



M.A.DLB 0862 –
COLD WAR ERA (Conflicts & Legacies)
M.A. Diplomacy, Law and Business – Fall 2026

Course Duration	15-weeks
Credit-Hours	4-credit hours
Meetings	TBA
Location	TBA
Prerequisites	International History-II
Equivalent Courses	Cold War in Asian Theatre; Cold War in Europe, Russia and its Western Periphery.
Exclusive Courses	Contemporary World History

Instructor Information

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1. Course Description

The four decades post the Second World War represented for much of the world a new beginning, opportunity for development following the devastations of war and colonialism and the possibility for wider and newer interactions in global diplomacy given the end of European colonial empires. However, the forces of realpolitik and its accompanying mistrust and opportunism were alive as ever and they thrust a reluctant world into another Great Power rivalry. Initially the Non-Aligned Movement (NAM) and its goals of Peaceful Coexistence represented a fledgling third front but its hope and influence was overshadowed. The Cold War era is remembered for its bi-furcation of the world into Capitalist and Communist via a variety of measures known proverbially as the iron curtain. It is known for many long proxy conflicts starting with the Korean war in 1950, the Vietnam war in 1955, Civil war in Angola, Soviet-Afghan War etc.

Tense standoffs such as the Cuban Missile Crisis highlighted the dangers inherent in global military power projection as well as the lethality of the tit for tat, brinkmanship indulged in by the apex powers. The security umbrella organized by the two Super powers via military alliances of the time, would in some aspects subdue and trample sovereignty. It was not an era of strategic autonomy or economic opportunity in the global sense that we understand it today. It emphasized intense competition, the kind that took humanity across not only the seven seas with concerns over spheres of influence but ultimately all the way to the moon.

In this course, we will examine the standards and patterns established in the Cold War era, with the aim of understanding its influence upon international security today. We will question, how the perils of Great Power rivalries might be avoided if at all. Can contemporary multilateralism and diplomacy overcome the downward pull of strategic competition? Are we moving towards a new age of multipolarity or a Cold War 2.0? All of this will be part of our ongoing discourse.

Being an elective, this course will have a 70-30 distribution between the internal and external component. The end-semester, end-term exam worth 30 marks will be based on a mixture of short questions and essay questions from across the entirety of the course. The internal component will have firstly, a Team presentation on a Cold War era conflict and its significance. The second internal assignment will be an individual essay on a primary legacy of the Cold War era that lives on in the contemporary period. This assignment, may be considered a matter of opinion i.e. an opportunity for the student to put forth their understanding of history. Students are encouraged to unfold their own views on this period via not only assignments but also active in-class engagement. I look forward to exploring the Cold War Era and its impact with you in the upcoming semester.

2. Course Intended Learning Objectives

Course Intended Learning Outcomes	Teaching & Learning Activities	Assessments/ Activities
STANDARDS: To make a note of the tactics, patterns and practices that commenced in the Cold War era and carry forth into contemporary period.	Weekly class sessions that include a review in the form of a discussion or a quiz.	<u>Critical ESSAY</u> : Each student will pick from among weekly topics, a practice or a pattern and discuss its significance for international security.
LEGACY: To determine, how the Cold War era and its aftermath changed the global balance of power, its hierarchies, level of security or lack thereof and how nations interact on the whole.	Weekly class sessions that include a review in the form of a discussion or a quiz.	<u>Team PRESENTATION</u> : Students in groups of 2-4, will discuss a primary contemporary legacy of the Cold War era, active today -its pros/cons and overall implications.

3. Scheme of Evaluation and Grading

INTERNAL Component 70%	Critical ESSAY (35%): This is an individual assignment, requiring each student to research, reflect and share their perspective on a <u>standard of statecraft</u> originating in the Cold War era. The essay should highlight the importance of the topic to international security or human security either in the past or present or both. Word count: 2000.
	Team PRESENTATION (35%): Students will organize in teams of 2-4 and make a minimum 10-slide presentation that discusses a <u>contemporary legacy</u> of the Cold War era. Students also have an alternative option of taking contrarian stance in terms of challenging the very notion of Cold War era legacies and make a case for how different the world today is. Post the 10-12 min presentation, there will be a Q&A. Punctuality and proper attire (semi-formal or formal) expected on the day of presentation.
EXTERNAL Component 30%	The end-term examination will comprise of <u>two essay questions</u> of 15 marks each. An exam guideline will be shared towards semester end.

4. Academic Integrity

- a) **BE ON TIME:** An essential aspect of education is imbuing punctuality into your lifestyle. If a student is **very late**, they will be given **no attendance**. Students are required to arrive on time, stay the duration, return after breaks – to avail the benefits of the lecture and to receive attendance. If you are delayed, take care to avoid interrupting ongoing lecture or slamming doors when entering /exiting.
- b) **USE A NOTEBOOK:** Students are encouraged to take their notes in a **paper notebook** rather than on their devices. The old-school method not only prevents distraction but is also proven to improve retention of subject-matter. The lecture slides like the course readings will be shared with students on a weekly basis on the course's Teams group.
- c) **NO BROWSING:** Students must **avoid undertaking parallel projects** or casual browsing on their devices (laptops or phones) during class sessions. All students need to place their attention on the main screen (whiteboard) and be engaged with the lecture. The only exception is if you search online for a subject pertaining to week's topic for clarification or to share with the class.
- d) **CITATION:** For any course assignment, written or a presentation, students should **cite the source** of their arguments and facts in keeping with academic protocol. For written assignments, generally a detailed guideline is provided to help students understand the parameters of their task. Plagiarized work can result in **severe markdown** or even a total rejection of the submission i.e. zero marks.

5. Keyword Syllabus

- i. **SOCIAL:** National Chauvinism, Demography, Individualism, Collectivism, Civil-Society, Homogenous, Multiculturalism, Assimilation, Westernization, Sovietization, Tribalism, Ethnic cleansing, Purges, Pogrom.
- ii. **POLITICAL:** Sovereignty, Nationalism, Revisionism, Soft-Power, Insurgency, Revolution, Subversion, Regime-change, Guerrilla warfare, Terrorism, Anarchy, Re-education camps, Political prisoners, Political opposition, Détente.
- iii. **LEGAL:** UN Charter, International Humanitarian Law, International Human Rights Law, Treaty, Codes of Conduct, Civil-Rights, Human Rights, Espionage, Treason.
- iv. **SECURITY:** Militarism, Nuclearization, Mutually-assured destruction (MAD), Brinkmanship, Asymmetric warfare, Military alliances, Military-Industrial complex, Collective-Security, Hard Power, Military Power Projection, Reconnaissance, Surveillance, Sabotage, Deterrence.
- v. **ECONOMIC:** Globalization, Protectionism, Corruption, Tariffs, Inequality, Exclusive Economic Zones (EEZ), World Bank, IMF, IPE, Sanctions, Bretton Woods System.
- vi. **MISCELLEANOUS:** Dominance, Retribution, Opportunism.

6. Course Material

- a) Text books:
 - i. Odd Arne Westad. **The Cold War: A World History**. Basic Books. Sept 2017.
 - ii. Martin Walker. **The Cold War: A History**. Holt Paperbacks. June 1995.

- b) Web Sources:
 - i. <https://nsarchive.gwu.edu/history-cold-war>
 - ii. <https://www.loc.gov/collections/veterans-history-project-collection/serving-our-voices/korean-war/>

7. Session Plan

Session	TOPIC	Readings
Week #1	<p style="text-align: center;">Collective Security via Trans-national Military Alliance System</p>	<p>Schmitt, Olivier. "The emergence of military alliances in the 21st century." Open Perspectives Exchange Network (2025).</p> <p>Hemmings, John. "The evolution of the US alliance system in the Indo-Pacific since the Cold War’s end." <i>Hindsight, insight, foresight: Thinking about security in the Indo-Pacific</i> (2020): 145-159.</p> <p>He, Kai, and Huiyun Feng. "Why is there no NATO in Asia? ‘Revisited: Prospect theory, balance of threat, and US alliance strategies." <i>European Journal of International Relations</i> 18.2 (2012): 227-250.</p> <p>Fordham, Benjamin O. "Trade and asymmetric alliances." <i>Journal of Peace Research</i> 47.6 (2010): 685-696.</p>
Week #2	<p style="text-align: center;">National Security via Nuclear Deterrence and Brinkmanship of Lethality</p>	<p>Nalebuff, Barry. "Brinkmanship and nuclear deterrence: The neutrality of escalation." <i>Conflict Management and Peace Science</i> 9.2 (1986): 19-30.</p> <p>Siracusa, Joseph M., and David G. Coleman. "Scaling the nuclear ladder: Deterrence from Truman to Clinton." <i>Australian Journal of International Affairs</i> 54.3 (2000): 277-296.</p> <p>Suh, Kyungwon. "Nuclear balance and extended deterrence: evidence from cold war superpower alliances." <i>Journal of Peace Research</i> 63.2 (2026): 232-245.</p>

<p>Week #3 </p>	<p>Espionage, Sabotage, Covert Operations as ‘Cold-tactics’.</p>	<p>Reisman, W. Michael. "Covert Action." <i>Yale J. Int'l L.</i> 20 (1995): 419.</p> <p>Eyth, Marcus. "The CIA and Covert Operations: To Disclose or Not to Disclose-That is the Question." <i>BYU J. Pub. L.</i> 17 (2002): 45.</p> <p>Karabulut, Saim, and Dries Putter. "Covert Action and Intelligence: The Case of Operation Jungle." <i>International Journal of Intelligence and Counterintelligence</i> (2026): 1-17.</p> <p>Adams, Nicholas Lawrence. "The Counterproductivity of US Covert Action During the Cold War."</p> <p>Zanchetta, Barbara. "Between Cold War Imperatives and State-Sponsored Terrorism: The United States and ‘Operation Condor’." <i>Studies in Conflict & Terrorism</i> 39.12 (2016): 1084-1102.</p>
<p>Week #4 </p>	<p>Military Power Projection: Foreign bases and Deployment of WMDs.</p>	<p>Ushirogata, Keitaro. "The maritime strategy of the United States: Dependence on sea control and power projection." <i>Global Maritime Military Strategy, 1980–2023.</i> Singapore: Springer Nature Singapore, 2025. 73-89.</p> <p>Thompson, W. Scott. The projection of Soviet power. No. RANDP5988. 1977.</p> <p>Klare, Michael T. "US military policy in the post-Cold War era." <i>Socialist Register</i> 28 (1992).</p> <p>Lutz, Catherine. "US Foreign Military Bases: The Edge and Essence of Empire." <i>Rethinking America.</i> Routledge, 2015. 15-30.</p> <p>Gavin, Francis J. "Same as it ever was: Nuclear alarmism, proliferation, and the Cold War." <i>International Security</i> 34.3 (2010): 7-37.</p>

Week #5	<p>Puppet regimes and the undermining of genuine Sovereignty.</p>	<p>Papava, Vladimer. "The end of the frozen Cold War?" <i>Caucasian Review of International Affairs</i> 3.1 (2009): 98-102.</p> <p>Lund, Aron. "From cold war to civil war: 75 years of Russian-Syrian relations." (2019): 2019.</p> <p>Nolte, Georg. "Intervention by invitation." <i>Max Planck encyclopedia of public international law</i> (2010): 1-8.</p> <p>Ciorciari, John D. "China and the Pol Pot regime." <i>Cold War History</i> 14.2 (2014): 215-235.</p> <p>Weldy, Thomas Allan. "The Importance of the United States Role in Cold War Latin American Military Coups: Brazil, Chile, and Argentina." (2010).</p> <p>Thyne, C. L. (2010). Supporter of stability or agent of agitation? The effect of US foreign policy on coups in Latin America, 1960—99. <i>Journal of Peace Research</i>, 47(4), 449-461.</p>
Week #6	<p>Protectionism amid Geopolitical tensions.</p>	<p>Harlov-Csортán, Melinda. "From the borderland of the iron curtain to European and world cultural heritage." <i>Folklore: Electronic Journal of Folklore</i> 70 (2017): 193-224.</p> <p>Bradley, Ben. "European Unity in the Post-Cold War Era." <i>Date of Access</i> 10 (2020).</p> <p>Bielicki, Paweł. "The Iron Curtain as an Aspect of the Sovietization of Eastern Europe in 1949–1953." <i>Studia z Dziejów Rosji i Europy Środkowo-Wschodniej</i> 52.1 (2017): 137-161.</p> <p>Hassner, Pierre. "One Cold War Among Many?" <i>Survival</i> 50.5 (2008): 247-256.</p> <p>Krige, John, and Mario Daniels. "Change and Continuity in US Export Control Policy." <i>Issues in Science and Technology</i> 39.2 (2023): 24-26.</p>

<p>Week #7 </p>	<p>Political Culture: Governance via Cult of Personality.</p>	<p>Tucker, Robert C. "The rise of Stalin's personality cult." <i>The American Historical Review</i> 84.2 (1979): 347-366.</p> <p>Márquez, Xavier. "A model of cults of personality." <i>APSA 2013 Annual Meeting Paper, American Political Science Association 2013 Annual Meeting</i>. 2013.</p> <p>Maldonado, Angelica. "Long Live Chairman Mao! The Cultural Revolution and the Mao Personality Cult." (2018).</p>
<p>Week #8 </p>	<p>State paranoia: Persecution, Purges & Torture of so-called Subversives.</p>	<p>Lessa, Francesca, and Lorena Balardini. "No safe haven: Operation Condor and transnational repression in South America." <i>International Studies Quarterly</i> 68.2 (2024): sqae035.</p> <p>Blakeley, Ruth. "Still training to torture? US training of military forces from Latin America." <i>Third World Quarterly</i> 27.8 (2006): 1439-1461.</p> <p>Cole, David. "The new McCarthyism: Repeating history in the war on terrorism." <i>Harv. CR-CLL Rev.</i> 38 (2003): 1.</p> <p>Eckstein, Arthur. "The Hollywood Ten in history and memory." (2004): 424-436.</p> <p>English, Richard. "What Makes a Hollywood Communist?" <i>Saturday Evening Post</i> 19 (1951): 30-31.</p>
<p>Week #9 </p>	<p>Primacy of Political Ideological factionalism: Us vs. Them narrative.</p>	<p>Kramer, Mark. "Ideology and the cold war." <i>Review of International Studies</i> 25.4 (1999): 539-576.</p> <p>Roy, Tiasha. "Politics of Propaganda: Myth and Reality of the Iron Curtain." <i>ALTRALANG Journal</i> 3.1 (2021): 192-212.</p> <p>Kramer, Mark. "Ideology and the cold war." <i>Review of International Studies</i> 25.4 (1999): 539-576.</p> <p>Ghodsee, Kristen. "A tale of “two totalitarianisms”: The crisis of capitalism and the historical memory of communism." <i>History of the Present</i> 4.2 (2014): 115-142.</p>

<p>Week #10 </p>	<p>Soft Power: Implications of Sovietization vs. Westernization for polarized world.</p>	<p>Nye, Joseph. S. Soft Power. Foreign Policy, No. 80, Twentieth Anniversary (Autumn, 1990), 153-171.</p> <p>Doering-Manteuffel, Anselm. "Transatlantic Exchange and Interaction—The Concept of Westernization.”." Conference The American Impact on Western Europe: Americanization and Westernization in Transatlantic Perspective, German Historical Institute in Washington. 1999.</p> <p>Zhu, Xiaozhong. "Western studies on the Sovietization of Eastern Europe." <i>Chinese Journal of Slavic Studies</i> 3.1 (2023): 15-32.</p> <p>Tsipursky, Gleb. "Fighting western fashion in the Soviet Union: The Komsomol, westernized youth, and the Cultural Cold War in the mid-1950s." <i>Euxeinos: Governance and Culture in the Black Sea Region, Special Issue: 'Pop and Politics in Late Soviet Society</i> 8 (2018): 11-20.</p>
<p>Week #11 </p>	<p>Proxy wars: Part of decolonization and seeking of spheres of influence.</p>	<p>Fox, Amos C. "On proxy war: A multipurpose tool for a multipolar world." <i>Journal of Military Studies</i> 12.1 (2023): 1-17.</p> <p>Fox, Amos C. "Conflict and the Need for a Theory of Proxy Warfare." <i>Journal of Strategic Security</i> 12.1 (2019): 44-71.</p> <p>BAR-SIMAN-TOV, YAACOV. "The Strategy of War by Proxy." <i>Cooperation and Conflict</i>, vol. 19, no. 4, 1984, pp. 263–73.</p>
<p>Week #12 </p>	<p>Three-World Model: Strategic Autonomy and Strategic Alignment.</p>	<p>Wolf-Phillips, Leslie. "Why third world?" <i>Third World Quarterly</i> 1.1 (1979): 105-114.</p> <p>Mital, Aruna R. "Non-aligned movement and its relevance today." <i>International Journal of Humanities and Social Science Research</i> 2.7 (2016): 22-27.</p>

		<p>Jaldi, Abdessalam. "The crisis of multilateralism viewed from the Global South." <i>Policy Paper for the New South</i> (2023).</p> <p>Gray, Kevin, and Barry K. Gills. "South–South cooperation and the rise of the Global South." <i>Third World Quarterly</i> 37.4 (2016): 557-574.</p>
<p>Week #13 </p>	<p>Space frontier: Satellite technology and its impact on international security.</p>	<p>Lynch, Michael E. "From the Last Frontier to the Final Frontier: The Polar Regions and Space Security." <i>Space and Defense Journal</i>, vol. 16, no. 1, 2020, pp. 7</p> <p>Swanson, Glen E. "The new frontier: Religion in America’s national space rhetoric of the cold war era." <i>Religions</i> 11.11 (2020): 592.</p> <p>Dodgen, Larry J. "Space: The Evolving Importance of the Final Frontier." (2005).</p> <p>Mecklin, John. "Why the final frontier should not become the final battleground." <i>Bulletin of the Atomic Scientists</i> 78.1 (2022): 1-2.</p> <p>Weinzierl, Matthew. "Space, the final economic frontier." <i>Journal of Economic Perspectives</i> 32.2 (2018): 173-192.</p>
<p>Week #14 </p>	<p>Détente: De-escalatory treaties as a promise.</p>	<p>Schenck, Lisa M., and Robert A. Youmans. "From Start to Finish: A Historical Review of Nuclear Arms Controls Treaties and Starting over with the New Start." <i>Cardozo J. Int'l & Comp. L.</i> 20 (2011): 399.</p> <p>Woolf, Amy F. The New START Treaty: Central Limits and Key Provisions. No. GAOR41219. 2014.</p> <p>Evans, Dennis. "Strategic Arms Control Beyond New Start: Lessons from Prior Treaties and Recent Developments." (2021).</p>

<p>Week #15 </p>	<p style="text-align: center;">Reconnaissance, Intelligence, Surveillance states.</p>	<p>Kleve, Karl Lorentz. "Fearing the Eye in the Sky: How the Fear of Espionage Affected the Development of Civil Aviation during the Cold War." <i>The International Journal of Intelligence, Security, and Public Affairs</i> 22.3 (2020): 307-327.</p> <p>Macrakis, Kristie. "Technophilic hubris and espionage styles during the Cold War." <i>Isis</i> 101.2 (2010): 378-385.</p> <p>Whitaker, Reg. "Security and Intelligence in the Post-Cold War World." <i>Socialist Register</i> 28 (1992).</p>
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COURSE LETTER GRADE AND THEIR INTERPRETATION			
Grade	Marks	GPA	Grade Interpretation
O	80 and above	8	Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75 - 79	7.5	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70 - 74	7	Very Good: Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules, and principles, critically analyze existing material and originality in thinking and presentation.
A-	65 -69	6	Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60 - 64	5	Fair: Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B	55 - 59	4	Acceptable: Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50 - 54	3	Marginal: Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 - 49	2	Pass 1: Pass with Basic understanding of the subject matter.
P2	40 - 44	1	Pass 2: Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	Fail: Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.