journal) from list 1 below.	35% of final mark
Movie critique 2	Due to be submitted via D2L by 4:00 p.m. on <b>Monday 30 May</b> (to be returned by Monday 6 June at the very latest)	A movie critique of no more than 1,250 words (the word limit excludes bibliographic references and the bibliography) in the style of an academic book review (i.e. it is a movie review being written for an academic journal) from list 2 below. To be submitted as a Word document.	35% of final mark
Movie critique 3 ( <b>optional</b> )	Due via D2L by 4:00 p.m. on <b>Thursday 16</b>	A movie critique of no more than 1,250 words (the word limit excludes bibliographic	35% of final mark (replaces lowest mark from Movie critique 1

	<b><u>June</u></b>	references and the bibliography) in the style of an academic book review (i.e. it is a movie review being written for an academic journal) from list 3 below.	or 2 if higher)
Final quiz	<b>Via D2L on Thursday 16 June</b>	30 multiple-choice questions covering material for the <u>whole course</u> . Students will be expected to have looked over the ppt slides and associated notes, and have read any reading provided. Provided on D2L. Start time – 15:00. To be completed within 24 hours.	10% of final mark

**MOVIE CRITIQUES:**

<p><b>List 1: Select one of the following to watch -</b></p> <p><u>War in China and Korea</u></p> <p><b>Pork Chop Hill (1959)</b>  <b>Assembly (2007)</b>  <b>71 - Into the Fire (2010)</b>  <b>The Frontline (2011)</b></p> <p><u>The Vietnam War</u></p> <p><b>Platoon (1986)</b>  <b>Hamburger Hill (1987)</b>  <b>Full Metal Jacket (1987)</b>  <b>Casualties of War (1989)</b></p>	<p><b>List 2: Select one of the following to watch-</b></p> <p><u>Counterinsurgency in Latin America</u></p> <p><b>Under Fire (1983)</b>  <b>Salvador (1986)</b></p> <p><u>Counterinsurgency in Africa and Central Asia</u></p> <p><b>Intimate Enemies (2007)</b>  <b>9th Company (2005)</b>  <b>Namibia: The Struggle for Liberation (2007)</b></p>
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	<p><b>List 3:</b> Select one of the following -</p> <p><u>The Falklands War</u></p> <p><b>Tumbledown (1988)</b> <b>Blessed by Fire (2005)</b></p> <p><u>Arab-Israeli</u></p> <p><b>Cast a Giant Shadow (1966)</b> <b>Kedma (2002)</b></p>
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**COMPLETING THE MOVIE CRITIQUES – PLEASE READ CAREFULLY:**

**In order to score highly on your movie critique you must:**

- \*Have watched and engaged with the movie concerned.**
- \* Have analysed the content of the movie in the light of the historical literature – how is the movie accurate in its portrayal of events in the light of the historical literature, and how is it not?**
- \*Support your argument with evidence/examples – both referencing the movie and the historical literature. For ANY major assertion relating to the accuracy of the movie portrayal of events you should provide at least one piece of evidence/illustrative material from the literature.**
- \*Provide evidence/illustrative material for a particular point that should, ideally in most cases, take the form of BOTH aggregate data from academic works (e.g. statistical information) and a piece of individual testimony (e.g. from a memoir or interview).**
- \*Acknowledge sources used in your footnotes, and all works in your footnotes should be in your bibliography.**
- \*Footnote and provide a bibliography in a format accepted in academic historical work (references should not be embedded in the text).**
- \*In addition to any reading provided, students are expected to have found and used AT LEAST FOUR academic article-length pieces of academic scholarship (here taken as having referenced sources) in EACH movie critique. A book chapter or essay may be considered as equivalent to an academic journal article. If more than one chapter or essay is being used from a single book then the book is to count as one source for the purposes of the requirement to find four article-length pieces of academic scholarship.**

**More than isolated spelling mistakes and errors in grammar, syntax and punctuation will be penalised.**

**General guidelines for writing in History are available at:  
<http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/EssayHandbook1.pdf>**

### Some common errors to avoid in your writing:

When referring to countable items (e.g. tanks, aircraft), the correct word to use is 'number' of tanks or aircraft, and NOT 'amount'.

When comparing numerical strengths, one side can have 'fewer' of a countable item than the other, not 'less'.

Try to avoid sweeping generalizations that cannot be sustained by your sources. For example, very rarely do historians have the evidence to suggest that 'The [particular country's] people thought/ wanted...'. It is better to state – with the appropriate evidence - that 'Some of the [particular country's] people thought/ wanted...' for example.

The History Essay Handbook above provides information on how to reference your sources.

### WRITING:

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented.

D2L: Throughout the course, important material such as lecture outlines and study guides will be regularly posted on D2L. Students are advised to check this regularly.

### **Grading Policies:**

#### **In order to pass the course you MUST complete BOTH movie critiques 1 AND 2.**

A flat 5% of the mark will be deducted for exceeding the word limit on a critique by >100 words, and you will not gain credit for that material beyond the word limit.

A flat 10% will be deducted for every week or part thereof during which a movie critique is overdue without prior agreement with the lecturer or due cause (as documented according to university requirements).

Work submitted after Thursday 16 June will not be accepted and a mark of 0 recorded for that piece of work unless a satisfactory explanation for late submission has been provided.

Failure to complete a test/quiz within 24 hours will result in a score of 0 for the test without a satisfactory explanation allowing a student to receive the mark for the following test as the mark for the missed test as well.

**AT THE END OF THE COURSE your final percentage score will be ROUNDED UP to the nearest whole percentage point and converted to a letter grade using the table provided**

below.

## Learning Technologies Requirements

There is a D2L site for this course that contains relevant class resources and materials. In order to successfully engage in learning experiences in this class, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L. In order to access office hours (held online using Zoom) your computer or tablet will require a video camera and microphone, and installation of Zoom.

## Schedule:

The lectures for this course will take a broadly chronological look at events between 1945 and the end of the Cold War, stopping to focus on particular themes such as the Cold War at sea or nuclear weapons.

**Week 1 – [posted Wednesday 4 May 2021]: Introduction; Methodology; The Rise of the Superpowers; The Beginning of the Cold War; The Cold War at the Movies I**

**\*\*\*\*From 9-9:30 on Wednesday 4 May, instead of the office period, I will do the introduction to the class 'live' – going through the course outline and fielding any questions you might have about the course.\*\*\*\***

### READING:

Westad, **INTRODUCTION AND CHAPTERS 1 AND 2**

**Week 2 – [posted Wednesday 11 May]: The Korean War; The Vietnam War**

### READING:

The Korean War: <https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/CHOL9780521837194.014>

Westad, Chapters 3, 4 and 5

The Vietnam War: <https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/CHOL9780521837200.015>

**Week 3 – [posted Wednesday 18 May]: Nuclear Weapons; Proxy Wars – The Cold War in Latin America; The Cold War at the Movies II**

### READING:

Nuclear Weapons: <https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/CHOL9780521837194.019>  
and <https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/CHOL9780521837200.006>.

Latin America: Westad, **REVISIT PP. 143-152, 170-180, 201; AND 339-348**



**Week 4 – [posted Wednesday 25 May]: Proxy Wars – The Cold War in Africa and The Soviet Union in Afghanistan;**

**READING:**

Africa: Westad, revisit pp.89-91; 106-7, 135-143; Chapters 6 and 7

Afghanistan: Westad Chapter **8; PP.348-357**

**Week 5 – [posted Wednesday 1 June]: The Arab-Israeli Wars; The Cold War at Sea; The Falklands War**

**READING:**

The Arab-Israeli Wars: Westad, **PP.123-8 AND 197-200** and The Arab-Israeli Wars: <https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/CHOL9780521837200.016>

Falklands War: reading: <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/04597238208460593> and <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/04597238208460594>; <https://apps.dtic.mil/dtic/tr/fulltext/u2/a604347.pdf>

**Week 6 – [posted Wednesday 8 June]: The End of Communism in Eastern Europe; The Collapse of the Soviet Union; The Cold War at the Movies III**

**READING:**

**WESTAD, CHAPTERS 9, 10 AND CONCLUSION**

**[Week 7 – Wednesday 15 June]:** Final test

Please note that the above class outline is provisional and may be subject to modification.

## THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

### Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

**Please Note:** Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

### Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your schedule. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

*Attention history majors: History 300 is a required course for all history majors. You should normally take this course in your second year.*

### Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

## **Academic Misconduct**

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

## **Plagiarism**

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

## **Academic Accommodation**

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

## **Research Ethics**

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

## **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case

studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

### **Copyright of Educational Materials**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

### **Media Recording**

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

### ***Media Recording for the Assessment of Student Learning***

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

### **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment,

discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see [the sexual and gender-based violence policy](#).

### **Other Useful Information**

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

**Department of History Twitter @ucalgaryhist**

*Updated March 2022*