

# History Matters: Cold War to the War on Terrorism

HIST:1010:0001

University of Iowa – Summer 2018 – First Four Week Session

## SYLLABUS

Class Time: 9:30-12:15 MTWTh

Classroom: 51 Schaeffer Hall

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Instructor: Professor Michael Andrew Žmolek  
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DEO: Professor Elizabeth Heineman  
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## COURSE DESCRIPTION

The outbreak of warfare in Eastern Ukraine in 2014, pitting a Western-backed Ukrainian army against ethnic Russian rebels seeking (if not fully getting) support from Russia, has prompted claims that we are witnessing a 'New Cold War'. Yet even with Russia's participation in the New Development Bank, the reality is that the economies of Russia and the rest of the BRICS countries are essentially capitalist in their orientation. Thus the Cold War divide between the ideologies of western capitalism and eastern communism has certainly not resurfaced. In the wake of the collapse of communism, the new threat became the threat of terrorism, a threat whose existence seemed to have been confirmed in the attacks of September 11th, 2001.

Following the collapse of the Soviet Union in 1991, Harvard-trained economist Francis Fukuyama wrote his famous essay 'The End of History and the Last Man', triumphantly declaring the victory of market capitalism and liberal democracy over communism. Yet the period since 1991 has been one of profound crisis, both in terms of terror attacks and US interventions abroad and in terms of a series of economic crises and recessions punctuated by the banking crisis of 2007. How did we get here? In this course, we will seek answers to this question by exploring how the Cold War shaped the decades that have followed since.

This course fulfils a GER in Historical Perspectives. Courses in this area help students understand a period of the past in its own terms, comprehend the historical processes of change and continuity, sharpen their analytical skills in the evaluation of evidence and develop their ability to generalize, explain, and interpret historical change.

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**LEARNING OBJECTIVES**

- You will comprehend change and continuity in history.
- You will understand one or more periods of the past in its/their own terms.
- You will improve your ability to evaluate evidence using the tools of historical investigation.
- You will gain experience and improve your skills in generalizing, explaining, and interpreting historical change.
- You will develop your critical thinking skills by contrasting different historical narratives.
- You will develop your understanding of how major developments since the Second World War have shaped the world you live in.

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**REQUIRED TEXTBOOKS**

The following texts are available at the University Book Store: <http://www.hawkshop.com/>:

TWT = Hunt, Michael H. 2014. *The World Transformed: 1945 to the Present*. Oxford: Oxford University Press. ISBN: 978-0-19-937234-8. \$39.95 New.

GMB = Mamdani, Mahmood. 2004. *Good Muslim, Bad Muslim: America, The Cold War, and the Roots of Terror*. New York: Three Leaves Press. ISBN: 978-0-38-551537-5. \$16.00 New / \$12.00 Used.

NEO = Staeger, Manfred B and Ravi K. Roy. 2010. *Neoliberalism: A Very Short Introduction*. Oxford: Oxford University Press. ISBN: 978-0-19-956051-6. \$11.95 New. \$9.00 Used.

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**OPTIONAL TEXTBOOK**

TWT = Hunt, Michael H. 2014. *The World Transformed: A Documentary Reader*. Oxford: Oxford University Press. ISBN: 978-0-19-937103-7. \$29.95 New.

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**EVALUATION**

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<b>Assignment</b>	<b>Due Date</b>	<b>Percentage of Final Grade</b>
<b>Attendance</b>	-	10%
<b>Participation</b>	-	10%
<b>Quizzes</b>	by class time	10%
<b>Essay Outline</b>	Thursday, June 2 <sup>nd</sup>	-
<b>Midterm</b>	Wednesday, June 8 <sup>th</sup>	20%
<b>Written Essay</b>	Thursday, June 16 <sup>th</sup>	25%
<b>Final Exam</b>	Thursday, June 23 <sup>rd</sup>	25%

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**Classroom Attendance (10%) and Participation (10%)**

Your participation in this class by way of questions, comments and shared insights are a vital part of the learning experience. Participation will be evaluated in a number of ways, including attendance, but also through in-class assignments such as minute papers that assess either preparedness for discussion or what you got out of discussion. Minute papers consist of a quick written response to a question designed to elicit your reaction to and reflection on that day's assigned reading. In addition, we may end class with a minute paper that asks you a question that allows you to speak to what you got out of that day's discussion.

**Online Quizzes (10%)**

Online quizzes will be accessed via ICON. There may be a quiz due by class time each on any given day, but some days we will not have a quiz. The format will typically be 5-10 multiple choice, true/false or short answer questions per session. Make-ups are not allowed.

**Midterm (20%)**

A midterm will be given that consists of a short-answer portion that asks you to identify and explain significant terms covered during the first half of the semester, and an essay (or short essays) that require(s) you to synthesize material presented in class and draw on assigned readings in support of an argument. Essay question(s), along with a list of possible short answers/IDs will be distributed to students one week before the exam date.

**Date:** Tuesday, May 29<sup>th</sup>

**Essay Outline**

Because this is only a six-week course, you will want to think about what topic you wish to write about as soon as possible. Use the syllabus and peruse the course textbooks in order to develop an idea for a topic. Once you have a proposed topic, you will develop an outline with a clearly worded thesis, to turn in for feedback and guidance on writing your essay.

**Essay Outline Due:** Thursday, May 24<sup>th</sup>

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**Written Essay (25%)**

Your written essay will be 5-7 pages long. Part of the evaluation of your essay be based upon the extent to which you responded to and resolved issues raised by the outline. It is expected to have an introduction with a strong thesis statement, a clear organizational structure with crisp topic sentences, a lucid conclusion, and proper source citations. In class, we will spend some time talking about how to accomplish these goals. You are also urged to seek assistance from the History Writing Center (8H303). Further guidelines for your essay will be provided in class by your instructor.

**Completed Essay Due:** Monday, June 4<sup>th</sup>

**Final Exam (25%)**

A final exam will be given/due during the final class time on June 23<sup>rd</sup>. The exam will consist of two parts: (a) a short answer/ID portion that assesses students' mastery of specific terms encountered throughout the semester, with a particular emphasis on the period since the midterm; (b) one or more essay questions that respond to questions distributed to the class no less than one week before the scheduled final exam, along with a list of all possible short answers/IDs. The essay(s) require you to synthesize material presented throughout the course, drawing on assigned readings and other material presented in class in support of an argument.

**Date:** Thursday, June 7<sup>th</sup> in class

**GRADING**

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Grading Scale									
59		67-69	D+	77-79	C+	87-89	B+	98-100	A+
or	F	63-66	D	73-76	C	83-86	B	93-97	A
below		60-62	D-	70-72	C-	80-82	B-	90-92	A-

**A grade:** demonstrates outstanding work.

**B grade:** attempts critical thinking and analysis and shows solid grasp of the required reading. Students who achieve 13-level work consistently attend class and demonstrate preparedness.

**C grade:** demonstrates a basic level of effort and competence with the course materials but also gaps in critical thinking, comprehension or synthesis of the material, and incomplete command of basic facts. Irregular attendance often results in C-level work.

**D grade:** does not meet basic standards of competency in the course. D-level work shows incomprehension of the course content and falls short of expectations for college-level coursework. A significant number of absences and a failure to complete assignments often results in substandard work.

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**REQUIREMENTS**

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**Attendance**

Your attendance record will be tallied and will comprise half of your participation score. Absences are excused only due to illness, religious obligations, certain University activities, or other legitimate, unavoidable circumstances. If you will be absent, please contact the instructor as soon as possible and provide documentation as requested.

**Punctuality and Preparedness**

You are expected to arrive to class on time, prepared to work. This means that you have read and reflected on assigned readings, completed any written work, and are ready to engage actively in discussion.

**Classroom Decorum**

Students are expected to treat one another and the instructor courteously, listen attentively, and maintain a respectful attitude even toward views with which they disagree. Please turn off the ringer on your cell phones. No texting or email is permitted during class.

**Submitting Assignments**

You are required to submit written assignments on time via the Dropbox on ICON. Submit a hard copy version of your assignment if you wish to have your assignment marked-up and commented upon. If you submit an assignment in hard copy and it is not returned to you prior to the end of class, please make arrangements with your professor to have the assignment returned to you.

**Late Assignments Policy**

Online Quizzes cannot be re-taken after they expire. Late assignments, as a rule, will not receive comments or mark-up by your professor and may be deducted one letter grade, depending upon the circumstances. Extensions are given strictly at the instructor's discretion.

**Missed Assignments**

Only students whose absences are excused will be given the opportunity to make up overdue assignments. It is expected that all work will be made up as soon as possible after the missed assignment. It is your responsibility to contact the instructor immediately if work was missed (or is about to be missed). Specific arrangements for make-ups will be made on a case-by-case basis. Unless there are truly extraordinary circumstances, you must contact the instructor within three days after the missed assignment to arrange for making up the work.

**Collaboration**

You are encouraged to collaborate with your fellow students in reviewing the reading material and discussing the course content. Exams and assignments, however, are an evaluation of how well you have comprehended and synthesized the course content as an individual. While you may discuss the essay questions you are given for take-home assignments with your colleagues, you are expected to do the writing on written assignments by yourself.

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**COURSE OUTLINE**

This is a projected outline of the readings throughout the semester and may be altered or updated as necessary. Additional readings may be posted on ICON.

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**WEEK ONE**

**Introduction**

Tue 5/15

**1 Introduction**

Introductions. Overview of the syllabus and course expectations, discussion of the learning objectives and format of the course.

Reading: [TWT, Preface](#), pp. ii-vii. **6 pp**

**2 Origins of the so-called 'War on Terror' I**

Film: Curtis, Adam, 2004. *'The Power of Nightmares, Part I: Baby Its Cold Outside'*, London: BBC.

ICON Reading: Khatab, Sayed. *"Hakimiyyah" and "Jahiliyyah" in the Thought of Sayyid Qutb'*, *Middle Eastern Studies*, 145-165. **21 pp**

**Part I. The Post-War Period**

Wed 5/16

**3 Background: World War I to World War II**

Reading: [TWT, Introduction](#), pp. 1-25. **25 pp**

**4 Beginnings of the Cold War**

Reading: [TWT, Chapter 1: 'The Cold War: Toward Soviet-American Confrontation'](#), pp. 27-56. **29 pp**

Thu 5/17

**5 Origins of the so-called 'War on Terror' II**

Reading: [TWT, Chapter 1: 'The Cold War: Toward Soviet-American Confrontation'](#), pp. 59-73. **15 pp**

[GMB, Introduction: Modernity and Violence](#), pp. 3-16. **14 pp**  
and Chapter 1: *'Culture Talk; or, How Not to Talk about Islam and Politics'*, pp. 17-62. **45 pp**

**6 Writing Workshop**

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**WEEK TWO**

Mon 5/21

**7 Economic Recovery and the Great Boom**  
Readings: TWT, Chapter 2: [‘The International Economy: Out of the Ruins’](#), pp. 77-108. **31 pp**  
NEO, Preface, pp. ix-xii, and Chapter 1: [‘What’s “neo” about liberalism?’](#), pp. 1-20. **20 pp**

**8 Revolution and Independence in Asia: I**  
Reading: TWT, Chapter 1: [‘The Cold War: Toward Soviet-American Confrontation’](#), pp. 56-59. **4 pp**  
Reading: TWT, Chapter 3: [‘The Third World: First Tremors in Asia’](#), pp. 111-144. **34 pp**

**Part II. The Cold War**

Tue 5/22

**9 The Cold War at its Height I: Politics**  
Reading: TWT, Chapter 4: [‘The Cold War: A Tenuous Accommodation’](#), pp. 153-190. **38 pp**

**10 The Cold War at its Height II: Economics**  
Reading: NEO, Chapter 2: [‘First-wave neoliberalism in the 1980s: Reaganomics and Thatcherism’](#), pp. 21-49. **29 pp**

Wed 5/23

**11 The Third World During the Cold War I**  
Reading: TWT, Chapter 5: [‘Abundance and Discontent in the Developing World’](#), pp. 191-238. **48 pp**

**12 The Third World During the Cold War II**  
Reading: TWT, Chapter 6: [‘Third-World Hopes at High Tide’](#), pp. 239-296. **57 pp**

Thu 5/24

**13 Proxy Warfare**  
Reading: GMB, Chapter 2: [‘The Cold War After Indochina’](#), pp. 63-118. **55 pp**  
Hand-out: Midterm Questions

**14 Capitalism Triumphant**  
Reading: TWT, Chapter 7: [‘The Cold War Comes to a Close’](#), pp. 303-336. **33 pp**  
ICON Reading: Fukuyama, Francis, 1989. [‘The End of History?’](#), *The National Interest*, pp. 1-18. **18 pp**

**Due:** Essay Outline

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**WEEK THREE**

Mon 5/28

**MEMORIAL DAY: NO CLASS**

Tue 5/29

**Review**

**Midterm**

**Part III. Neoliberalism and the War on Terror**

Wed 5/30

**15** **Trilateralism**

Reading: TWT, Chapter 8: 'Global Markets: One System, Three Centers', pp. 337-382.  
45 pp

**16** **Neoliberalism in the West**

Reading: NEO, Chapter 3: 'Second-wave neoliberalism in the 1990s: Clinton's market globalism and Blair's third way', pp. 50-75. 25 pp

**17** **Neoliberalism and Asia**

Reading: NEO, Chapter 4: 'Neoliberalism and Asian Development', pp. 76-97. 21 pp

Thu 5/31

**18** **The Afghanistan Operation**

Film: Curtis, Adam, 2004. 'The Power of Nightmares, Part II: The Phantom Victory', London: BBC.

Reading: GMB, Chapter 3: 'Afghanistan: The High Point in the Cold War', pp. 119-177.  
58 pp

**19** **Neoliberalism in Latin America and Africa**

Reading: NEO, Chapter 5: 'Neoliberalism in Latin America and Africa', pp. 98-118.  
20 pp

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**WEEK FOUR**

Mon 6/4

Reading: **20 Continuing Revolution in the Third World**  
TWT, Chapter 9: 'Divergent Paths in the Third World', pp. 383-416. 33 pp

Reading: **21 Development Derailed?**  
TWT, Chapter 9: 'Divergent Paths in the Third World', pp. 416-434. 18 pp

Reading: **22 US-Led Inverventions in the Middle East**  
GMB, Chapter 4: 'From Proxy War to Open Aggression', pp. 178-228. 50 pp

**Due:** Written Essay

Tue 6/5

Reading: **23 Globalization and U.S. Hegemony**  
TWT, Conclusion: 'Globalization Ascendant: The 1990s and Beyond', pp. 435-470. 35 pp

Film: **24 9/11 and the Hidden Terror Network**  
Curtis, Adam, 2004. 'The Power of Nightmares, Part III: The Shadows in the Cave', London: BBC.

Wed 6/7

Reading: **25 Good Muslims and Bad Muslims**  
GMB, Conclusion: 'Beyond Impunity and Collective Punishment', pp. 229-260. 31 pp

Reading: **26 21<sup>st</sup> Century Capitalism in Crisis**  
NEO, Chapter 6: 'Crises of neoliberalism: the 2000s and beyond', pp. 119-137. 18 pp

Thu 6/7

**Evaluations**

**Review**

**Final Exam** (in class)

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### POLICIES: COLLABORATION

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### UNIVERSITY POLICIES & PROCEDURES

#### Administrative Home

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Academic Policies Handbook at [clas.uiowa.edu/students/handbook](http://clas.uiowa.edu/students/handbook).

#### Electronic Communication

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences ([Operations Manual, III.15.2](#), k.11).

#### Accommodations for Disabilities

The University of Iowa is committed to providing an educational experience that is accessible to all students. A student may request academic accommodations for a disability (which includes but is not limited to mental health, attention, learning, vision, and physical or health-related conditions). A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor's office to make particular arrangements. Reasonable accommodations are established through an interactive process between the student, instructor, and SDS. See <https://sds.studentlife.uiowa.edu/> for information.

#### Nondiscrimination in the Classroom

The University of Iowa is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University's Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity, [diversity@uiowa.edu](mailto:diversity@uiowa.edu), or visit [diversity.uiowa.edu](http://diversity.uiowa.edu).

#### Academic Honesty

All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College's [Code of Academic Honesty](#): "I pledge to do my own academic work and to excel to the best of my abilities, upholding the [IOWA Challenge](#). I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled ([CLAS Academic Policies Handbook](#)). Students taking this class will be required to take the Indiana University Plagiarism Detection Certification test and produce a copy of the certificate showing that they have passed. This can be found online at: [www.indiana.edu/~istd/](http://www.indiana.edu/~istd/)

#### CLAS Final Examination Policies

The final examination schedule for each class is announced by the Registrar generally by the fifth week of classes. Final exams are offered only during the official final examination period. **No exams of any kind are allowed during the last week of classes.** All students should plan on being at the UI through the final examination period. Once the Registrar has announced the date, time, and location of each final exam, the complete schedule will be published on the Registrar's web site and will be shared with instructors and students. It is the student's responsibility to know the date, time, and place of a

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final exam.

## UNIVERSITY POLICIES & PROCEDURES

### **Making a Suggestion or a Complaint**

Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. Complaints must be made within six months of the incident (CLAS [Academic Policies Handbook](#)).

### **Understanding Sexual Harassment**

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI [Comprehensive Guide on Sexual Harassment](#) for assistance, definitions, and the full University policy.

### **Reacting Safely to Severe Weather**

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the [Department of Public Safety website](#).

### **Student Resources:**

- **The History Teaching and Writing Center:** <https://clas.uiowa.edu/history/teaching-and-writing-center> is a resource for students writing history papers. Staffed by graduate students, this is a great place to turn for help as you begin brainstorming ideas for your history paper.
- **The Writing Center:** [www.uiowa.edu/~writingc/](http://www.uiowa.edu/~writingc/) helps all in the University community improve their writing, including attitudes and self-confidence about writing. We also assist with reading.
- **The Speaking Center:** [clas.uiowa.edu/rhetoric/for-students/speaking-center](http://clas.uiowa.edu/rhetoric/for-students/speaking-center) is available to help students who would like to work on any aspect of oral communication, including: effective classroom participation, delivering oral presentations, speech anxiety and much more.
- **Tutor Iowa:** [tutor.uiowa.edu/](http://tutor.uiowa.edu/) is an excellent resource to find academic assistance and mentoring for your University of Iowa courses.
- **UI Libraries:** have librarians on hand to help you succeed with your projects, while the website: <http://www.lib.uiowa.edu/> is your gateway to finding resources. The new International Studies Librarian here at Iowa is Tim Arnold; he is ready to assist you with your work.
- **JSTOR:** Guidelines for your written assignments may require a minimum number of scholarly sources. JSTOR is the world's largest repository of scholarly articles and the first place to look for scholarly articles on your topic. From the University Libraries website, click 'Databases', select the letter 'J' and scroll to the bottom of the page and click on 'JSTOR (Journal Storage)'. Log in using your hawkid at the prompt and click 'Advanced Search'. Type in your key terms and check the 'Articles' checkbox to begin searching.

\* These CLAS policy and procedural statements have been summarized from the web pages of the [College of Liberal Arts and Sciences](#) and The University of Iowa [Operations Manual](#).