

CHAPTER I

THE COLD WAR AND ITS AFTERMATH

At the end of this chapter the students will be able to:

- Explain what “Cold War” means.
- Describe basic differences between capitalism and communism.
- Name and identify on a map, the main countries involved in the Cold War.
- Discuss how Development Assistance and aid were used as weapons of the Cold War.
- Give examples of regional wars which were supported by Cold War rivals.
- Discuss some global consequences of the Cold War.

OVERVIEW AND GENERAL APPROACH TO THIS MODULE

This module looks at historical events and the ideologies which have influenced most significant international conflicts since World War Two. The module is composed of three units which examine three important international conflicts.

- Unit one, ***The Cold War and its Aftermath***, looks at the Cold War and all of the conflicts that came about as a result of the tensions between the Superpowers.
- Unit two, ***Introduction to Middle East***, explores the long history of conflict in the Middle East. This unit includes two large detailed case studies: the Israeli-Palestinian conflict, and Iraq.
- Unit three, ***The War on Terror***, discusses the current international situation, focusing on the causes and effects of terrorism.

The roots and causes of each conflict or crisis are presented by way of historical background as well as current analysis. However, for teachers using this module, it is important to remember that **ideology** and **belief systems** are at the very core of these crises.

We hope that the students will look at more than one point-of-view when trying to understand why these events occurred and continue to occur. In other words, in many cases there are no “rights” or “wrongs.” It is also important to note, however, that in many cases, there are historical facts which are conveniently left out of the conversation when one side is trying to support their point-of-view.

It would be useful for teachers to help students to look at how facts and opinion are sometimes used by world leaders and analysts to inform, as well as, confuse. A major theme found in all three units is the **use of propaganda** by governments and those with power.

There are many discussion opportunities in this module where students can debate complex issues. Hopefully, by the end of the module, students will have learned some history as well as, explored their own values and beliefs.

The information in blue is background for the teacher. You may or may not want to explain this extra information to the students, depending on time and interest.

1. COLD WAR: A DEFINITION

BRAINSTORM

Ask the students to list all the ways they can think of countries settling conflicts, for example: war, negotiations, compromise, agreement, economic sanctions, involve other countries in the conflict, etc.

Get students to say everything they can think of about the Cold War: what countries were involved, what was the reason for the conflict, why was it called 'cold', what were the major differences between the opposing countries? Was there any actual fighting?

Ask the students if they can explain why some countries are called 'superpowers'

Suggested answer: A superpower is a very powerful nation, with a very strong military. It is so strong that it makes it very difficult for other countries to compete with it. Since it is so much more powerful (militarily and politically), it can control many smaller or less powerful countries politically or economically. A superpower also has a lot of influence on international politics and on the politics of other independent countries.

Brainstorming activities are ways to get students to start thinking about what they already know or think about issues. Teachers can begin each new unit or section with a brainstorm session asking students, "What do you know about this topic/issue?" for a definite response, and "What do you think?" if they students don't really know for sure, but have some ideas.

- Brainstorming does not go into depth with teacher corrections.
- Brainstorming should not involve judgement or deciding 'right' or 'wrong.'
- Brainstorming sessions can be very short if the students have little to say or they can involve quite lively discussions.

Be careful not to let the brainstorming go on too long (generally a few minutes should be enough to get a class thinking about the topic and usually not more than ten minutes is recommended).

In the module, the brainstorming questions are all answered eventually through the reading and activities.

Other uses of brainstorming: As an extra review activity, after studying a section, you can go back to the brainstorming questions at the beginning and get the students to answer it again, now that they have learned the information in the section and done the activities and exercises. You can even get them to write their answers for homework. As a result, students will be able to see what they have learned and be able to review it.

TWO SYSTEMS: IN THEORY

DISCUSSION

At this point the students have very little information about the two systems of communism and capitalism. Some students might already have strong opinions based on what they have heard before. Others might have no opinion. Even if the students don't have their own opinion, they can begin to discuss based on the information in the text. From that information they can start developing their own opinion, for example:

"I prefer the communist system, because it provides people with free education and health care." Or "I prefer capitalism. I think under capitalism, people will have more opportunities for economic development." More information about the two systems comes later.

TWO SYSTEMS: IN PRACTICE

PREVIEW

Ask the students if they think that in real life communism and capitalism work out exactly according to the theory. Why or why not? What could be some differences between the theory and practice of both communism and capitalism? What could be some problems with either system when implemented in real life?

Possible answers: in many countries both systems have many problems relating to corruption of officials; some typical problems for capitalism include great disparity between rich and poor, and health and higher education being too expensive or inaccessible for poor people. Many communist countries suffer from economic problems caused by government mismanagement, restrictions of many civil society freedoms social problems such as lack of human rights. Communist governments are typically quite oppressive.

GROUP WORK

Students in small groups or with a partner select the phrases from the list to describe communism and capitalism and arrange them in the table below.

Answers:

Capitalism	Communism
Private ownership of property Usually democratically elected by people Many political parties allowed Reduced government role in economy Individuals responsible for health and education costs	collective ownership of property leaders selected by official party one-party rule State controls business Government assists with health and education costs

COMPREHENSION

Possible Answers:

1. Mismanagement and Corruption
2. Monopoly is a problem because it means that one company or business can charge any price because there is no competition. It means a business can charge very high prices. People have no choice. Quality of products or services could be bad without any consequence—no choice.
3. The State controls civil society by restricting and controlling voting, political parties, access to open media, freedom of expression.

DISCUSSION

How could capitalism work better? How could communism work better?

The purpose of this discussion is for students to see that there are problems as well as good points with both systems. Each one, in theory, has many positives. But each one, in practice, has not worked very well for all people. Students will try to identify the good points of each system and see if they can work together. Obviously, there are ideological points which make some ideas impossible or difficult for one system or the other.

Sample answers: Capitalism: The government could encourage small businesses and community based businesses more and put tighter control on large businesses to prevent monopolies. Also, the government could provide better subsidies for poor people for education and health. This could help reduce the gap between rich and poor. Communism: Smaller scale enterprises competing for government funding could help improve the quality of goods and services. Allowing and encouraging more local participation in decision making could improve the civil society and general satisfaction of the people. More accountability responsibilities for the leadership could also help.

REVIEW

Students can do this in groups or as a class.

Sample answers:

	Communism	Capitalism
Advantage	Free healthcare Free education More job security	Economic opportunities More freedoms, More democratic society More accountability and transparency in the government
Disadvantages	Corruption State monopoly on all production Mismanagement Lack of freedom Poverty	Corruption, Monopoly Increasing gap between rich and poor Expensive higher education Lack of free or affordable healthcare

2. ORIGINS OF THE COLD WAR

EXERCISE

Match the first half of the sentence in Column A with the second half in Column B

Column A	Column B
More Russians were killed in WWII than	the anti-communists in Russia.
Many Eastern European countries were	defeated by Mao Zedung.
Chiang Kai Shek was	the spread of communism.
The British and the Americans helped	controlled by the USSR after WWII.
During WWII, Russia felt it did not receive	any other nationality.
The Western allies feared	enough help from Britain, USA and France.

COMPREHENSION

Answers:

1. (A). After the Russian Revolution, the West supported the anti-communist forces during their civil war.
(B). The Western allies refused to help Russia during much of WWII.
2. (A). The Soviets occupied Eastern European countries (Poland, Czechoslovakia, East Germany, Hungary, Roumania, Bulgaria) at the end of WWII and did not allow free elections.
(B). The success of the Chinese communists made the West fear the spread of communism globally.

Alternative activity: Instead of getting the students to answer these comprehension questions, put them in groups and write the four answers from above on board, in mixed order [illustration example]

Then write on board:

1. Name two historical events which ?
2. Name two historical events which.....?

Students in groups have to complete each question based on the answers above.
Let the students compete to see who can finish first.

3. ARMS RACE

BRAINSTORM

Possible answers: guided missiles, jet aircraft, computers, radar, weapons systems like nuclear and laser weapons, space exploration, submarines, nuclear powered ships,

COMPREHENSION

Questions for the graph; answers:

1. The US
2. about 20,000
3. About 1977
4. US 25,000 USSR 30,000 difference=5,000
5. US about 32,000 USSR about 40,000
6. Possible answers: The USSR very quickly increased its stockpile to catch up with the US. The US rapidly increased its stockpile until about 1965 then it gradually declined while the USSR increased dramatically. At first, the US had a much larger stockpile of nuclear weapons than the USSR but by 1975 the two countries had about the same amount. The two countries had a much larger stockpile of nuclear weapons in 1975 than they did in 1955.

Questions for table and graph; answers:

1. China , 450
2. Possible answers: There was a fast increase in the number of nuclear weapons between 1960 and 1985 for the US and the USSR. More and more nuclear weapons were made between 1960-1985. Between 1960-1989 more countries developed nuclear weapons.

DISCUSSION

Possible answers: As each side made more weapons, the other side felt it needed to make more to match its rival. Because, newer bombs were being made which were more effective than the older ones. Because each side wanted to frighten the other side with its large number of weapons.

This is called a "security dilemma:" when one country builds a bomb another country feels threatened and builds their own. The first country is in turn frightened, and builds another bomb, and so on.

4. A WORLD DIVIDED

GROUP WORK

Using a world map or atlas the students work in groups to locate the countries listed.

The students map will represent how the world was divided into capitalist, communist and non-aligned states. Remember, this was the world of the 1960s-1980s. The world map is very different now. Continue working in groups to answer the questions 5 A and B in the students book.

(A). *Possible answers :* They are capitalist and communist countries. The first group were communist or former communist countries. The second group were/are capitalist.

(B). *Possible answers:* The third group are generally poor countries. They are developing countries. They are found in Africa, South America and South Asia. They were neither communist nor capitalist. Most of these countries are former colonies of one of the European countries.

DEVELOPMENT: HUMANITARIAN OR POLITICAL?**GROUP WORK**

1. Possible answer: This is what happened in reality. Students might come up with similar or different ideas. After each group contributes their ideas, summarise them on board and get the students to read the following paragraph. After students have read, get the to compare their answers with the information in the paragraph. Were they similar? Were they different?

After WWII, the US spent a lot of money helping rebuild countries ruined by war, especially Germany and Japan. In Europe this was called The Marshall Plan. The idea was that economic help to these countries would keep them away from being influenced by communism. Offering countries economic aid would make them pro-American.

2. Possible answers: Things that might threaten capitalism: a ruined economy, an unstable government, a civil war, a strong communist-oriented party or army active in the country, financial or military support from another communist country, a base in a neighbouring communist country from which a communist guerrilla force could operate.

What Western capitalist countries, US in particular, did next was to start offering military aid to newly independent countries that were in the middle of civil war. The US would offer aid to one of the sides at war to help them come to power and prevent the country from falling to communism. This would create a pro-American or pro-Western government and a country would begin to develop in a capitalist way. America would then continue to provide developmental aid to support the economic development and the government of the new country.

“HELP” FOR NEWLY INDEPENDENT COUNTRIES

COMPREHENSION

Students answer the questions in groups or for homework

Possible answers:

1. Because some had suffered from WWII—had their cities and economies destroyed. Some were newly independent (former colonies) and poor. Some new countries were fighting civil wars which caused damage to the countries infrastructure and economy.
2. By giving money, aid and/or weapons to certain countries. By providing military aid and development aid.
3. The USSR or China

WARS BY PROXY

COMPREHENSION

Africa, Asia, Latin America (South America and Central America/Caribbean). Three of the best examples are Korea, Vietnam and Afghanistan.

CASE STUDY

The Vietnam War

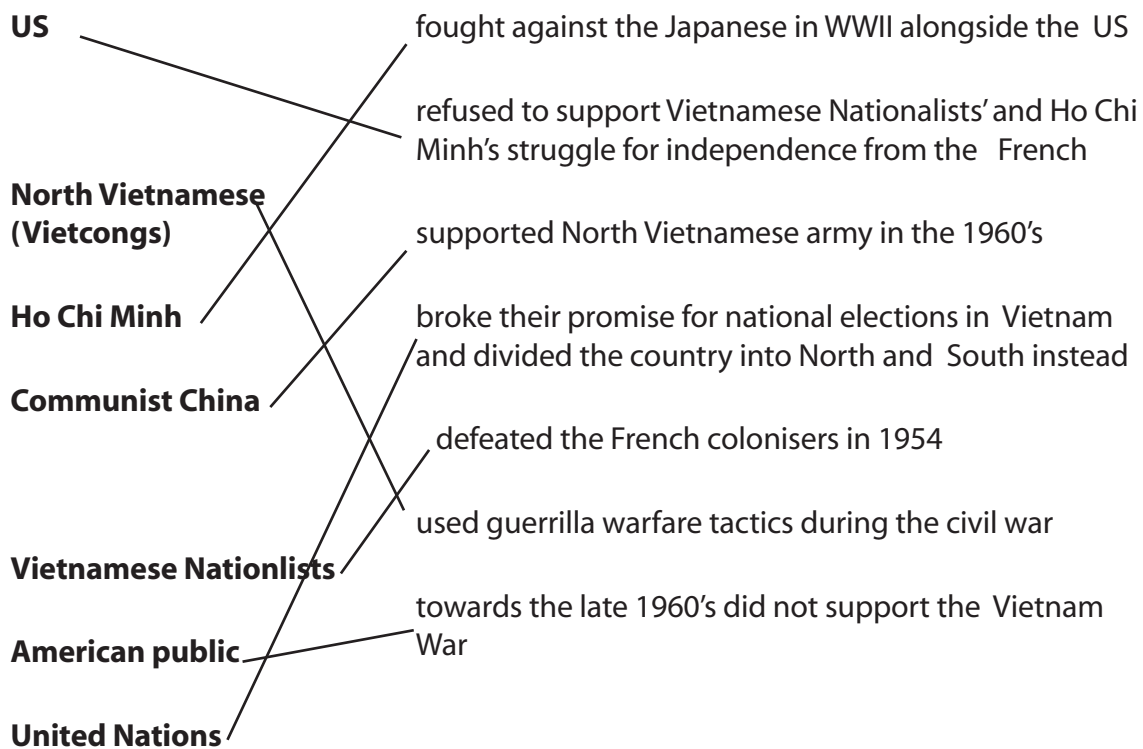
COMPREHENSION

You can get the students to answer the questions individually, with a partner, or for homework, or you can play 'texts around the room' activity using these questions: Cut up the questions and answers in the *supplementary pack* 'Text Around the Room Activity.' Post questions and answers around the classroom. Put students into small groups. Groups have to go around the classroom and match questions and answers.

Answers:

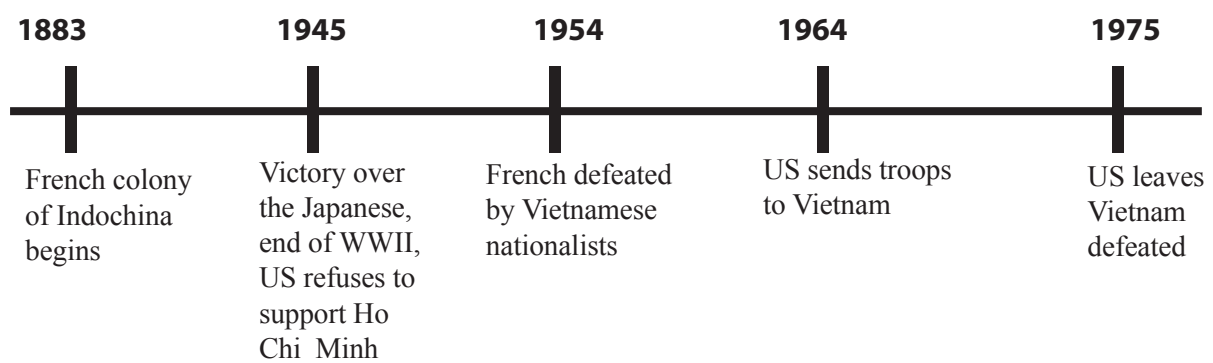
1. In South East Asia, next to Cambodia, Laos and China
2. The Japanese
3. They did not trust Ho because he wanted a socialist form of government for independent Vietnam.
4. Because the North Vietnamese were communist and they were afraid that after Vietnam became communist all of the other countries in Asia would become communist ("The Domino Effect").
5. China and the USSR
6. Afghanistan

EXERCISE



GROUP WORK

Fill in the key dates and events for the Vietnam War on the timeline

***CASE STUDY: AFGHANISTAN***

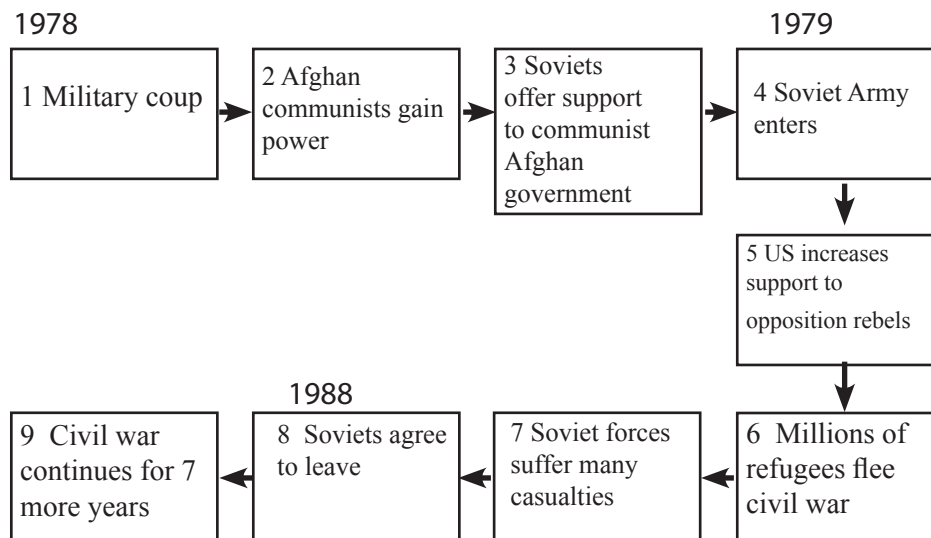
COMPREHENSION

Answers:

1. In Asia, at the southern border of the former USSR. It is between Iran (west), Pakistan (east) and Tajikistan, Uzbekistan, Turkmenistan (north)
2. The USSR
3. True
4. Because the new communist Afghan government could not control the rebels trying to overthrow them.
5. Because they wanted to help the rebels defeat the communist Afghan government.
6. No. They left Afghanistan because of pressure from the Soviet people and because they were not doing very well against the Afghan rebels. Also, the communist Afghan government did not stay in power for very long after the Soviets left Afghanistan.

GROUP WORK

Flow Diagram



Note: boxes 6 and 7 are interchangeable - they could go either way round.

DISCUSSION

Suggested answers:

1. Both the US and USSR proved unable to win a foreign war where the enemy was at home and able to use guerrilla tactics. A lack of public support for the wars (especially for Vietnam) also made it hard for each country to continue to support the wars.

5. FROM BI-POLAR TO UNI-POLAR

THE COLLAPSE OF THE SOVIET UNION

EXERCISE

Answers:

The Cold War (Arms Race, Proxy wars, Space Race) cost a lot of money and resources which resulted in a ***weak economy***. When the economy weakened the ***standard of living declined***. As the standard of living got worse, the people became unhappy which caused ***political and social unrest***. Because there was political and social unrest the people eventually ***revolted*** and demanded a ***change of government and economic system***.

A NEW WORLD ORDER

PREVIEW

Suggested Answers: "New world order" describes the political organisation of the world after the ending of the Cold War. It describes the current world system where the US is the sole superpower.

The collapse of the Soviet Union had huge implications for the rest of the world. International politics were no longer carried out in the framework of a Cold War. Humanitarian issues became a policy concern that were more important than simply how they made the US or USSR more powerful. Policies which supported cruel regimes were questioned. And new wars broke out in areas where the Cold War had prevented tensions from appearing - such as in former Yugoslavia.

DISCUSSION

Some possible answers:

- Because the two sides were so strong that they feared each other. Because each side has so many weapons that to start a war would have been a disaster for the whole world. Because no one can "win" a nuclear war. The term often used to describe the implications of war between the two superpowers, "mutually assured destruction" (or MAD), refers to ability of both the US and USSR to completely destroy the other (and possibly the whole world too).
- One superpower always had the other superpower to challenge its power. One superpower could not do whatever it wanted because the other superpower would try to stop it. Because of the fear of the other power, each superpower always had to be careful of its actions. There was always a consequence for actions. This is called a "balance of power."
- The Arms Race resulted in so many weapons which could have led to a dangerous World War III. The superpowers were supplying weapons to other countries and creating a very dangerous world. The costs related to the Arms Race could be spent for peaceful purposes like ending poverty. Proxy wars were preventing a peaceful world. The fear of a nuclear world war ended.
- Disadvantages: Because there was no longer the balance of the two superpowers. Could the only superpower be trusted to act in a way which benefited others? What influence would other countries have in world affairs or at international organisations like the UN? Because now only one country (the United States) had more power than any other country and can dominate world affairs.

Consequences: One country could do as it pleases without consequences. One ideology could be forced on the rest of the world. No one could stop the only superpower from doing something which could be bad for others. The rule of law could be replaced by the rule of force.

GLOBALISATION

This Globalisation section is very brief and does not cover all the aspects of globalisation comprehensively. The section only shows one consequence of the post-Cold War era and the “new world order.” With the collapse of the Soviet Union, the ideology of Communism was no longer a serious threat to the ideology of Capitalism. The speed and style in which the world economy has globalised has been effected by the dominant position of the United States as the sole superpower. All countries in the world have an effect on the global economy. There are many very large and powerful multi-national companies which are not American. However, the very dominant position the United States has in the world—politically, militarily and economically—has resulted in a very American style capitalism influencing Globalisation. This “new world order” in many ways is an “American world order.” As for the military and political power of the US, we have seen in recent times an American position of unrivalled dominance and control of most international affairs. The effects of globalisation are being experienced in new and different ways all the time. There are many very strong arguments on both sides of the debate—“Is Globalisation Good?” The results so far are mixed. Some countries and economies are benefiting and many are not. Some corporations and businesses have had success due to a more globalised economy whilst others have suffered. A lot of work and analysis has been done to try and justify the current model of Globalisation. Unfortunately, it is difficult to find information and analysis which is neutral. Another thing to remember is that the current model of Globalisation is just that, a model. Many economists, sociologists, and world leaders are exploring other possible models or ways to structure a world economy. It is very possible that we will see changes, transformations in the coming years.

DISCUSSION

The quotes looking at the positive aspects of globalisation focus on its large-scale economic benefits. There is, however, another side to globalisation. The second set of quotes suggest some of the negative effects that the process of globalisation has on culture and social and economic equalities.

GROUP WORK

The effects of globalisation can be seen in all aspects of one's life. The spread of Western entertainment is one such example. Ask the students to name their favourite musicians or actors. These will probably be American entertainers whose popularity has spread through globalisation, demonstrating the effect that it has on culture all over the world. The name or symbol in the world that is most recognised is said to be "Coca-cola," evidence again of a globalised consumerism.

Globalisation is said to shrink space and time, meaning that you can expect to find out within hours of important world events, through the *Bangkok Post* or the radio - part of a worldwide media.

Even the brand names of clothes or shoes that your students may own or want to own, the makes of cars they see driving past, these are examples of globalisation that are found in everyday life.

GROUP WORK

Points of view: Put students in groups to read through the quotes. They have to list the ones that are in favor of globalisation and the ones that are not. Groups report to class, make two lists on board, discuss.

Answers:

The **Cato Institute** is conservative American research foundation which promotes and supports limited government and the free market. *IN FAVOUR*

Amnesty International is an international organisation which is dedicated to protecting human rights. Its mission is to undertake research and action for preventing and ending human rights abuses. *OPPOSED*

The **International Monetary Fund** (IMF) was created after WWII to help with the reconstruction of countries damaged by the war and to create stability in the world economy. IMF receives money in forms of investment from member countries and banks—the richer countries give more money and have more power in the organisation. The IMF promotes expanding trade and provides financial aid to developing countries for building their economies. The IMF has its headquarters in Washington DC. *IN FAVOUR*

The **World Social Forum** (WSF) brings together analysts, activists and world leaders to discuss the effects of globalisation. The WSF was created to provide an open platform to discuss strategies of resistance to the model for globalisation formulated at the annual World Economic Forum at Davos by large multinational corporations, national governments, IMF, the World Bank and the WTO. *OPPOSED*

The **World Trade Organisation** (WTO) is an international organisation whose membership includes the industrialised countries of the world. The WTO makes rules for regulating international trade. The WTO is dedicated to free trade and removing trade barriers. *DOESN'T SAY WHETHER OPPOSED OR IN FAVOUR*

Thomas Friedman is an influential American political/economic analyst and author who is a strong supporter of free trade. *DOESN'T SAY WHETHER OPPOSED OR IN FAVOUR*

Kofi Anan is the Secretary General (Head) of the United Nations. *OPPOSED*

DISCUSSION

Burma has, in many ways, cut itself off from the global community. The nature of the present government has led to the people of the country being isolated from many of the effects of globalisation. Many western countries have also chosen to impose sanctions against Burma in protest of its politics. Yet, the effects of globalisation are still present in the country. Even the fact that sanctions have been imposed against Burma indicates that there is a global community where economics and politics in one country affect another.

Although consumerism is not as strong in Burma as in many other countries, vehicles, electronics and luxury items are still bought outside the country from a global market. Also, the amount of English spoken could be due, in part, to the effects of globalisation.

As Burma's population becomes increasingly involved with other countries (either as business people, refugees or political activists), the effects of globalisation will grow. The effects in other countries have been a loss of some elements of culture (including cultural practices or even language), changing attitudes (possibly religious conversion or the adoption of more liberal political views including human rights and democratisation), and more widespread economic participation on both a local and global level.

GROUP WORK

Give students a time limit to discuss advantages and disadvantages of globalisation. Then get them to fill in the chart. After groups have filled in their Finally, decide if you support or oppose globalisation. Give reasons for your opinion.

The students will not have a lot of information to base their opinion on. There are the quotes from different points-of-view. Hopefully, the students will see that there have clearly been "winners" and "losers" as a result of Globalisation. Some of the "wins" and "losses" have been economic but also the negatives for some cultures have been the loss of local culture.

A so-called "Global Culture" is starting to spread and many believe this culture is not really "Global" but is in fact Western or more specifically, American. The spread of this culture is seen through films, TV, pop music and videos, advertising products and advertising as a way of life. Also, because some countries or companies are more effective and successful in selling their products or services in other countries it can mean that local industries/companies disappear. As this spread of global business and Western pop culture grows, the "outside culture" replaces the local or indigenous culture. For many, this is the greatest worry of "Globalisation." Perhaps the students can start thinking of ways to keep this from happening. Of course, there are no easy solutions.

Some possible advantages: Changing social and political attitudes (human rights, democratisation, liberalism) - but this is often seen as negatively effecting cultures, Opportunities to participate in a global economy, Increased consumer choice and increased quality of products from abroad, Foreign competition that stimulates local business and increases quality and choice

Some possible disadvantages: Damage to culture and social practices and the adoption of a global culture (and even language), Increased inequalities (social, political and economic), Damage to local business as foreign companies take over

GROUP WORK

Put students into two teams. Each team will prepare a different presentation. You can put students into four teams, then two teams will prepare presentation A and two teams will prepare presentation B. Students have to prepare their presentations independently, not in class, but you can discuss everything they need to do in class, and then let them start their preparation in class.

