

Frederick S. Pardee School of Global Studies, Boston University
History of International Relations since 1945 (IR350)
 Tuesday & Thursdays, 5:00 - 6:15 PM, CAS 211

Professor Jayita Sarkar
 she/her/hers

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Office Hours: Mon, Tue & Thu, 2:15-3:15 PM [Appointments are mandatory: https://jsarkar.youcanbook.me](https://jsarkar.youcanbook.me)

Teaching Fellow

Dr. Paul Ewenstein pewenste@bu.edu

For discussion sections B1, C1, D1 and E1

Contact your TF for their office hours, office location, and the discussion section syllabus.

This is a screen down class. No laptops, tablets, cellphones are allowed during lecture.
Contact Prof. Sarkar with BU accommodation letter, if you need a screen during lecture.

COURSE DESCRIPTION

In this course, we will discuss international cooperation and conflicts in the second half of the 20th century to understand and interpret the sources of present-day national, international and transnational political violence. We will discuss the past through historical studies, primary source documents, and expert podcasts. Some of the questions that IR350 will deal with are as follows: What are the causes and consequences of the global Cold War, and what are its lessons? How was the twentieth-century global order transformed by East-West conflict, North-South disparity and South-South cooperation and competition? How did the process of decolonization shape and reshape global politics? What role did nuclear weapons play in U.S. foreign relations? How did the global War on Terror lead to today's "forever wars"? This is an undergraduate required principal course that satisfies *Historical Consciousness, Global Citizenship and Intercultural Literacy*, and *Research and Information Literacy* of BU General Education (Hub) requirements.

TEXTBOOKS & COURSEWARE

There are no required textbooks for this course. There are required readings that will be made available to the students through Blackboard and course reserves at BU's Mugar Library. Below is a list of movies/documentaries that students are required to watch as part of this course:

1. Movies:
 - i. *The Day After Trinity* (1981): Manhattan Project
 - ii. *The Hollywood Ten* (1950): McCarthyism
 - iii. *The Battle of Algiers* (1967) Decolonization
 - iv. *Lumumba* (2001): Decolonization
 - v. *Dr. Strangelove* (1964): Cuban Missile Crisis
 - vi. *Fail-Safe* (1964): Cuban Missile Crisis
 - vii. *Hearts & Minds* (1974): Vietnam War & Pentagon Papers
 - viii. *Paradise Now* (2005): Israel-Palestine conflict
 - ix. *The Invisible Empire* (1965): White supremacist violence
 - x. *The Beast* (1988): Soviet occupation of Afghanistan
 - xi. *United 93* (2006): 9/11

2. The primary source reader is on Blackboard. Additional documents will be selected from online digitized databases (see below) by TFs for analysis by students in the weekly discussion sections.
3. Students are expected to browse the primary source collections in their own time for historical op-ed assignments.
 - Foreign Relations of the United States volumes (FRUS):
<https://history.state.gov/historicaldocuments>
 - CIA Records Search Tool (CREST):
<https://www.cia.gov/library/readingroom/document-type/crest>
 - Digital National Security Archive (Documents access through ProQuest BU)
<http://nsarchive.gwu.edu/publications/dnsa.html>
 - Wilson Center Digital Archive:
<http://digitalarchive.wilsoncenter.org>
 - Digitized Collections of U.S. Presidential Libraries (see individual websites)

INSTRUCTIONAL FORMAT

Lecture by Professor Sarkar & Office hours

Each week students will attend two lectures and one discussion section. The professor will deliver lectures twice weekly. Students will use [this syllabus for lectures](#). The professor holds weekly office hours in her office also twice a week. Students are encouraged to meet to seek clarifications, provide feedback, and share anything relevant to the course during the professor's office hours. Just sign up here to reserve your spot: <https://jsarkar.youcanbook.me>

Research has shown that there is a positive correlation between office-hour visits by students and obtaining higher grades. So, give it a shot! See study:
<https://www.tandfonline.com/doi/abs/10.1080/15512169.2013.835554?src=recsys&journalCode=upse20>

Discussion Section led by Teaching Fellow

The discussion section will focus on textual and contextual analysis of primary source documents circulated by the TF, and the course content of the previous week's lectures. Each day, 1-2 primary source documents from the reader will be discussed in the sections. If the documents are too long, TFs can choose excerpts. TFs are required to notify the students no later than a week in advance, which excerpts and/or full documents to analyze. For this purpose, TFs are strongly encouraged to develop and circulate a *discussion section syllabus* to the students. TFs are required to maintain uniformity across the discussion sections and must coordinate their lesson plans with each other. TFs will also hold their individual weekly office hours of at least 2 hours per week on campus.

ASSIGNMENTS

Attendance in lectures and discussion sections are mandatory. The total points you can score in this course are 100 points. These points are divided into five forms of assessments:

1. **Active Participation in Lecture (10 points):** Participation points are obtained through regular attendance (3 points) and actively and regularly participating (7 points) in the lecture session led by your professor. Active attendance involves [asking good questions](#) as well as [offering good answers](#). In order to do well, come prepared with the readings for the day. A sign-up sheet will be circulated during lecture sessions to take attendance. You can also participate through [Piazza forum](#). See Blackboard under "Syllabus + Handouts." *In order score your points on Piazza, you do need to score your attendance points.*

2. **Active Participation in Discussion Section (15 points):** Participation points are obtained through regular attendance (5 points) and actively and regularly participating (10 points) in the mandatory discussion sections led by your TF. Active student participation in the discussion sections involves asking good questions as well as offering good answers. In order to do well, come prepared with the primary source documents for the week. A sign-up sheet for attendance will also be used in the discussion sections.
3. **Midterm Examination (25 points):** A midterm examination will be held on Week 7 based on the course content of Weeks 1-6. A review session will be led by the TF prior to the midterm examination.
4. **Visual Policy Memo Presentations in Teams of 5 or 6 (30 points):** From Week 2 onward, students will be divided by the TF into teams of 5-6 each in their discussion sections. This is in preparation for the “poster sessions” that will take place on Week 11. Each team will be responsible for crafting a policy memo and represent that through the means of a poster (printed or hand-made). On Weeks 12 and 13, there will be poster sessions during lecture time, during which each team will present their “visual policy memo” to the professor and TF for 10 minutes, which will be followed by a 5-minute Q&A. Further instructions will be circulated on Week 3.
 - In order to get a better idea, check out this story about IR350 from fall 2018 here: <https://www.bu.edu/pardeeschool/2018/12/05/pardee-school-students-present-visual-policy-memos-in-poster-sessions/>
5. **Historical Op-Ed in Teams of 2 or 3 (20=10+10):** Students are expected to write in teams one historically grounded op-ed of 1000-1500 words each. Submission will be on Turnitin.
 - Students will submit drafts of the op-ed to TF by email for detailed comments in Week 5. Draft needs to be 60% complete in terms of word count and contain 5 items mentioned in handout. This is worth 10 points.
 - Students will submit final op-ed in Week 15. This is worth 10 points.

GRADING CRITERIA & SCALE

Explanation of grades and GPA at Boston University can be found by following this link: <https://www.bu.edu/reg/academics/grades-gpa/>

A	93 – 100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76

HOW TO SUCCEED IN THIS COURSE?

- Professor’s Office Hours

Office hours are for you to seek clarifications about course materials and assignments, brainstorm about career options, and develop mentorship connections, to name a few. I hold office hours for five hours every week from 2:15 to 3:30 PM on Tuesdays and Thursdays in my office. Make use of those office hours to ask about the ‘muddiest point’ in the lecture, connect history with current policies, and any other burning question that you might have. What if you

have class or you work during those times? Send me an email, and we will find a time and day outside of the office hours schedule. For meetings during my office hours, sign up here: <https://jsarkar.youcanbook.me>

- Writing Assistance

In order to do well in written assignments at BU, you might wish to seek support of a writing tutor or coach on campus. This is especially if you are a non-native speaker of English. If you are a native speaker of English, your writing could exponentially improve through appropriate writing assistance. So, please make use of the existing resources on campus. The Education Resource Center (ERC) is located on 100 Bay State Road, and has a number of free resources: <https://www.bu.edu/erc/writingassistance/>

- Citations

For all written assignments, we will use Chicago Manual of Style — Notes & Bibliography, **not** Author-Date. http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

- Similarity Reports on ‘Turnitin’

For all written assignments, we will generate similarity reports to check for plagiarism. If plagiarism is found for any assignment, the grade for the entire course will be zero. Please see statement on academic honesty below.

- Classroom Rules

- Use laptops sparingly. They can be distracting for your classmates as well as you.
- Avoid making audio and/or video recordings of class lectures. You need my written permission for both.
- Avoid taking photographs of slides and images shown during class lectures. The slides will be uploaded on Blackboard. You also need my written permission for photography.

STATEMENT ON ACADEMIC HONESTY

Students are responsible for understanding and following the provisions of the CAS Academic Conduct Code and Policies. Copies of the code are available here:

<http://www.bu.edu/academics/policies/academic-conduct-code/>

Cases of misconduct must be reported to the Dean’s office. All class members are expected to maintain the highest standards of academic honesty and integrity. You are expected to provide citations in papers for all quotations, paraphrases, and ideas taken from any source other than your own original thoughts. Boston University has very strict standards for intellectual integrity, and punishment for plagiarism is severe, and can include permanent expulsion from the university.

STATEMENT ON ACCESSIBILITY

BU is committed to providing equal access to our coursework and programs to all students. In order to be sure that accommodations can be made in time for all exams and assignments, please plan to turn in your accommodations letter as soon as possible and no later than 14 days from the first exam/assignment. After you turn in your letter, please meet with your professor to discuss the plan for accommodations so we can be sure that they are adequate and you are supported in your learning. If you have further questions or need additional support, please contact the Office of Disability Services (access@bu.edu).

STATEMENT ON DIVERSITY & INCLUSION

Integrating a diverse set of experiences is important for a more comprehensive understanding of the past, which IR350 directly deals with. I acknowledge that it is possible that there may be both overt and covert biases in the reading material due to the lens with which it was written, even though the material is of scholarly nature. Let us investigate those biases during our critical examination and analysis of the texts.

I am keen to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors their identities, including race, class, gender, sexuality, religion, nationality, and ability. In order to help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official university records, please let me know. The TAs and I will use your preferred name and pronouns over the course of the semester.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk to me during my office hours. If I cannot directly help you, I can put you in contact with institutional resources on campus that can serve your needs.
- As a participant in this course, please strive to honor the diversity of your classmates. With rights, there are responsibilities.

CAMPUS RESOURCES FOR STUDENTS IN DISTRESS

Please make use of BU resources to support yourself, friends and classmates, when in distress:
http://www.bu.edu/helpinfo/pdf/10102_SHS.pdf

DETAILS OF WEEKLY MEETINGS

WEEK 1

Sep. 2: Introduction

What, why, and how of IR350

- Immerwahr, Daniel. "History isn't just for patriots," *Washington Post*, 23 December 2020. <https://www.washingtonpost.com/outlook/2020/12/23/teach-history-american-patriotism/>
- Westad, Odd Arne. "Has a New Cold War Really Begun?," *Foreign Affairs*, 27 March 2018. <https://www.foreignaffairs.com/articles/china/2018-03-27/has-new-cold-war-really-begun>
- Alterman, Eric. "The Decline of Historical Thinking," *The New Yorker*, 4 February 2019. <https://www.newyorker.com/news/news-desk/the-decline-of-historical-thinking>

WEEK 2**Sep. 7: Conceptualizing the Cold War**

What was the Cold War? What are the causes and consequences of the global Cold War? What lessons can be drawn from this recent past?

- Westad, Odd Arne (2005). *The Global Cold War: Third World Interventions and the Making of Our Times* (Cambridge University Press), Introduction, p. 1-5.
- Smith, Tony (Fall 2000). "New Bottles for New Wine: A Pericentric Framework for the Study of the Cold War." *Diplomatic History* 24(4): 567- 591.

Sep. 9: Conceptualizing the Cold War (contd.)**Expert Visitor: Prof. Lüthi, McGill University, Zoom**

Was there a Cold War or Cold Wars? What is the difference? What is the significance?

- Lüthi, Lorenz. *Cold Wars. Asia, the Middle East, Europe* (Cambridge University Press, 2020)
 - Introduction, p. 1-8.
 - Chapter 1.

WEEK 3

What are some alternative explanations for the world after 1945?

Sep. 14: Conceptualizing the Cold War (contd.)

- Iriye, Akira. "Historicizing the Cold War," in *The Oxford Handbook of the Cold War* edited by Richard Immerman and Petra Goedde (Oxford, 2016), 15-31.
- Osterhammel, Jürgen and Jan C. Jansen. *Decolonization: A Short History* (Princeton, NJ: Princeton University Press, 2017), Chapter 1: p. 1-13; 28-34.

Sep. 16: Race & IR

What is the history of the discipline of international relations? Why is knowing that history important?

- Vitalis, Robert. *White World Order, Black Power Politics: The Birth of American International Relations* (Ithaca, NY: Cornell University Press, 2015)
 - Introduction, p. 1-19 only
- Tate, Merze. "The War Aims of World War I and World War II and Their Relation to the Darker Peoples of the World," *Journal of Negro History* Vol. 12, no. 3 (521-532).
- Zvobgo, Kelebogile and Meredith Loken, "Why Race Matters in International Relations," *Foreign Policy*, 19 June 2020.
<https://foreignpolicy.com/2020/06/19/why-race-matters-international-relations-ir/>
- Optional: King, Charles. "The Fulbright Paradox: Race and the Road to a New American Internationalism," *Foreign Affairs* (Jul-Aug 2021).

Teams of 5-6 students each are formed for visual policy memo poster assignment in discussion sections.

Teams of 2-3 students each are formed for historical op-ed.

Choice of 2 primary source docs and 2 peer-reviewed documents for historical op-ed due to TF by midnight to TF.

WEEK 4

Sep. 21: Manhattan Project to Atomic Bombings

Why and how did the United States build nuclear weapons?

- Podcast: Direct Current, US Department of Energy
 - S2E2, The Manhattan Project, Part I (entire episode)
<https://www.energy.gov/podcasts/direct-current-energygov-podcast/s2-e2-manhattan-project-part-1>
 - S2E3, The Manhattan Project, Part II (until 19:33)
<https://www.energy.gov/podcasts/direct-current-energygov-podcast/s2-e3-manhattan-project-part-2>
- Enola Gay Controversy, *Past & Present* podcast, 2016,
<http://www.pastpresentpodcast.com/episodes/2016/5/30/episode-36-trumps-tax-returns-hiroshima-and-high-heels>
[only section on Hiroshima]
- Susan d'Agostino, "Four senators ask Biden to clear Oppenheimer's name," *Bulletin of the Atomic Scientists*, 28 June 2021, <https://thebulletin.org/2021/06/four-senators-ask-biden-to-clear-oppenheimers-name/>
- Movie: *The Day After Trinity*, 1981

Sep. 23: Pearl Harbor to the United Nations

How did the U.S. national security state emerge and consolidate itself after the Second World War? Why and how did policymakers within the United States decide to participate in the United Nations?

- Daniel Immerwahr, *How to Hide an Empire: A History of the Greater United States* (New York: Farrar, Straus and Giroux, 2019).
 - Introduction: Looking Beyond the Logo Map
 - Podcast: <https://www.theguardian.com/profile/daniel-immervahr> (25 minutes)
- Stephen Wertheim, "Instrumental Internationalism: The American Origins of the United Nations, 1940–3," *Journal of Contemporary History* Vol. 54 No. 2 (2019): 265–283.
- Podcast: 18.1. Superpower, Marshall Plan, Bretton Woods, from *American Capitalism: A History*, Cornell University: <https://itunes.apple.com/us/podcast/american-capitalism-a-history/id826726603?mt=2&i=1000263357776>

WEEK 5

Sep. 28: Partitions

- Dubnov, Arie M. & Laura Robson (2019). *Partitions: A Transnational History of Twentieth-Century Territorial Separatism* (Palo Alto, CA, Stanford University Press, 2019).
 - Introduction: Drawing the Line, Writing beyond It: Toward a Transnational History of Partitions, p. 1-25. [[discuss Ireland and South Asia](#)]
- Podcast: Yasmin Khan's interview, 15 Aug. 2017, History Hit (Author of *The Great Partition: The Making of India and Pakistan*)
<https://www.acast.com/dansnowshistoryhit/indianindependenceandpartition-yasminkhan>
- Sarkar, Jayita. "How WWII shaped the crisis in Myanmar," *The Washington Post*, 10 March 2019. https://www.washingtonpost.com/outlook/2019/03/10/how-wwii-shaped-crisis-myanmar/?utm_term=.50d6330ec362

Sep. 30: Israel-Palestine Conflict

- Podcast interviews, *History Hit*, 2021
 - Jewish diaspora in the UK: <https://podcasts.apple.com/us/podcast/dan-snows-history-bit/id1042631089?i=1000522608097>
 - Palestinian academic: <https://podcasts.apple.com/us/podcast/israel-and-palestine-a-palestinian-view-with-yara-bawari/id1042631089?i=1000521880203>
 - Israeli historian: <https://podcasts.apple.com/us/podcast/dan-snows-history-bit/id1042631089?i=1000523465086>
- Dubnov, Arie M. & Laura Robson (2019). *Partitions: A Transnational History of Twentieth-Century Territorial Separatism* (Palo Alto, CA, Stanford University Press, 2019).
 - Introduction: Drawing the Line, Writing beyond It: Toward a Transnational History of Partitions, p. 1-25. [\[\[discuss Palestine\]](#)
- Movie: Paradise Lost

Draft Historical Team Op-Ed due by midnight on Turnitin

WEEK 6**Oct. 5: Communist China, McCarthyism, Korean War**

How did the United States and the People's Republic of China (PRC) emerge as adversaries? What were the domestic political consequences in the United States of the abovementioned event?

Why did the Korean War break out, and what were its consequences?

- Chamberlin, Paul. "Rehearsing for World War III, 1950-1954," Chapter 5.
- Dudziak, Mary L. "The toxic legacy of the Korean War," *The Washington Post*, 1 March 2019, https://www.washingtonpost.com/outlook/2019/03/01/toxic-legacy-korean-war/?utm_term=.de4359aff13e
- Movie: The Hollywood Ten (1950)

Oct. 7: The Era of Eisenhower

What were the key characteristics of President Dwight D. Eisenhower's foreign policy? What was significance of Sputnik's launch? What was the U2 affair and what immediate impact did it have on U.S.-Soviet relations?

- Podcast: 18.3. Eisenhower and the Military-industrial Complex, American Capitalism: A History, Cornell University: <https://itunes.apple.com/us/podcast/american-capitalism-a-history/id826726603?mt=2&i=1000263357775>
- Podcast: "Sputnik: Shock of the Century," NPR, 30 September 2007, on the 50th anniversary of Sputnik, 1957. <https://www.npr.org/templates/story/story.php?storyId=14841104>
- Podcast: for a comparison with Sputnik, listen to podcast on the 50th anniversary of Moon Landing, 1969: <http://www.pastpresentpodcast.com/episodes/2019/7/22/episode-189-the-moon-landings-50th-anniversary-go-back-to-where-you-came-from-and-air-conditioning> (first 16 minutes only)
- Podcast: The Real Story of the U-2 Incident: An Interview with Francis Gary Powers, Jr.: <https://www.spymuseum.org/multimedia/spycast/episode/the-real-story-of-the-u-2-incident-an-interview-with-francis-gary-powers-jr/>

WEEK 7

Oct. 12: No class. Monday's schedule at BU. *Midterm review in discussion sections.*

Oct. 14: Midterm Study Period

WEEK 8

Oct. 19: *Midterm Exam during lecture*

Oct. 21: Eyeball-to-Eyeball: The Cuban Missile Crisis in Perspective

W6's Guiding Questions: What factors caused the Cuban Missile Crisis? What was the significance of the Crisis?

- May, Ernest R. "John F. Kennedy and the Cuban Missile Crisis," *BBC*, Last updated Nov. 2013. http://www.bbc.co.uk/history/worldwars/coldwar/kennedy_cuban_missile_01.shtml
- Cohen, Eliot A. (Winter 1985/6). "Why We Should Stop Studying the Cuban Missile Crisis." *The National Interest* (2): 3-13.
- Movie: *Dr. Strangelove*, 1964
- Movie: *Fail-Safe*, 1964

WEEK 9**Oct. 26: Decolonization and the Cold War**

- Westad, Odd Arne (2005). *The Global Cold War: Third World Interventions and the Making of Our Times* (Cambridge University Press)
 - Chapter 5. Cuban and Vietnamese Challenges, p. 158-180.
- Neruda, Pablo. *United Fruit Company* (1950)
- Movie: *Lumumba*, 2001
- Movie: *The Battle of Algiers*, 1967

Oct. 28: The Vietnam War Escalation

W8's Guiding Questions: How did the U.S. involvement in Vietnam play out under JFK? What were the factors under which the U.S. war in Vietnam escalated under President Lyndon Johnson?

- Logevall, Fredrik. "Rethinking 'McNamara's War,'" *The New York Times*, 28 November 2017. <https://www.nytimes.com/2017/11/28/opinion/rethinking-mcnamaras-war.html>
- Podcast: LBJ's War of Public Radio International (PRI), "The Tonkin Incident(s)". <https://itunes.apple.com/us/podcast/2-the-tonkin-incident-s/id1276340470?i=1000391882126&mt=2>
- Movie: *Hearts & Minds*
- Optional: "The Gulf of Tonkin Incident, 40 Years Later," *National Security Archive Electronic Briefing Book No. 132*. <https://nsarchive2.gwu.edu/NSAEBB/NSAEBB132/index.htm>

WEEK 10**Nov. 2: Sino-US rapprochement and Superpower détente**

What were the global geopolitical changes that were brought about by Richard Nixon and Henry Kissinger's diplomacy? Why?

- Bass, Gary Jonathan. *The Blood Telegram: Nixon, Kissinger, and A Forgotten Genocide*. First Vintage Books edition, New York: Vintage Books, 2014.
 - Chapter 19: "I Consider This Our Rhineland"
- Kazi Anis Ahmed, *Goodnight Mr. Kissinger and Other Stories* (Unnamed Press, 2014)
 - Short story, "Goodnight, Mr. Kissinger"
- Optional: CIA Documentary about 1971 War
<https://archive.org/details/BangladeshLiberationWar1971>

Nov. 4: Transformational Politics of the 1970s

What was the NIEO? What was its significance? What is the significance of the rise of human rights in the 1970s?

- Vitalis, Robert. *Oilcraft: The Myths of Scarcity and Security that haunt US Energy Policy* (Palo Alto, CA: Stanford University, 2020), Chapter 3: 1973. A Time to Confuse
- Gilman, Nils. "The New International Economic Order: A Reintroduction." *Humanity Journal* 6, no. 1 (2015): <http://humanityjournal.org/issue6-1/the-new-international-economic-order-a-reintroduction/>

WEEK 11**Nov. 9: White Supremacy & Vietnam Blowback**

What were the linkages between military conflicts of the Cold War and the expansion of White supremacy movements in the United States?

- Belew, Kathleen, *Bringing the War Home: The White Power Movement and Paramilitary America* (Cambridge, MA: Harvard University Press, 2018)
 - Introduction
 - Chapter 3: A Unified Moment
- Podcast with Kathleen Belew, Big Brains: <https://news.uchicago.edu/podcasts/big-brains/rise-white-power-movement-kathleen-belew>
- Belew, Kathleen, "The Christchurch Massacre and the White Power Movement," 17 March 2019, *Dissent Magazine*. <https://www.dissentmagazine.org/blog/the-christchurch-massacre-and-the-white-power-movement>
- Movie: *The Invisible Empire*, 1965
 - <https://www.youtube.com/watch?v=qt5rli-Ur4>

Nov. 11: The United States and Apartheid South Africa

Expert Visitor: Augusta Dell’Omo, Ernest May Fellow in History & Policy, Harvard, Zoom?/dates: TBD

- Jamie Miller, “Things fall apart: South Africa and the collapse of the Portuguese Empire, 1973–74,” *Cold War History*, vol. 12, no. 2 (2012): 183-204.
- Sam Kleiner, “Apartheid Amnesia,” *Foreign Policy*, 19 July 2013.
<https://foreignpolicy.com/2013/07/19/apartheid-amnesia/>
- Public Radio International, June 2021.
<https://www.pri.org/file/2021-06-25/28th-anniversary-white-extremists-attack-south-africa>

WEEK 12

Nov. 16: No class. Optional extra credit opportunity.

- Watch *Lumumba* and *Battle of Algiers* and write a 750-word essay [free form] on how the two films can better inform our understanding of the Cold War. Extra credit 3 points.

Nov. 18:

Oil Politics

How did the economic downturn and oil shock in early 1970s impact U.S. position in the world?

Expert Visitor: Dr. David Wight, University of North Carolina, Zoom

- Wight, David. *Oil Money: Middle East Petrodollars and the Transformation of US Empire, 1967-1988* (Cornell University Press, 2021)
 - Chapter 6. Visions of Petrodollar Promise and Peril, p. 136-138; 156-169.

WEEK 13**Nov. 23: Revolutionaries for the Right**

What happened to the US fight against global communism after the Vietnam War?

- Burke, Kyle. *Revolutionaries for the Right: Anticommunist Internationalism and Paramilitary Warfare in the Cold War* (Chapel Hill, NC: University of North Carolina Press, 2018)
 - Chapter 4: Covert Warriors for Hire
 - Chapter 5: Private Wars in Central America

Nov. 25. No class. Thanksgiving recess.

WEEK 14

Nov. 30: *Visual Policy Memo Poster Presentations I*

Dec. 2: *Visual Policy Memo Poster Presentations II*

WEEK 15**Dec. 7: Afghanistan & the End of Global War on Terror?**

- “Afghanistan - Land of endless war,” DW Documentary, August 2021
<https://www.youtube.com/watch?v=L7e6tejlTNw>
- Sirajuddin Haqqani, “What We, the Taliban, Want,” NYT, 20 February 2020.
<https://www.nytimes.com/2020/02/20/opinion/taliban-afghanistan-war-haqqani.html>
- Leake, Elisabeth, “Afghan Civil Wars and the Location of a Nation,” *History Workshop Journal*, 2021, <https://www.historyworkshop.org.uk/afghan-civil-wars/>
- Nunan, Timothy. “The End of Nation-Building,” *Noem Mag*, 24 August 2021.
<https://www.noemamag.com/the-end-of-nation-building/>
- Wertheim, Stephen. “The legacy of 9/11,” *Prospect Magazine*, July 2021.
<https://www.prospectmagazine.co.uk/world/the-legacy-of-9-11-us-foreign-policy-afghanistan-iraq>
- Optional:
 - Movie, *United 93* (2006)
 - Crawford, Neta (2018). “Human Cost of the Post-9/11 Wars: Lethality and the Need for Transparency,” *Costs of War Project*, Watson Institute, Brown University.
 - <https://watson.brown.edu/costsofwar/files/cow/imce/papers/2018/Human%20Costs%20C%20Nov%208%202018%20CoW.pdf>
 - Slate podcast, *Slow Burn*, Season 5.
 - <https://slate.com/podcasts/slow-burn/s5/road-to-the-iraq-war>

Dec. 9: No Class. Use this time to polish your final team historical op-eds.

Final Team Historical Op-Ed due by midnight on Turnitin.
