

HH4007 An International History of the Cold War

Semester 2, AY 2022-23
Fridays, 14:30-18:20 | LHS-TR+44
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I. Course Description

The Cold War dominated the second half of the 20th century, but until recently we had only an imperfect sense of what it was all about. In the past, historians used to write about it from within the event they were seeking to describe, so that there was no way to know its outcome. And because only a few Western countries had begun to open their archives, these accounts could only reflect one side of the story. As a result, Cold War history was once asymmetrical and incomplete. The end of the Cold War and the subsequent partial opening of Soviet, Eastern European, and Chinese archives have revolutionized the field. Everything we thought we knew is open for reconsideration, whether because of the new documents available to us or as a consequence of being able to reflect on how its outcome in new ways thanks to methodological developments within the discipline.

This course will provide an introduction to key topics in the new, international history of the Cold War. Through this course, I hope to break down the stereotypical understanding of the Cold War as a military competition between the Western and Eastern Blocs by bringing in the lived experiences of the peoples in the global south, the evolution of gender norms and family structures, the roles of ideology and technology, and the emerging networks of interdependence that bound societies together in new ways. This course will also provide some of the factual grounding and conceptual apparatus necessary to understand the contemporary world.

II. Learning Outcomes

By the end of this course, students should demonstrate:

- A comprehensive knowledge of the historical timelines in Cold War history
- A basic degree of literacy in the existing literature on the Cold War
- The ability to write research paper by reading and thinking analytically
- Competence in classifying historical sources by genre, recognizing content, tone, and audience, and using primary sources and scholarly arguments.

III. Course Components

The format of this course is designed to encourage participation at every meeting. Except for weeks 1, 10 and 13, we will spend our four-hour seminars according to the following schedule:

14:30-15:20 Lecture

15:20-15:30 Break

15:30-16:20 Primary Source Analysis

Each week the class will work on a set of documents compiled by 2-3 **Primary Source Collectors**. The **Primary Source Collectors** have two responsibilities:

The first is to prepare a **Collection of Primary Materials** and upload it to the “Discussions” section of NTULearn **by 11:59pm on the Thursday** during the week they signed up for. This collection should contain at least 3 pieces of documents from different sources. The documents, though possibly authored by different historical figures or targeting different audience, should be interconnected. Ideally, the documents should be selected and compiled in a way that opens up room for conversations and debates. Please refer to the guideline for written assignments for tips on where to look for primary sources.

The **Primary Source Collectors’** second responsibility is to lead the class to collectively analyse the primary sources. The collectors have the freedom to design the format of this 50-minute discussion. For instance, the collectors could open up the discussion with a presentation on the background of the texts they have selected and prepare a list of questions for the class to work on together. By the end of the collective analysis, the class should be able to understand the primary sources in light of the week’s question for discussion.

16:20-16:30 Break

16:30-17:20 Secondary Source Discussion

Each student will bring to class a “**Response Paper**.” This paper consists of a pithy and concrete (one-paragraph maximum) answer to the week’s “question (s) for discussion and for research paper.” Hard copies of response papers (handwritten or printed) need to be handed in at the end of every class.

To launch the debate each week, 2-3 students will act as **Discussion Initiators**. The **Discussion Initiators** have two responsibilities:

The first is to prepare a **Discussion Initiator Sheet** and upload it to the “Discussions” section of NTULearn **by 11:59pm on the Thursday** during the week they signed up for. This sheet should contain 3-4 guiding questions formulated in response to these readings, each question accompanied by quotations from the week’s required readings. Both questions and quotations should be chosen for the purpose of stimulating discussion and should be short enough to fit on one-page paper double-side.

The **Discussion Initiators’** second responsibility is to open discussion in class by making a brief (10 minutes) **oral statement** in which the initiators identify the topics that should be taken up in that session. Ordinarily, the initiators’ statement will be based on the required readings, the primary source collections compiled by their classmates, and his or her own list of questions and quotations.

The course instructor reserves the right to amend, modify, or expand upon the themes and materials listed. 2

It is extremely important for the primary source collectors and discussion initiators to honor their commitments. As a general rule, cancellations are not accepted. If urgent circumstances prevent a student from fulfilling his or her duty, one should inform the instructor as early as possible. The student must find someone to replace his or her role for that week.

Grades will be based on:

- a. Active Participation (10%). Weekly response papers as well as engagement in primary source analyses and secondary source discussions will be evaluated throughout the semester.
- b. Performance as Primary Source Collector (15%). Each student should serve once in the semester as primary source collector. Collection of Primary Materials, depth of research, the collector's ability to organize class discussion and group synergy will be evaluated.
- c. Performance as Discussion Initiator (15%). Each student should serve once in the semester as discussion initiator. One cannot serve as discussion initiator and primary source collector on the same week. Discussion Initiator Sheet, oral presentation, the moderators' ability to organize class discussion, and group synergy will be evaluated.
- d. Annotated Bibliography (20%) Each student should hand in one piece of annotated bibliography in preparation for the final research paper. This should be submitted in a word document to Turnitin by 11:59pm on **Tuesday, 21 March**. Please refer to a separate handout for instructions & the grading system.
- e. Final Research Paper (40%). Each student is expected to hand in one piece of written work. This is a research essay of no less than 3,000 words and no more than 4,000 words (excluding footnotes and bibliography). This should be submitted in a word document to Turnitin by 11:59pm on **Tuesday, 2 May**.

VI. Reference Books

- Melvyn P. Leffler and Odd Arne Westad eds., *The Cambridge History of the Cold War, Volume I: Origins; Volume II: Crisis and Détente; Volume III: Endings* (New York: Cambridge University Press, 2010). [in reserves and available as an eBook]
- Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of Our Times* (Cambridge: Cambridge University Press, 2005).
- Lorenz Lüthi, *Cold Wars: Asia, the Middle East, Europe* (Cambridge University Press, 2020).

V. Course Schedule:

Week 1(Jan 13) Introduction

Question for discussion and for research paper:

Was the Cold War “cold”?

Required Readings:

- Odd Arne Westad, “The New International History of the Cold War: Three (Possible) Paradigms,” *Diplomatic History* 24, no. 4 (Fall 2000), 551-565 [on NTULearn].
- Matthew Connelly, “Taking Off the Cold War Lens: Visions of North-South Conflict during the Algerian War for Independence,” *American Historical Review* 105 (2000), pp. 274-285 [on NTULearn].
- Heonik Kwon, *The Other Cold War* (New York: Columbia University Press, 2010), 1-36.
- Federico Romero, “Cold War Historiography at the Crossroads,” *Cold War History* 14:4 (2014): 685-703.
- Hajimu Masuda, “The Early Cold War: Studies of Cold War America in the 21st Century,” in: Schulzinger, Robert (ed.), *A Companion to American Foreign Relation*, Malden: Blackwell [on NTULearn].
- Adam Tooze, “Whose Century?” *London Review of Books*, 42:15 (July 2020), <https://www.lrb.co.uk/the-paper/v42/n15/adam-tooze/whose-century>

Recommended Readings for Research Paper:

- Prasenjit Duara, “The Cold War as a Historical Period: An Interpretive Essay,” *Journal of Global History* 6 (2011), pp. 457-480.
- Michael Szonyi & Hong Liu, “New Approaches to the Study of the Cold War in Asia,” in *The Cold War in Asia: The Battle for Hearts and Minds*, edited by Zhang Yangwen, Hong Liu & Michael Szonyi (Leiden: Brill, 2010), pp. 1-11. [on NTULearn]
- Doshi, R. (2021) *The Long Game: China's Grand Strategy to Displace American Order*. Oxford: Oxford University Press.
- Smith, T. (2000) “New bottles for new wine: a pericentric framework for the study of the Cold War.” *Diplomatic History* 24(4): 567-591.
- Schindler, S., DiCarlo, J. and Paudel, D. (2021) “The new cold war and the rise of the 21st-century infrastructure state.” *Transactions of the Institute of British Geographers*. <https://doi.org/10.1111/tran.12480>

Watch:

- *Goodbye, Lenin!* Outpost PN1995.9.M63G646
- “Cold War 2.0? Rethinking Analogies in US-China Relations” by Lorenz Luthi, Meredith Oyen, and Taomo Zhou Long China-US Institute, University of California, Irvine, September 16, 2020 via Zoom, Video Recording: <https://www.youtube.com/watch?v=ODU9s-lvdis&feature=youtu.be>

Week 2 (Jan 20) The Emergence of a Bipolar World

Question for discussion and for research paper:

Despite their opposite ideologies, the United States and the Soviet Union shared many commonalities in terms of grand strategy and economic visions. Do you agree?

Required Readings:

- Westad, *The Global Cold War*, pp. 8-57.
- Stephen Kotkin, *Magnetic Mountain: Stalinism as a Civilization* (Chapel Hill: University of California Press, 1997), pp. 1-25.
- Sheila Fitzpatrick, *Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s* (Oxford University Press, 2000), 1-11, 40-66.
- Stephan J. Link, *Forging Global Fordism: Nazi Germany, Soviet Russia, and the Contest over the Industrial Order* (Princeton University Press, 2020), pp. 1-18.

Recommended Readings for Research Paper:

- John Lewis Gaddis, *We Now Know: Rethinking Cold War History* (Oxford: Oxford University Press, 1997), pp. 1-25, 189-220.
- Vladislav M. Zubok, *A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev* (Chapel Hill: University of North Carolina Press, 2007).
- Melvyn P. Leffler, *For the Soul of Mankind: The United States, the Soviet Union, and the Cold War* (New York: Hill and Wang, 2007).
- Michael Hunt, *Ideology and U.S. Foreign Policy* (New Haven and London: Yale University Press, 2009).
- Campbell Craig & Fredrik Logevall, *American's Cold War: The Politics of Insecurity* (Cambridge, MA: Belknap Press, 2009).
- Cheng Yinghong, *Creating the "New Man": From Enlightenment Ideals to Socialist Realities* (University of Hawaii Press, 2009).
- Frank Ninkovich, *The Cultural Foundation of American Internationalism* (Harvard University Press, 2009).
- Bathsheba Demuth, "Walrus and the Bureaucrat: Energy, Ecology, and Making the State in the Russian and American Arctic, 1870-1950," *American Historical Review* (April 2019), 483-510.
- Kristy Ironside, *A Full-Value Ruble: The Promise of Prosperity in the Postwar Soviet Union* (Harvard University Press, 2021).

Watch: BBC-CNN documentary series "Cold War": Episode 1 "Comrades."

Week 3 (Jan 27) China: A Third Pole?

Question for discussion and for research paper:

How influential was China in shaping the global Cold War?

Required Readings:

- Julia Lovell, *Maoism: A Global History* (Random House, 2019), Introduction and Chapter 6, Into Africa.
- Ariane Knüsel, *China's European Headquarters: Switzerland and China during the Cold War* (Cambridge University Press, 2022), pp. 1-8, 194-201, 237-269.
- Matthew Galway, *The Emergence of Global Maoism: China's Red Evangelism and the Cambodian Communist Movement, 1949-1979* (Cornell University Press, 2022), pp. 1-19, 55-84.

- Chien-Wen Kung, *Diasporic Cold Warriors: Nationalist China, Anticommunism and the Philippine Chinese, 1930s-1970s* (Cornell University Press, 2022), pp. 1-18, 152-180, 219-223

Recommended Readings for Research Paper:

- James Evans, “Maoism, Anti-imperialism, and the Third World,” *Made in China Journal*, November 8, 2021, <https://madeinchinajournal.com/2021/11/08/maoism-anti-imperialism-and-the-third-world%e2%80%a8/>
- Chen Jian, *Mao’s China and the Cold War* (Chapel Hill: University of North Carolina Press, 2001).
- Alexander Cook ed. *Mao’s Little Red Book: A Global History* (Cambridge: Cambridge University Press, 2014).
- J. Friedman, *Shadow Cold War: Sino-Soviet Competition for the Third World* (University of North Carolina, 2015).
- Brazinsky, G. (2017) *Winning the Third World: Sino-American Rivalry during the Cold War*. Chapel Hill: UNC Press.

Week 4 (Feb 3) Decolonization and Development

Question for discussion and for research paper:

Were Cold War development projects provided by the Global North to the Global South merely a continuation of the civilizing mission of the colonial era?

Required Readings:

- Michael E. Latham. *Modernization as Ideology: American Social Science and “Nation Building” in the Kennedy Era* (Chapel Hill: The University of North Carolina Press, 2000), pp. 1-20; 109-150. [on NTULearn]
- B. R. Simpson, *Economists with Guns: Authoritarian Development and US-Indonesian Relations, 1960-1968* (Stanford University Press, 2008), pp. 1-36.
- Young-sun Hong, *Cold War Germany, the Third World, and the Global Humanitarian Regime* (Cambridge University Press, 2015), pp. 1-4, 51-82.
- Sara Lorenzini, *Global Development: A Cold War History* (Princeton University Press, 2019), 108, 33-44.

Recommended Readings for Research Paper:

- Nils Gilman, *Mandarins of the Future: Modernization Theory in Cold War America* (Baltimore and London: The John Hopkins University Press, 2003), pp. 1-23. [on NTULearn]
- Joy Rohde, “Gray Matters: Social Scientists, Military Patronage, and Democracy in the Cold War,” *The Journal of American History*, Vol. 96, No. 1 (Jun. 2009), pp. 99-122.
- Jason Pribilsky, “Development and the ‘Indian Problem’ in the Cold War Andes: *Indigenismo*, Science, and Modernization in the Making of the Cornell-Peru Project at Vicos,” *Diplomatic History*, Vol. 33, No. 3 (June 2009), pp. 405-426.

Watch: BBC-CNN documentary series “Cold War”: Episode 3 “Marshall Plan.”

Week 5 (Feb 10) Third World Internationalisms

Question for discussion and for research paper:

Scholars have sought to deepen our understanding of the complexity of the Cold War by focusing on horizontal connections among in Asia, Africa and Latin America. How do these notions displace, complicate or complement great power politics?

Required Readings:

- Adom Getachew, *Worldmaking after Empire: The Rise and Fall of Self-Determination* (Princeton University Press, 2019), pp. 1-13, 142-175.
- Reem Abou-el-Fadl, “Building Egypt’s Afro-Asian Hub: Infrastructure of Solidarity and the 1957 Cairo Conference,” *Journal of World History*, Vol. 30, Nos. 1 & 2 (2019), pp.157-192.
- Piero Gleijeses, “Cuba and the Cold War, 1959-1980,” in *The Cambridge History of the Cold War, Volume II*, 327-348.
- Benjamin R. Young, *Guns, Guerillas, and the Great Leader: North Korea and the Third World* (Stanford University Press, 2021), pp. 1-46.

Recommended Readings for Research Paper:

- Lorenz Lüthi, *Cold Wars: Asia, the Middle East, Europe* (Cambridge University Press, 2020), chap.12 Non-Alignment. [ebook via the library]
- Naoko Shimazu, “Diplomacy as Theatre: Staging the Bandung Conference of 1955,” *Modern Asian Studies* 48 (1): 225-252.
- Vijay Prashad, *The Darker Nations: A People’s History of the Third World* (New York and London: The New Press, 2007), xv-xix, 31-50, 119-133. [on NTULearn]
- Seng Tan & Amitav Acharya eds., *Bandung Revisited: The Legacy of the 1955 Asian-African Conference for International Order* (Singapore: NUS Press, 2008), Introduction, Chapters 1 (by Anthony Reid), 2 (by Ang Cheng Guan), 6 (by Chen Jian) & 9 (by Michael Montesano).
- Matthew Jones, “A ‘Segregated’ Asia? Race, the Bandung Conference, and Pan-Asianist Fears in American Thought and Policy, 1954-1955,” *Diplomatic History* 29 (2005), pp. 841-868.
- Jason Parker, “Cold War II: The Eisenhower Administration, the Bandung Conference, and the Reperiodization of the Postwar Era,” *Diplomatic History* 30 (2006), pp. 867-892.
- Christopher J. Lee, *Making a World after Empire: The Bandung Moment and Its Political Afterlives* (Ohio University Press, 2012).
- <https://afroasiannetworks.com/>

Week 6 (Feb 17) Science and Technology

Questions for discussion and for research paper:

The course instructor reserves the right to amend, modify, or expand upon the themes and materials listed. 7

Did Cold War geopolitics propel or obstruct the development of science? What's the relationship between technology and politics during the Cold War?

Required Readings:

- Naomi Oreskes, "Science in the Origins of the Cold War," in Naomi Oreskes and John Krige eds., *Science and Technology in the Global Cold War* (The MIT Press, 2014), pp. 1-29.
- Susan Greenhalgh, "Missile Science, Population Science: The Origins of China's One-Child Policy," *The Chinese Quarterly* 182 (June 2005), pp, 253-276.
- Jayita Sarkar, *Ploughshares and Swords: India's Nuclear Program in the Global Cold War* (Cornell University Press, 2022), 1-6, 57-79.
- Eden Medina, *Cybernetic Revolution: Technology and Politics in Allende's Chile* (The MIT Press, 2011), 1-42.

Recommended Readings for Research Paper:

- Dolores L. Augustine, *Red Prometheus: Engineering and Dictatorship in Eastern Germany* (The MIT Press, 2007).
- Susan Greenhalgh, *Just One Child: Science and Policy in Deng's China* (University of California Press, 2008).
- Sigrid Schmalzer, *Red Revolution, Green Revolution: Scientific Farming in Socialist China* (University of Chicago Press, 2016).

Week 7 (Feb 24) Gender, Sexuality and Family

Question for discussion and for research paper:

Did women enjoy better lives under socialism than they did under capitalism?

Required Readings:

- Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era* (Basic Books, 1998), 1-18, 89-108
- Kristen Ghodsee, *Second World, Second Sex: Socialist Women's Activism and Global Solidarity during the Cold War* (Duke Univ Press, 2019), 1-52.
- Zheng Wang, *Finding Women in the State* (University of California Press, 2016), 221-241.
- Priya Lal, *African Socialism in Postcolonial Tanzania: Between the Village and the World* (Cambridge University Press, 2015), pp. 1-24, 78-118.

Recommended Readings for Research Paper:

- Kristen Ghodsee, "Why women had better sex under socialism," *The New York Times*, August 12, 2017 <https://www.nytimes.com/2017/08/12/opinion/why-women-had-better-sex-under-socialism.html>
- Katerina Liskova, *Sexual Liberation, Socialist Style: Communist Czechoslovakia and the Science of Desire, 1945-1989* (Cambridge Univ. Press, 2018)
- Carolyn Herbst Lewis, *Prescription for Heterosexuality: Sexual Citizenship in the Cold War* (University of North Carolina Press, 2010).

- David K. Johnson, *The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government* (University of Chicago Press, 2004).

Recess Week

Week 8 (Mar 10) The Islamic World

Questions for discussion and for research paper:

How did the Cold War transform the Islamic world? Did Islamism prove to be more powerful than ideologies such as liberal democracy and communism?

Required Readings:

- Westad, *The Global Cold War*, pp. 288-330. [on NTULearn and in reserves]
- Amin Saikal, "Islamism, the Iranian Revolution, and the Soviet Invasion of Afghanistan," *The Cambridge History of the Cold War, Volume III*.
- Lüthi, *Cold Wars*, chap. 13 Pan-Islamism.

Recommended Readings for Research Paper:

- Asher Orkaby, *Beyond the Arab Cold War: The International History of the Yemen Civil War, 1962-68* (Oxford University Press, 2017).
- "Documents on the Soviet Invasion of Afghanistan," e-Dossier No. 4, *Cold War International History Project* (Washington D.C.: Woodrow Wilson International Center for Scholars, November 2001), available at https://www.wilsoncenter.org/sites/default/files/e-dossier_4.pdf.
- Artemy M. Kalinovsky, *A Long Goodbye: The Soviet Withdrawal from Afghanistan* (Harvard University Press, 2011).

Watch: BBC-CNN documentary series "Cold War": Episode 20 "Soldiers of God."

Week 9 (Mar 17) Religion: Guest Lecture by Mr. Esmond Soh

Question for discussion and for research paper:

To what extent was religion manipulated by the great and superpowers to further their own political agendas during the Cold War?

Required Readings:

- Andrew J. Rotter, "Christians, Muslims, and Hindus: Religion and US-South Asian Relations, 1947-1954," *Diplomatic History* 24:4 (2000): 593-613.
- Michael Szonyi, "The Virgin and the Chinese State: The Cult of Wang Yulan and the Politics of Local Identity of Jinmen (Quemoy)," *Journal of Ritual Studies* 19:1 (2005): 87-98.
- Miriam Dobson, "Protestants, Peace and the Apocalypse: The USSR's Religious Cold War, 1947-62," *Journal of Contemporary History* 53:2 (2018): 361-390.
- Laura Harrington, "The Greatest Movie Never Made: The Life of the Buddha as Cold War Politics," *Religion and American Culture* 30:3 (2020): 397-425.

Recommended Readings for Research Paper:

- Philip Emil Muehlenbeck, ed., *Religion and the Cold War: A Global Perspective* (Nashville: Vanderbilt University Press, 2012).
- Justin Ritzinger, “Tinker, Tailor, Scholar, Spy: Holmes Welch, Buddhism, and the Cold War,” *Journal of Global Buddhism* 22:2 (2021): 421-442.
- Caroline Humphrey, “Stalin and the Blue Elephant: Paranoia and Complicity in Postcommunist Metahistories,” *Diogenes* 49:194 (2002): 26-34.
- Park Hyung Wook and Kyuhoon Cho, “Science, State, and Spirituality: Stories of Four Creationists in South Korea,” *History of Science* 56:1 (2018): 35-71.
- Eugene Ford, *Cold War Monks: Buddhism and America’s Secret Strategy in Southeast Asia* (New York: Yale University Press, 2017).
- Robert Ventresca, “The Virgin and the Bear: Religion, Society and the Cold War in Italy,” *Journal of Social History* 37:2 (2003): 439-456.
- Chi Chang-Hui, “The Politics of Deification and Nationalist Ideology: A Case Study of Quemoy” (PhD diss., Boston University, 2000).
- Vladimir Stolojan-filipesco, “Honouring Revolutionary Heroes: The Political Uses of Martyrs’ Shrines in Taiwan,” in *Cold War Cities Politics, Culture and Atomic Urbanism, 1945–1965*, ed. Richard Brook, Martin Dodge, Jonathan Hogg (New York and London: Routledge, 2021), 101-118.
- Jonathan P. Herzog, *The Spiritual-industrial Complex: America’s Religious Battle Against Communism in the Early Cold War* (Oxford: Oxford University Press, 2011).
- David E. Settje, *Faith and War: How Christians Debated the Cold and Vietnam Wars* (New York: New York University Press, 2011).

Week 10 (Mar 24) Global Economy: Guest Lecture by Mr. Ho Rui An

Required Readings:

- Quinn Slobadian, *Globalists: The End of Empire and the Birth of Neoliberalism* (Harvard University Press, 2018), 27–54.
- Laura Hyun Yi Kang, “The Uses of Asianization: Figuring Crises, 1997-98 and 2007-?,” *American Quarterly* 64, no. 3 (September 2012): 411-36.

Recommended Readings:

- Ching Kwan Lee, *Gender and the South China Miracle* (Berkeley: University of California Press, 1998), 109–59.
- Christopher Connery, “Ronald Coase in Beijing,” *New Left Review* 115 (January–February 2019), 29–57.
- Elizabeth J. Perry, “Studying Chinese Politics: Farewell to Revolution?” *The China Journal*, no. 57 (January 2007): 1–22.
- Leong Yew, “Relocating Socialism: Asia, Socialism, Communism, and the PAP Departure from the Socialist International in 1976” in *Dynamics of the Cold War in Asia: Ideology, Identity, and Culture*, eds. Tuong Vu and Wasana Wongsurawat (New York: Palgrave Macmillan, 2009), 73-92.

- Sebastian Heilmann, *Red Swan: How Unorthodox Policy Making Facilitated China's Rise* (Hong Kong: The Chinese University Press, 2018), 17–43.
- Weiwen Huang, “The Tripartite Origins of Shenzhen: Beijing, Hong Kong, and Bao’an,” in *Learning from Shenzhen: China's Post-Mao Experiment from Special Zone to Model City*, eds. Mary Ann O'Donnell, Winnie Wong and Jonathan Bach (Chicago: University of Chicago Press, 2017), 65–85.

Week 11 (Mar 31) The End of the Cold War

Questions for discussion and for research paper:

From the economic perspective, was the end of the Cold War inevitable?

Required Readings:

- Jeremi Suri, “Explaining the End of the Cold War: A Historical Consensus?” *Journal of Cold War Studies* 4 (2002), pp. 60-92. [on NTULearn]
- Giovanni Arrighi, “The World Economy and the Cold War, 1970-1990,” *The Cambridge History of the Cold War, Volume III*. [On NTULearn, in reserves and available as eBooks]
- Fritz Bartel, *The Triumph of Broken Promises: The End of the Cold War and the Rise of Neoliberalism* (Harvard University Press, 2022), pp. 1-50.
- Jason M. Kelly, *Market Maoists: The Communist Origins of China's Capitalist Ascent* (Harvard University Press, 2021), 1-11, 186-214.

Recommended Readings for Research Paper:

- Westad, *The Global Cold War*, pp. 331-407.
- Mark Kramer, “The Demise of the Soviet Bloc,” *Journal of Modern History* 83 (2011), pp. 788-854.
- Artemy M. Kalinovsky and Sergey Radchenko eds., *The End of the Cold War and the Third World: New Perspectives on Regional Conflict* (London: Routledge, 2011).
- Philip Hanson, *The Rise and Fall of the Soviet Economy: An Economic History of the USSR from 1945* (London: Longman, 2003).
- Chris Miller, *The Struggle to Save the Soviet Economy: Mikhail Gorbachev and the Collapse of the USSR* (The University of North Carolina Press, 2016).

Watch: BBC-CNN documentary series “Cold War”: Episode 24 “Conclusion.”

Week 12 (April 7) Good Friday

Week 13 (April 14) Consultations on Final Research Papers