**Course Syllabus**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title of the course | | **Rethinking Cold War History** | | | | | | |
| Title of the Academic Programme | | History | | | | | | |
| Type of the course | | Optional | | | | | | |
| Prerequisites | | Basic knowledge of global history of the 20th century | | | | | | |
| ECTS workload | | 4 | | | | | | |
| Total indicative study hours | | Directed Study | | Self-directed study | | | Total | |
| 40 | | 112 | | | 152 | |
| Course Overview | | This course examines the Cold War, widely known as a period of rivalry between the Soviet Union and the United States, or more abstractly, East and West or socialism and capitalism in the mid-1940s-1991. While focusing on origins, main events and end of the Cold War, we will make a special accent on recently available historical documents and discuss both traditional and newest interpretations from different perspectives. We will treat the Cold War in a global context emphasizing its various dimensions, ranging from conflict to cooperation and looking at barriers and connections between various parts of the world. In doing so, the course will overcome the dominance of traditional view of the war as an exclusively political conflict of two superpowers. The course will, thus, examine the encounters of state, institutions, and smaller actors of the Cold War. We will investigate such themes as the iron curtain and its meanings; modernity and the Cold War; economic competition and the great divergence of the 20th century; decolonization and technological aid to the Third World; confrontation and cooperation in science, technology and culture; technology transfers and encounters of small actors; imagining the other; global environmentalism; globalization and confrontation; and legacy of the Cold War thinking in post-Cold War world. Upon completion of the course, the students will have a firm knowledge of the period, a full-fledged understanding of manifold of approaches, and understanding of the Cold War as a complex political, socio-cultural, economic and technological phenomenon. | | | | | | |
| Intended Learning Outcomes (ILO) | | Upon completion of the course the students will  -know key interpretations and approaches to the history of the Cold War  -develop an understanding of the Cold War as a complex phenomenon  -gain skills of doing interdisciplinary research  -learn about well known and new historical sources  -learn to build connections between history and presence, adequately seeing the legacies of historical past today | | | | | | |
| Teaching and Learning Methods | | The course combines traditional and innovative methods of teaching and learning. Traditional stand up lectures “at site” will be combined with online video talks and documentary films. In addition, the course implies activities which will also range from traditional discussing of research literature and sources to individual research work (essays). Such a multiple approach helps engage the students more actively into the theme and develop their skills of research and communication. | | | | | | |
| Content and Structure of the Course | | | | | | | | |
| **№** | **Topic / Course Chapter** | | **Total** | | **Directed Study** | | | **Self-directed Study** |
| **Lectures** | **Tutorials** | |
| 1. | “We now know”: what do we learn from traditional and new approaches? | |  | | 2 | 2 | | 10 |
| 2. | Cold War modernity | |  | | 2 | 2 | | 16 |
| 3. | “We will bit you”: economic competition and the great divergence of the 20th century | |  | | 2 | 2 | | 10 |
| 4. | Peaceful coexistence | |  | | 2 | 2 | | 10 |
| 5. | Decolonization and international competition for the Third World | |  | | 2 | 2 | | 16 |
| 6. | Cold War as cooperation | |  | | 2 | 2 | | 10 |
| 7. | Drive for modernization: technology transfers | |  | | 2 | 2 | | 10 |
| 8. | “Seeing from the other shore”: imagining the other in the Cold War | |  | | 2 | 2 | | 10 |
| 9. | Cold War and globalization | |  | | 2 | 2 | | 10 |
| 10. | The end of the conflict and legacy of the Cold War thinking in post-Cold War world | |  | | 2 | 2 | | 10 |
| **Total study hours** | | | 152 | | 20 | 20 | | 112 |
| Indicative Assessment Methods and Strategy | | Class activities and essays make up the final grade of the course.  A basic requirement for this course is that students are to attend every class and be prepared for seminars. Students‟ participation in the seminars are evaluated by reading comprehension and contribution to discussions.  The students’ final grade will be measured as follows:  1) Activities in class. The grade is calculated as an average accumulated grade for the seminars.  2) Essay. It is a written research paper on a chosen theme related to the course, two – three pages. The student chooses the theme him/herself. It should be an analytical research question that discusses any theme related to the history of the Cold War. The essay should state a research question and reply to it based on research literature and, possibly, historical sources.  3) Final exam. The final exam is a written exam in the form of analytical reply on preliminarily distributed questions.  The resulted grade for the course is calculated as follows:  N resulted(1) = 0.6 N accumulated(1) + 0.4 N essay  The final grade for the course is calculated as follows:  N final =0.6 N resulted (1) + 0.4 N final exam  If a student gets a resulted grade greater than or equal to 8, she/he is allowed not to stand the final exam and her/his resulted grade becomes the final one.  In case of absence at the seminar student can write a summary of compulsory literature for the seminar in order to In case of the absence at the seminar student can write a summary of compulsory literature for the seminar in order improve the grade. Students who plagiarize may be given a failing grade or be expelled. A student is required to upload his/her works to LMS no later than two weeks before the exams (rtf., doc./docx/pdf file format, a student‟s name, and a group in the email‟s subject and file‟s name, no formatting). | | | | | | |
| Readings / Indicative Learning Resources | | Mandatory  Autio-Sarasmo, S. and Miklóssy, K. Introduction: The Cold War from a New Perspective. In Autio-Sarasmo, S. and Miklóssy, K., eds., Reassessing Cold War Europe. London and New York: Routledge,2011. P. 1–15.  Mikkonen, S. and Koivunen, P., eds. Beyond the Divide: Entangled Histories of Cold War Europe. New York and Oxford: Berghahn. 2015. Introduction  Westad, O. Introduction: Reviewing the Cold War, In Reviewing the Cold War: Approaches, Interpretations, Theory, Routledge, 2013. P. 1-26.  Lundestad, G. How (Not) to Study the Origins of the Cold War, In Reviewing the Cold War: Approaches, Interpretations, Theory, Routledge, 2013. P. 64-80.  Engerman, D. Ideology and the origins of the Cold War, 1917–1962, In the Cambridge History of the Cold War, Vol. 1, Cambridge, 2010.  Arnason, J.P. "Communism and Modernity." *Daedalus* 129, no. 1 (2000): 61-90  Oldenziel, R. (2009). Exporting the American Cold War Kitchen: Challenging Americanization, Technological Transfer, and Domestication. Cold War Kitchen. Americanization, Technology, and European Users. R. Oldenziel and K. Zachmann. Cambridge, MA, MIT Press: 315-339  Cortada, J. (2014). When Knowledge Transfer Goes Global: How People and Organizations Learned About Information Technology, 1945-1970. Enterprise & Society, 15(1), pp. 68–102.  Bianchini, S. Eastern Europe and the Challenges of Modernity, 1800-2000. Abingdon and New York: Routledge, 2015. P. 1-24. Painter, D. Oil, resources, and the Cold War, 1945–1962. In the Cambridge History of the Cold War, Vol. 1, Cambridge. P. 486-507. Oldenziel, R., & Zachmann, K. (2009). Kitchens as Technology and Politics: An introduction. In R. Oldenziel, & K. Zachmann (Eds.), Cold War Kitchen: Americanization, technology, and European Users (pp. 1-29). (Inside Technology). Cambridge, MA: MIT. Hecht, G. Introduction. In: *Entangled Geographies. Empire and Technopolitics in the Global Cold War*, ed. by Hecht, G. London, Cambridge, Mt.: The MIT Press, 2011Westad, O. The Global Cold War: Third World Interventions and the Making of Our Times, Cambridge, 2005. Ch. 1 and 2 Mavhunga C.C. A Plundering Tiger with its Deadly Cubs? The USSR and China as Weapons in the Engineering of a “Zimbabwean Nation,” 1945 – 2009. In: *Entangled Geographies. Empire and Technopolitics in the Global Cold War*, ed. by Gabrielle Hecht. London, Cambridge, Mt.: The MIT Press, 2011 Mastny, V. et al. The Legacy of the Cold War : Perspectives on Security, Cooperation, and Conflict. Lexington, 2013, P. 17-61.Berend, I. An Economic History of Twentieth-Century Europe: Economic Regimes from Laissez-Faire to Globalization. Camridge, 2016. Ch 6 Optional  Friedman, J. Shadow Cold War:  The Sino-Soviet Competition for the Third World. Chapel Hill:  The University of North Carolina Press, 2015.  Iandolo, A. “Imbalance of power: the Soviet Union and the Congo crisis, 1960-61”. In *The Journal of Cold War Studies*. No. 16, vol. 1, 2014.  Matusevich, M. *No Easy Row for a Russian Hoe: Ideology and Pragmatism in Nigerian-Soviet Relations, 1960-1991.* Trenton: Africa World Press, 2003.  Stearns, P. *Globalization in World Histor. New York, 2016*  Bartelson, J. (2000). Three Concepts of Globalization. *International Sociology*, *15*(2), 180–196.  Engerman, D. (2004). The ironies of the Iron Curtain: The Cold War and the rise of Russian Studies in the United States. *Cahiers du monde russe*, vol 45,(3), 465-495.  Bruland, K. and Mowery, D. (2015). Technology and the Spread of Capitalism, Cambridge History of Capitalism. In L. Neal and J. Williamson, eds., The Cambridge History of Capitalism, vol. 2. Cambridge: Cambridge University Press, pp. 82–126.  Kochetkova E. A. Seeing the Forest and the Trees: Western Forestry Systems and Soviet Engineers, 1955-1964 // *Technology and Culture*. 2016. Vol. 57. No. 3. P. 586-611.  Cohen, G. (2004). Technology Transfer: Strategic Management in Developing Countries. California, London: SAGE Publications.  Cohen, S. (2011). Soviet Fates and Lost Alternatives: From Stalinism to the New Cold War, Columbia: Columbia University Press.  Gould-Davies, N. (2003). The Logic of Soviet Cultural Diplomacy. Diplomatic History, 27(2), pp. 193–214.  David Engerman. Second World’s Third World. In *Kritika.* *Explorations in Russian and Eurasian History*. No. 1, vol. 12, 2011.  Bockman, J. (2008). Scientific Community in a Divided World: Economists, Planning and Research Priority during the Cold War. Comparative Studies in Society and History, 50(3), pp. 581–613.  Mikkonen, S. and Koivunen, P., eds. (2015). Beyond the Divide: Entangled Histories of Cold War Europe. New York and Oxford: Berghahn.  Varsori, A. Reflections on the Origins of the Cold War, In Reviewing the Cold War: Approaches, Interpretations, Theory, Routledge, 2013. P. 281-302. Baldwin, K. The Racial Imaginary of the Cold War Kitchen : From Sokol’niki Park to Chicago’s South Side, Dartmouth, 2016, P.  1-16, 17-53. David-Fox, M. Crossing Borders: Modernity, Ideology, and Culture in Russia and the Soviet Union. Pittsburg: University of Pittsburg Press, 2015. P. 21-47, 48-74.  Brey, P. Theorizing Modernity and Technology. In T. Misa, P. Brey and A. Feenberg, eds., Technology and Modernity. Cambridge: The MIT Press, 2003. P. 33–72.  Nye, D. Narratives and Spaces: Technology and the Construction of American Culture. NY: Columbia University Press. 1997.  Dobson, A. (2010). From Instrumental to Expressive: The Changing Goal of the US Cold War Strategic Embargo. Journal of Cold War Studies, 12(1), pp. 98–119. Maier, C. The world economy and the Cold War in the middle of the twentieth century, in the Cambridge History of the Cold War, Vol. 1, Camridge2010. P. 44-66.Loth, M. The Cold War and the social and economic history of the twentieth century. In the Cambridge History of the Cold War, Vol. 1, Cambridge. P. 503-524. Cain, F. Economic Statecraft during the Cold War: European Responses to the Soviet Union Trade Embargo. Oxon: Routledge, 2007.  Ball, A. (2003). Imagining America: Influence and Images in Twentieth Century Russia. Lanham: Rowman and Littlefield.  Stearns, P. *Globalization in World Histor. New York, 2016*  Bartelson, J. (2000). Three Concepts of Globalization. *International Sociology*, *15*(2), 180–196. Westad, O. The Cold War and the international history of the twentieth century, In the Cambridge History of the Cold War, Vol. 1, Cambridge, 2010.P. 1-19. | | | | | | |
| Indicative Self- Study Strategies | | **Type** | | | | **+/–** | | **Hours** |
| Reading for seminars / tutorials (lecture materials, mandatory and optional resources) | | | | + | | 70 |
| Assignments for seminars / tutorials / labs | | | | - | |  |
| E-learning / distance learning (MOOC / LMS) | | | | - | |  |
| Fieldwork | | | | - | |  |
| Project work | | | | + | | 42 |
| Other (please specify) | | | | - | |  |
| Preparation for the exam | | | | - | |  |
| Academic Support for the Course | | Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials | | | | | | |
| Facilities, Equipment and Software | | None | | | | | | |
| Course Instructor | | Elena Kochetkova, PhD, senior lecturer | | | | | | |

**Annex 1**

**Course Content**

***Theme 1. “We now know”: what do we learn from traditional and new approaches?***

Mandatory reading:

Westad, O. Introduction: Reviewing the Cold War, In Reviewing the Cold War: Approaches, Interpretations, Theory, Routledge, 2013. P. 1-26.

Lundestad, G. How (Not) to Study the Origins of the Cold War, In Reviewing the Cold War: Approaches, Interpretations, Theory, Routledge, 2013. P. 64-80.

Engerman, D. Ideology and the origins of the Cold War, 1917–1962, In the Cambridge History of the Cold War, Vol. 1, Cambridge, 2010.

Optional reading:

Varsori, A. Reflections on the Origins of the Cold War, In Reviewing the Cold War: Approaches, Interpretations, Theory, Routledge, 2013. P. 281-302.

### Westad, O. The Cold War and the international history of the twentieth century, In the Cambridge History of the Cold War, Vol. 1, Cambridge, 2010.P. 1-19.

***Theme 2. Cold War modernity***

Mandatory reading:

Arnason, J.P. "Communism and Modernity." *Daedalus* 129, no. 1 (2000): 61-90

Bianchini, S. Eastern Europe and the Challenges of Modernity, 1800-2000. Abingdon and New York: Routledge, 2015. P. 1-24.

Optional reading:

# Baldwin, K. The Racial Imaginary of the Cold War Kitchen : From Sokol’niki Park to Chicago’s South Side, Dartmouth, 2016, P.  1-16, 17-53.

David-Fox, M. Crossing Borders: Modernity, Ideology, and Culture in Russia and the Soviet Union. Pittsburg: University of Pittsburg Press, 2015. P. 21-47, 48-74.

Brey, P. Theorizing Modernity and Technology. In T. Misa, P. Brey and A. Feenberg, eds., Technology and Modernity. Cambridge: The MIT Press, 2003. P. 33–72.

Nye, D. Narratives and Spaces: Technology and the Construction of American Culture. NY: Columbia University Press. 1997.

***Theme 3. “We will bit you”: economic competition and the great divergence of the 20th century***

Mandatory reading:

### Painter, D. Oil, resources, and the Cold War, 1945–1962. In the Cambridge History of the Cold War, Vol. 1, Cambridge. P. 486-507.

Oldenziel, R., & Zachmann, K. (2009). Kitchens as Technology and Politics: An introduction. In R. Oldenziel, & K. Zachmann (Eds.), Cold War Kitchen: Americanization, technology, and European Users (pp. 1-29). (Inside Technology). Cambridge, MA: MIT.

Optional reading:

Dobson, A. (2010). From Instrumental to Expressive: The Changing Goal of the US Cold War Strategic Embargo. Journal of Cold War Studies, 12(1), pp. 98–119.

### Maier, C. The world economy and the Cold War in the middle of the twentieth century, in the Cambridge History of the Cold War, Vol. 1, Camridge2010. P. 44-66.

### Loth, M. The Cold War and the social and economic history of the twentieth century. In the Cambridge History of the Cold War, Vol. 1, Cambridge. P. 503-524.

Cain, F. Economic Statecraft during the Cold War: European Responses to the Soviet Union Trade Embargo. Oxon: Routledge, 2007.

***Theme 4. Peaceful coexistence***

Mandatory reading:

# [Magnúsdóttir](https://www.google.fi/search?hl=ru&tbo=p&tbm=bks&q=inauthor:%22R%C3%B3sa+Magn%C3%BAsd%C3%B3ttir%22), R. Enemy Number One: The United States of America in Soviet Ideology and Propaganda, 1945-1959, 2018. P. 100-121.

Roberts, G. The Soviet Union in World Politics: Coexistence, Revolution, and Cold War, 1945-1991. 2005. P. 89-103.

***Theme 5. Decolonization and international competition for the Third World***

Mandatory reading:

# Hecht, G. Introduction. In: *Entangled Geographies. Empire and Technopolitics in the Global Cold War*, ed. by Hecht, G. London, Cambridge, Mt.: The MIT Press, 2011

# Westad, O. The Global Cold War: Third World Interventions and the Making of Our Times, Cambridge, 2005. Ch. 1 and 2

Mavhunga C.C. A Plundering Tiger with its Deadly Cubs? The USSR and China as Weapons in the Engineering of a “Zimbabwean Nation,” 1945 – 2009. In: *Entangled Geographies. Empire and Technopolitics in the Global Cold War*, ed. by Gabrielle Hecht. London, Cambridge, Mt.: The MIT Press, 2011

Optional reading:

Friedman, J. Shadow Cold War:  The Sino-Soviet Competition for the Third World. Chapel Hill:  The University of North Carolina Press, 2015.

Iandolo, A. “Imbalance of power: the Soviet Union and the Congo crisis, 1960-61”. In *The Journal of Cold War Studies*. No. 16, vol. 1, 2014.

Matusevich, M. *No Easy Row for a Russian Hoe: Ideology and Pragmatism in Nigerian-Soviet Relations, 1960-1991.* Trenton: Africa World Press, 2003.

David Engerman. Second World’s Third World. In *Kritika.* *Explorations in Russian and Eurasian History*. No. 1, vol. 12, 2011.

***Theme 6. Cold War as cooperation***

Mandatory reading:

Autio-Sarasmo, S. and Miklóssy, K. Introduction: The Cold War from a New Perspective. In Autio-Sarasmo, S. and Miklóssy, K., eds., Reassessing Cold War Europe. London and New York: Routledge,2011. P. 1–15.

Mikkonen, S. and Koivunen, P., eds. Beyond the Divide: Entangled Histories of Cold War Europe. New York and Oxford: Berghahn. 2015. Introduction

Optional reading:

Bockman, J. (2008). Scientific Community in a Divided World: Economists, Planning and Research Priority during the Cold War. Comparative Studies in Society and History, 50(3), pp. 581–613.

Mikkonen, S. and Koivunen, P., eds. (2015). Beyond the Divide: Entangled Histories of Cold War Europe. New York and Oxford: Berghahn.

***Theme 7. Drive for modernization: technology transfers***

Mandatory reading:

Oldenziel, R. (2009). Exporting the American Cold War Kitchen: Challenging Americanization, Technological Transfer, and Domestication. Cold War Kitchen. Americanization, Technology, and European Users. R. Oldenziel and K. Zachmann. Cambridge, MA, MIT Press: 315-339

Cortada, J. (2014). When Knowledge Transfer Goes Global: How People and Organizations Learned About Information Technology, 1945-1970. Enterprise & Society, 15(1), pp. 68–102.

Optional reading:

Bruland, K. and Mowery, D. (2015). Technology and the Spread of Capitalism, Cambridge History of Capitalism. In L. Neal and J. Williamson, eds., The Cambridge History of Capitalism, vol. 2. Cambridge: Cambridge University Press, pp. 82–126.

Kochetkova E. A. Seeing the Forest and the Trees: Western Forestry Systems and Soviet Engineers, 1955-1964 // *Technology and Culture*. 2016. Vol. 57. No. 3. P. 586-611.

Cohen, G. (2004). Technology Transfer: Strategic Management in Developing Countries. California, London: SAGE Publications.

Cohen, S. (2011). Soviet Fates and Lost Alternatives: From Stalinism to the New Cold War, Columbia: Columbia University Press.

Gould-Davies, N. (2003). The Logic of Soviet Cultural Diplomacy. Diplomatic History, 27(2), pp. 193–214.

***Theme 8. “Seeing from the other shore”: imagining the other in the Cold War***

Mandatory reading:

Engerman, D. (2004). The ironies of the Iron Curtain: The Cold War and the rise of Russian Studies in the United States. *Cahiers du monde russe*, vol 45,(3), 465-495.

Optional reading:

Ball, A. (2003). Imagining America: Influence and Images in Twentieth Century Russia. Lanham: Rowman and Littlefield.

***Theme 9. Cold War and globalization***

Mandatory reading:

# Berend, I. An Economic History of Twentieth-Century Europe: Economic Regimes from Laissez-Faire to Globalization. Camridge, 2016. Ch 6

Optional reading:

Stearns, P. *Globalization in World Histor. New York, 2016*

Bartelson, J. (2000). Three Concepts of Globalization. *International Sociology*, *15*(2), 180–196.

***Theme 10. The end of the conflict and legacy of the Cold War thinking in post-Cold War world***

Mandatory reading:

# Mastny, V. et al. The Legacy of the Cold War : Perspectives on Security, Cooperation, and Conflict. Lexington, 2013, P. 17-61.

**Annex 2**

**Assessment Methods and Criteria**

**Assessment Methods**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Types of Assessment** | **Forms of Assessment** | **Modules** | | | |
| **1** | **2** | **3** | **4** |
| Formative Assessment | Test |  |  |  |  |
| Essay | \* |  |  |  |
| Report/Presentation |  |  |  |  |
| Project |  |  |  |  |
| In-class Participation | \* | \* |  |  |
| Other (write appropriate control forms for the course) |  |  |  |  |
| Interim Assessment  (if required) | Assignment (e.g.written assignment) |  |  |  |  |
| Summative Assessment | Exam |  | \* |  |  |

**Assessment Criteria**

**In-class Participation**

|  |  |
| --- | --- |
| **Grades** | **Assessment Criteria** |
| «Excellent»(8-10) | A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge. |
| «Good»(6-7) | Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression. |
| «Satisfactory»(4-5) | Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers. |
| «Fail»(0-2) | Limited evidence of relevant knowledge and an attempt to address the topic.  Unable to offer relevant information or opinion in answer to follow-up questions. |

**Project Work**

|  |  |
| --- | --- |
| **Grades** | **Assessment Criteria** |
| «Excellent»(8-10) | A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion. |
| «Good»(6-7) | Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed. |
| «Satisfactory»(4-5) | Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up. |
| «Fail»(0-2) | Fails to demonstrate any appropriate knowledge. |

**Written Assignments (Essay, Test/Quiz, Written Exam, etc.)**

|  |  |
| --- | --- |
| **Grades** | **Assessment Criteria** |
| «Excellent»(8-10) | Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur; |
| «Good»(6-7) | Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors. |
| «Satisfactory»(4-5) | Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors. |
| «Fail»(0-2) | Fails to demonstrate any appropriate knowledge. |