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<i>Attendance and participation</i>	15%
<i>Leading a seminar session</i>	10%
<i>Annotated bibliography and primary source report</i>	10%
<i>Main theses and structure outline</i>	10%
<i>In-class presentation of final paper</i>	10%
<i>Rough draft of final paper</i>	10%
<i>Final research paper (5,000–6,000 words)</i>	35%

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Sep. 23	Annotated bibliography and primary source report
Oct. 14	Main theses and structure outline
Nov. 8	In-class presentation of final paper (10 minutes)
Nov. 18	Rough draft of final paper
Dec. 16	Final research paper

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Hanhimäki and Westad, *The Cold War: A History in Documents and Eyewitness Accounts* (Oxford, 2004).

Judge and Langdon, *The Cold War Through Documents: A Global History*, Third Edition (Lanham, 2017).

[Cold War: Primary Sources Online](#), Newton Gresham Library, Sam Houston State University.

[World War II and Aftermath](#), Center for Research Libraries.

*Note: Includes CIA intelligence reports on different regions and countries of the Third World.*

[The Cold War](#), Avalon Project, Yale Law School, Yale University.

[Bandung Conference as Global Event](#), Bishop's University and McMaster University.

[International History Declassified](#), Digital Archive, Woodrow Wilson International Center.

*Note: Documents and sources cover topics such as: China's role in the third world, the Algerian Liberation War, the Vietnam War, and Afro-Asian solidarity conferences.*

[Congress for Cultural Freedom \(CCF\) magazines](#):

*Note: Some magazines continued to publish after the outbreak of the CIA funding scandal. For the research paper, I recommend focusing on the years when the magazines were closely affiliated to the CCF (roughly 1967 or 1971). If need be, you can study issues published after the end of the affiliation with the CCF to see if any changes in content and form are worthy of investigation.*

- [Quest](#) (India)
- [Mundo Nuevo](#) (Latin America)
- [Transition](#) (Uganda)
- [Encounter](#) (United Kingdom)
- [Black Orpheus](#) (Nigeria)

*Note: Though unavailable in PDF online, all issues of the magazine are housed in nearby research universities and could be borrowed using Grinnell's ILL service*

\_\_\_\_\_:

Deadlines are *final*. Failure to submit an assignment on time equals failure in the assignment (i.e., a grade of zero). Missing 2 sessions (of the total 11) without a legitimate excuse will result in a zero grade for attendance. Missing 3 or more sessions will result in failing the course altogether. Accommodations will be made for students' needs (cultural, personal, or otherwise) and for dire or special circumstances upon contacting and informing the instructor. Recurring episodes of lateness or unexcused absence, however, will not be tolerated. Note that an excused absence is usually one that you have arranged with me well in advance, not *post facto*.

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You can always contact me by e-mail, and I will try to respond within a reasonable timeframe. That said, I do not necessarily read e-mails after 5 pm or on weekends unless the matter is of legitimate urgency.

\_\_\_\_\_:

Instructors do not proofread papers, but they can teach you how to edit your work effectively. Grinnell College's [Writing, Reading, and Speaking Center](#) supports students working on papers, projects, and presentations, as well as job and internship applications. In one-on-one sessions, students work with professional instructors to interpret readings, talk through ideas, choose and analyze evidence, develop and organize arguments, craft introductions and conclusions, organize and revise whole drafts, plan presentations, and more.

\_\_\_\_\_:

College academics are demanding. Thus, it is normal to face some trouble from time to time. If you are experiencing difficulty—academic or personal—in this class or any class, I encourage you to get in touch with me or with your advisor. We can help you take advantage of the different support resources Grinnell has to resolve problems you may be experiencing during the semester.

\_\_\_\_\_:

Grinnell College's academic honesty policy is to be found in the [Student Handbook](#). It is expected that students are aware of the tasks and demands expressed in this policy and adhere to them.

\_\_\_\_\_:

I strive to create an inclusive classroom. Thus, I invite students to approach me about their learning needs and I encourage students with disabilities to talk to me and disclose what accommodations would be necessary. Students with disabilities should likewise approach and discuss their needs with Grinnell College's [Accessibility and Disability Services](#).

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- No class meeting

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\_\_\_\_\_:

(66 pages)

- Eley, "What Is Cultural History?" *New German Critique* 65 (1995): 19–36.
- Dirlik, "Specters of the Third World: Global Modernity and the End of the Three Worlds," *Third World Quarterly* 25 (2004): 131–48.

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\_\_\_\_\_ : (160 pages)

- Kalliney, "Modernism, African Literature, and the Cold War," *Modern Language Quarterly* 76 (2015): 333–68
- Popescu, *At Penpoint: African Literatures, Postcolonial Studies, and the Cold War* (Durham, 2020): 31–103.
- Okeke-Agulu, *Postcolonial Modernism: Art and Decolonization in Twentieth-Century Nigeria* (Durham, 2015): 131–81.

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\_\_\_\_\_ :

- [Film viewing] Boughedir, *Camera d'Afrique*, Tunisia (1983).

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\_\_\_\_\_ :

- No class meeting

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\_\_\_\_\_ : (171 pages)

- Di-Capua, *No Exit: Arab Existentialism, Jean-Paul Sartre, and Decolonization* (Chicago, 2018): 26–196.

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\_\_\_\_\_ : (130 pages)

- Maasri, "The Hot Third World in the Cultural Cold War: Modernism, Arabic Literary Journals, and US Counterinsurgency," in *Cosmopolitan Radicalism: The Visual Politics of Beirut's Global Sixties* (Cambridge, 2020): 63–100.
- Jebari, "'Illegitimate Children': The Tunisian New Left and the Student Question 1963–75," *International Journal of Middle East Studies* 54 (2022): 100–123.
- Azeb, "Crossing the Saharan Boundary: Lotus and the Legibility of Africanness," *Research in African Literatures* 50 (2019): 91–115.
- Fiedler, "Khamzin: A New Vision for the Middle East," in *Matzpen: A History of Israeli Dissidence* (Edinburgh, 2020): 281–324.

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\_\_\_\_\_ :

- [Film viewing] Godard, *La Chinoise*, France (1967).

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(170 pages)

- Armstrong, "The Cultural Cold War in Korea 1945–50." *Journal of Asian Studies* 62 (2003): 71–99.
- Leung, "[The School That Built Asia](#)," *Palladium Magazine* (Aug. 2021).
- Leow, "A Missing Peace: The Asia-Pacific Peace Conference in Beijing, 1952, and the Emotional Making of Third World Internationalism," *Journal of World History* 30 (2019): 21–53.
- Leese, "A Single Spark: Origins and Spread of the Little Red Book in China," in *Mao's Little Red Book: A Global History*, ed. Cook (Cambridge, 2014): 23–42.
- Mullen, "By the Book: *Quotations from Chairman Mao* and the Making of Afro-Asian Radicalism 1966–75," ed. Cook (2014): 245–265.
- Slobodian, "Badge Books and Brand Books: The Mao Bible in Eastge e e e 7 p