

HISTORY OF INT. REL. SINCE 1945: CONTEMPORARY GLOBAL ISSUES

**Doble grado Administración de Empresas y Relaciones
Internacionales / Dual Business Administration and
International Relations BBABIR SEP-2024 HS45-NBAIR.1.S.A**

Area International Relations

Number of sessions: 30

Academic year: 24-25

Degree course: FIRST

Number of credits: 6.0

Semester: 2º

Category: BASIC

Language: English

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Chris Kostov is Adjunct Professor in the School of International Relations at IE University. He earned his PhD in History and Canadian Studies from the University of Ottawa, Canada, where he focused on modern European history and nation-building, Native studies and Canadian migration trends. His dissertation "Contested Ethnic Identity: The Case of Macedonian Canadians in Toronto (1940-1996)" dealt with interethnic relations and conflicts. Prior to coming to Spain, Dr. Kostov taught history at the University of Ottawa. He was also an invited lecturer at the University of Innsbruck, Austria and a historical researcher in the federal government of Canada, Department of Indian and Northern Affairs. He is the author of three books: *The Communist Century: From Revolution to Decay, 1917-2000*, *Explaining History*, 2014. [e-book], *Contested Ethnic Identity: The Case of Macedonian Canadians in Toronto, 1900-1996* (Peter Lang, 2010) and *Terror and Fear: British and American Perceptions of the French-Indian Alliances during the Seven Years' War* (Publish America, 2005), as well as academic and encyclopedia articles and book reviews. Currently, his main research interest is the Cold War and the impact of the communist secret services on the daily lives of common people in Eastern Europe.

Office Hours

Office hours will be on request. Please contact at:

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SUBJECT DESCRIPTION

This course offers students a broad survey of world history events and major international conflicts since 1945 with a special focus on the Cold War. The course focuses on diplomatic history by covering the most essential political and military events, crises, and figures that shape the contemporary world. Yet, the course pays attention as well to key ideologies, economic and social phenomena, and powerful individuals that transformed the world we live in today.

The course follows the events in a chronological order and it divides in seven parts. The first part (Sessions 1 to 6) gives an overview of the origins and the development of the Cold War in its initial stage after a short course introduction. The second part (Sessions 7 to 14) offers an overview of the hot crises during the Cold War in the 1950s and 1960s. The third part (Sessions 11 to 14) focuses on peaceful coexistence during the Cold War. The fourth part (Sessions 16 & 17) deals with the Détente Era. The fifth part (Sessions 18 to 20) traces the revival of conflicts and confrontation in the 1980s. The sixth part (Sessions 21 to 24) deals with separatism in Europe and Canada as well as Native American issues. Finally, the seventh part (Sessions 25 to 29) pays attention to the end of the Cold War and the post-Cold War Order.

LEARNING OBJECTIVES

The course aims to give students the concepts, tools and confidence to analyze contemporary world history in a more rigorous and systematic way. Students will be better able to understand the relationship between major historical events, the role of states and non-state actors in the modern world, and become familiar with the key debates within the subject.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	40.0 %	60.0 hours
Discussions	10.0 %	15.0 hours
Exercises in class, Asynchronous sessions, Field Work	3.3 %	5.0 hours
Group work	16.7 %	25.0 hours
Individual studying	30.0 %	45.0 hours
TOTAL	100.0 %	150.0 hours

AI POLICY

Critical GenAI use is encouraged

In this course, the use of generative artificial intelligence (GenAI) is encouraged, with the goal of developing an informed critical perspective on potential uses and generated outputs.

However, be aware of the limits of GenAI in its current state of development:

- If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts to get good outcomes. This will take work.

- Don't take ChatGPT's or any GenAI's output at face value. Assume it is wrong unless you either know the answer or can cross-check it with another source. You are responsible for any errors or omissions. You will be able to validate the outputs of GenAI for topics you understand.

- AI is a tool, but one that you need to acknowledge using. Failure to do so is in violation of academic honesty policies. Acknowledging the use of AI will not impact your grade.

Suggested format to acknowledge the use of generative AI tools:

I acknowledge the use of [AI systems link] to [specify how you used generative AI]. The prompts used include [list of prompts]. The output of these prompts was used to [explain how you used the outputs in your work].

If you have chosen not to include any AI generated content in your assignment, the following disclosure is recommended:

No content generated by AI technologies has been used in this assignment.

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Course introduction. Origins of the Cold War. Rising East-West Confrontation

Book Chapters: Textbook: Introduction: Understanding the Cold War & Chapter 1 (Book) (See Bibliography)

Other / Complementary Documentation: Winston S. Churchill: "Iron Curtain Speech", March 5, 1946 (The Internet History Sourcebooks Project, Fordham University)

Other / Complementary Documentation: Joseph Stalin: Reply to Churchill, 1946 (The Internet History Sourcebooks Project, Fordham University)

Other / Complementary Documentation: Truman Doctrine (The Avalon Project, Yale Law School)

SESSION 3 (LIVE IN-PERSON)

The Marshall Plan and the Western Economic System

Book Chapters: Textbook: Chapter 2.A (Book) (See Bibliography)

Other / Complementary Documentation: The Marshall Plan Speech at Harvard University, 5 June 1947 (OECD)

Multimedia Material: Cold War: Marshall Plan (1947 - 1952) Documentary (YouTube)

SESSION 4 (LIVE IN-PERSON)

The Cold War in Europe

Book Chapters: Textbook: Chapter 2B and 2D (Book) (See Bibliography)

Other / Complementary Documentation: Willy Brandt on the Berlin Blockade (Historiana)

Other / Complementary Documentation: The Salami Tactics – Hungary, 1947-53 (politicaldictionary.com)

SESSIONS 5 - 6 (LIVE IN-PERSON)

The Cold War in Asia and the Middle East, 1945-53

Book Chapters: Textbook: Chapter 3 (Book) (See Bibliography)

Other / Complementary Documentation: Diplomatic Correspondence during the Invasion of South Korea (historywiz)

Other / Complementary Documentation: Letters of the Hundred Flowers Campaign, 1956-57 (alphahistory)

SESSION 7 (LIVE IN-PERSON)

Soviet–American Relations after the Death of Stalin: Avoiding Hot War and the Search for Stability

Book Chapters: Textbook: Chapter 5 (Book) (See Bibliography)

Other / Complementary Documentation: Soviet Foreign Ministry Memorandum “Regarding Further Measures of the Soviet Government on the German Question” (Wilson Center)

Multimedia Material: The Death of Stalin - Commentary on the Movie (YouTube)

SESSION 8 (LIVE IN-PERSON)

The Cold War in a Changing Global Scenario. Maintaining the Spheres of Influence

Book Chapters: Textbook: Chapter 6 (Book) (See Bibliography)

Other / Complementary Documentation: Andropov - Report, October 28, 1956 (Wilson Center)

Other / Complementary Documentation: Cable from the Chinese Embassy in Hungary, October 26, 1956

Multimedia Material: 1954, Guatemala - CIA & the United Fruit Company, Jacobo Arbenz (YouTube)

SESSIONS 9 - 10 (LIVE IN-PERSON)

Hot Crises and Decolonization

Book Chapters: Textbook: Chapters 7&8 (Book) (See Bibliography)

Other / Complementary Documentation: Intelligence Report on US Plan to Attack Cuba (Wilson Center)

Other / Complementary Documentation: Letter from Khrushchev to Ulbricht regarding the Situation in Berlin, Sep. 28, 1961 (Wilson Center)

Multimedia Material: Walled in Berlin (YouTube)

Multimedia Material: Former South African President J. Zuma Counting (YouTube)

SESSION 11 (LIVE IN-PERSON)

The Eastern and Western Blocs in the 1960s

Book Chapters: Textbook: Chapter 9 (Book) (See Bibliography)

Other / Complementary Documentation: Letter from Czech Communist Politicians to Brezhnev Requesting Soviet Intervention in Prague Spring (Wilson Center)

Multimedia Material: Occupation: Prague Spring (YouTube)

SESSION 12 (LIVE IN-PERSON)

The Vietnam War

Book Chapters: Textbook: Chapter 10 (Book) (See Bibliography)

Other / Complementary Documentation: Zhou Enlai talking to Ho Chi Minh (Wilson Center)

Multimedia Material: Opposition to the Vietnam War in the United States (YouTube)

Multimedia Material: Brainwashed: The Secret CIA Experiments in Canada (YouTube)

SESSIONS 13 - 14 (LIVE IN-PERSON)

Other Regional Conflicts

Book Chapters: Textbook: Chapter 11 (Book) (See Bibliography)

Other / Complementary Documentation: UN Security Council Resolution, 123, 1957 (mtholyoke.edu)

Article: Michael J. Kirkhorn – “The Cold War Generation of Patriotic Journalists.” (Nieman Reports)

SESSION 15 (LIVE IN-PERSON)

MIDTERM EXAM

Details and instructions will be provided in advance.

SESSION 16 (LIVE IN-PERSON)

Negotiations, Détente and Stagflation

Book Chapters: Textbook: Chapters 12 & 13 (Book) (See Bibliography)

Other / Complementary Documentation: National Intelligence Estimate Number 4-63 “Likelihood and Consequences of a Proliferation of Nuclear Weapons Systems.” (Wilson Center)

Other / Complementary Documentation: Report, Embassy of Hungary in USSR to the Hungarian Foreign Ministry (Wilson Center)

SESSION 17 (LIVE IN-PERSON)

Détente in Decline, 1977-1979

Book Chapters: Textbook, Chapter 14 (Book) (See Bibliography)

Other / Complementary Documentation: 1978 Camp David Accords (Israel Ministry of Foreign Affairs)

SESSION 18 (LIVE IN-PERSON)

The Return to Confrontation 1979-1980

Book Chapters: Textbook: Chapter 16 (Book) (See Bibliography)

Multimedia Material: The Murder of Georgi Markov (YouTube)

Article: “Why Do Some Conflicts Get More Media Coverage Than Others?” (New Internationalist, 1 September 2012)

Multimedia Material: Anti-communist propaganda in the USA (YouTube)

Other / Complementary Documentation: A Report by Soviet Military Intelligence, 1981 (Wilson Center)

SESSION 19 (LIVE IN-PERSON)

Middle Eastern Conflicts in the 1980s

Book Chapters: Textbook: Chapter 17 (Book) (See Bibliography)

Article: Muammar Qaddafi and Libya's Legacy of Terrorism (Frontline, October 13, 2015)
Multimedia Material: Lebanon's Confusing Civil War (YouTube)

SESSION 20 (LIVE IN-PERSON)

Latin American Conflicts in the 1980s

Book Chapters: Textbook: Chapter 18 (Book) (See Bibliography)
Multimedia Material: Death Squads in El Salvador (YouTube)

SESSION 21 (LIVE IN-PERSON)

Paper writing lab, Step 3

Article: Beyond Catalonia: Pro-Independence Movements in Europe (The Guardian, Fri 27 Oct 2017)

SESSION 22 (LIVE IN-PERSON)

Separatist and Regionalist Groups in Modern Europe. Italy, France and Germany

Article: Regionalism in Italy (The Assembly of European Regions (AER))
Book Chapters: The birth of regionalism and the crisis of reason: France, Germany and Spain (ced)

SESSION 23 (LIVE IN-PERSON)

Quebec Separatism

Other / Complementary Documentation: Quebec Separatism (globalsecurity.org)
Article: Kostov, Chris. "Canada-Quebec Immigration Agreements (1971-1991) and their Impact on Federalism" (In American Review of Canadian Studies 38 (1), Spring (2008): 91-103) (CED)

SESSION 24 (LIVE IN-PERSON)

Aboriginal Nationalism – the Case of Canada
ELECTRONIC PAPER SUBMISSION DUE DATE

Article: Aboriginal Identity in the Canadian Context (The Canadian Journal of Native Studies XXVIII, 2(2008):313-342) (CED)

SESSION 25 (LIVE IN-PERSON)

The Decline of the Cold War, 1985-1989

Book Chapters: Textbook: Chapter 19 (Book) (See Bibliography)
Article: Olivia Boyd. "Information, Ideology and Power: How Glasnost' Affected the Demise of the Soviet Union" (In Crossroads, Vol. 1 (1), 2006, 13-20) (CED)

SESSION 26 (LIVE IN-PERSON)

The End of the Cold War

Other / Complementary Documentation: Ronald Reagan, Address at Moscow State University, 1988 (American Rhetoric)
Other / Complementary Documentation: Information Note from the Romanian Embassy in Berlin to the Ministry of Foreign Affairs (Wilson Center)

SESSIONS 27 - 28 (LIVE IN-PERSON)

The Post-Cold War Order

Book Chapters: Textbook, Chapters 20, 21 and 22 (Book) (See Bibliography)

SESSION 29 (LIVE IN-PERSON)

The Yugoslav Wars

Book Chapters: Textbook, Chapter 20C (Book) (See Bibliography)

Book Chapters: Bosnia's Civil War. Origins and Violence Dynamics (ced)

SESSION 30 (LIVE IN-PERSON)

FINAL EXAM

Details and instructions will be provided in advance

EVALUATION CRITERIA

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The midterm and final exam will include the following structure:

- Section A: 15 Multiple Choice Questions on the lecture material, and 10 Short Answers on the assigned readings. Please give only one answer to the multiple-choice questions. 25 questions
– 75% in total
- Section B: CASE STUDY (25%)
100% in total.

A Strategy for Essay Writing in the Era of AI

Step 1: Students should first submit to the professor a topic for the essay, and the brainstorming and initial research can be aided by AI. However, AI should be only one of the tools that we recommend to students (we can also suggest Google Scholar, Jstor, Proquest, Newspaper data bases, etc.); and students must submit a 'log' of their use of AI for the work.

Step 2: After choosing this topic, students should be given a fixed time (e.g. one week) to compile 12-15 key sources for their essays in PDF format. These should be primarily academic articles and policy papers, but may also include relevant case studies and journalistic content. Once again, AI should be only one of the recommended research tools (Google Scholar, Jstor, Proquest, Newspaper data bases, etc.); and students must submit a 'log' of their use of AI for the work. Part of students' grades on the essay should come from the quality of their sources (e.g. 20%)

Step 3: Then, one 80-minute in-person session can be used as a writing lab, with neither internet nor AI permitted, in which students use their gathered sources to begin writing their paper. Following a rhythm and instructions set by the professor, students begin by reflecting on their core question, thesis, and claim; and can then move to sketching the logic of their argument, providing an essay outline, and drafting an introductory paragraph. At the end of class, students can once again use the internet to submit their work to blackboard. Part of students' grades on the essay should come from the quality of this in-class deliverable (e.g. 30%)

Step 4: Finally, after the Lab students should be given a fixed time (e.g. one week) to finish the essay at home and submit to Blackboard. Professors can define, on a class-by-class basis, whether or not AI (responsibly used and cited) can be part of this final step, though we recommend minimizing as a baseline policy (and using the work submitted in the 'lab' session as a check on how much AI was used in generating the final product). The remainder of students' grades on the essay should come from the quality of this final product (e.g. 50%).

GENERAL OBSERVATIONS

Each student has four attempts over two consecutive academic years to pass this course. For every BIR Program mandatory class aside from the IR Unplugged and BIR Electives, students are required to obtain the minimum grade of 5 required to pass the course. Students whose grade in the Final Exam (or the largest assignment) is below 5 will fail the course. The rule applies to whichever assignment carries the greatest weight to the final grade. Dates and location of the final exam will be posted in advance and will not be changed. Students must attend at least 70% of the sessions. Students who do not comply with the 70% attendance rule will receive a 0.0 on their first and second attempts and go directly to the third one (they will need to enroll in this course again the following academic year). Students who are in the third or fourth attempt must contact the professor during the first two weeks of the course. The Bachelor's in International Relations pursues to develop the knowledge, skills and attitudes for bringing transformative and sustainable change in today's world. Therefore, all the courses follow the principles of sustainability and diversity. Firstly, this course considers the agenda 2030 and builds upon the Sustainable Development Goals 4- Quality education, 8 - Decent work and economic growth and 9 - Industry, innovation and infrastructure. Secondly, this course is committed to an inclusive learning environment and looks to be enriched and enhanced by diversity along numerous dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion.

ATTENDANCE

Attendance is mandatory at IE University, as it is an essential factor of IE's learning methodology. Each student may miss up to 20% of the sessions within a given course and still maintain the possibility of passing that given course. This 20% "buffer" is to be used for any absences, such as: illnesses, personal emergencies, commitments, official/governmental matters, business and/or medical appointments, family situations, etc. Students should manage their various needs, and situations that may arise, within that 20% buffer. If a student is absent to more than the allowed 20% of the sessions (regardless of the reason), s/he will obtain a 0.0 grade for that course in both the ordinary and extraordinary calls of the current academic year, and s/he will have to retake the course during the following academic year. Having established the rule, we strongly discourage to use this buffer as granted, we highly recommend to attend 100% of the classes as it will improve your learning outcomes, it will increase the class performance, and improve your participation grade. Extreme cases involving emergencies such as: extended hospitalizations, accidents, serious illnesses and other contexts involving force majeure, are to be consulted with the Program Management team for assessment of the situation and corresponding documentation, so that Program Management can support and guide each student optimally.

criteria	percentage	Learning Objectives	Comments
Class Participation	15 %		
Individual Work	30 %		Essay - 2,000 words
Intermediate Tests	20 %		Midterm Exam
Final Exam	35 %		

RE-SIT / RE-TAKE POLICY

PLAGIARISM / ACADEMIC HONESTY

Plagiarism is the dishonest act of presenting another person's ideas, texts or words as your own.

This includes in order of seriousness of the offense:

- providing faulty sources;
- copy-pasting material from your own past assignments (self-plagiarism) without the instructor's permission;
- copy-pasting material from external sources even while citing them;
- using verbatim translations from sources in other languages without citing them;
- copy-pasting material from external sources without citing them;

- buying or commissioning essays from other parties;
- and receiving excessive and/or unreported help from personal tutors.

IEU students must contact the professor if they don't know whether the use of a document constitutes plagiarism. The professor will advise the student on how to present said material. All written assignments have to be submitted through Turnitin, which produces a similarity report and detects cases of plagiarism. Professors are required to check each student's academic work in order to guarantee its originality. Students using external tutorial support should report it to the professor and the BIR Program from the moment they begin receiving this support. If the originality of the academic work is not clear, the professor will contact the student in order to clarify any doubts. In the event that the meeting with the student fails to clarify the originality of the academic work, the professor will inform the Director of the Bachelor Program about the case, who will then decide whether to bring the case forward to the BIR Academic Review Panel. Very high similarity scores will be automatically flagged and forwarded to the Academic Review Panel. Plagiarism constitutes a very serious offense and may carry penalties ranging from getting a zero for the assignment to expulsion from the university depending on the severity of the case and the number of times the student has committed plagiarism in the past.

BIBLIOGRAPHY

Compulsory

- John W. Young and John Kent. (2020). *International Relations Since 1945: A Global History*. 3rd Edition. Oxford: Oxford University Press. ISBN 9780198807612 (Printed)

Recommended

- Arendt, Hannah. (1973). *The Origins of Totalitarianism*. San Diego: Harvest Books. ISBN 0156701537 (Printed)
- Brzezinski, Zbigniew. (2016). *The Grand Chessboard: American Primacy and Its Geostrategic Imperatives*. New York: Basic Books. ISBN 9780465094356 (Printed)
- Delgado-Moreira, Juan M. (2000). *Multicultural Citizenship of the European Union*. Burlington, VT: Ashgate. ISBN 0754613526 (Printed)
- Deutsch, Karl. (1969). *Nationalism and Its Alternatives*. New York: Alfred A. Knopf. ISBN 0394437632 (Printed)
- Fuller, Graham E. and Ian O. Lesser. (1995). *A Sense of Siege: The Geopolitics of Islam and the West*. Boulder CO: Westview Press. ISBN 0813321484 (Printed)
- Harari, Yuval Noah. (2015). *Sapiens: A Brief History of Humankind*. New York: Random House. ISBN 0099590085 (Printed)
- Kissinger, Henry. (1994). *Diplomacy*. New York: Simon & Schuster. ISBN 9780671659912 (Printed)
- Poulton, Hugh. (1995). *Who are the Macedonians?*. Bloomington: Indiana U. Press. ISBN 9780253213594 (Printed)
- Stolarik, M. Mark, ed. (2010). *The Prague Spring and the Warsaw Pact Invasion of Czechoslovakia, 1968: Forty Years Later*. Mundelein, IL: Bolchazy-Carducci. ISBN 0865167516 (Printed)
- Ward, Christopher. (2009). *Brezhnev's Folly: The Building of BAM and Late*

Soviet Socialism. Pittsburgh: Pittsburgh University Press. ISBN 0822943727 (Printed)

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- Kennedy, Paul, ed. (2002). *Communities across Borders: New Immigrants and Transnational Cultures*. London: Routledge. ISBN 0415252938 (Printed)

- Lampe, John R. and Mark Mazower, eds. (2004). *Ideologies and National Identities: The Case of Twentieth-Century Southeastern Europe*. New York: Central European University Press. ISBN 9639241725 (Printed)

- Tziampiris, Aristotle. (2019). *Greece, European Political Cooperation and the Macedonian Question*. London: Routledge. ISBN 1138737046 (Printed)

- Wimmer, Andreas. (2002). *Nationalist Exclusion and Ethnic Conflict: Shadows of Modernity*. Cambridge-New York: Cambridge University Press. ISBN 0521812550 (Printed)

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.