

Cold War Perspectives v.2

WHK - Making Historical Connections	I have some successes.	I can recall some specific vocabulary, events, and people. I can restate some connections between events based on prior knowledge..	I can analyze how events in history are related to each other, view them in various perspectives and compare and contrast events in history.	Additionally, I can accurately examine historical events from perspectives other than my own and creatively make connections between historical events.
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Directions: Having read how the Cold War played out all over the world, you are going to demonstrate how Cold War events were viewed in different parts of the world. You have the choice of designing political cartoons or writing opinion pieces. **(Review Chapter 33, if needed)**

Details:

- Choose two countries with different perspectives on United States actions during the Cold War. (You can choose the US and USSR, but you can also get more creative, for example, West Germany and Iran or Canada and North Korea)
- Create a political cartoon **or** written opinion (around 1 page double spaced) in praise of U.S. actions during the Cold War. It should reference **one specific historic event** and show how the actions of the U.S. lead to a better world (democracy, capitalism, freedom, wealth, peace, etc.)
- Create a political cartoon **or** written opinion (around 1 page double spaced) that is critical of U.S. actions during the Cold War. It should reference **one specific historic event** and show how the actions of the U.S. makes the world worse (lack of democracy, rule by the rich, imperialism, poverty, conflict, etc.)
- Examples of political cartoons and written opinions are provided below. Read each description to better understand each one.



Example 1: This is a political cartoon that portrays the USSR as an aggressive bear that has plans to conquer the world. This does not show a perspective on U.S. actions, instead it shows a U.S. perspective on Soviet actions around the world. Your task is to show a perspective on U.S. actions around the world, using a specific historical example.

Example 2: This is an excerpt of a recent op-ed in which the author blames the United States for a genocide that occurred in Guatemala during the Cold War. It appeared in the New York Times. This shows a perspective on U.S. actions in Guatemala.

We Enabled Guatemalan Genocide, but the Elite Committed It

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The United States was chiefly an enabler of genocide in Guatemala. It planted the seeds for decades of violence in Guatemala when it eagerly declared the nation's social democratic president, Jacobo Arbenz, a communist...

The U.S. government also provided the Guatemalan armed forces with a pretext for repression by establishing a national security doctrine that justified brutality in the interest of eradicating leftist subversion. It armed and assisted the military. It trained Guatemalan officers at U.S. military schools and deployed green berets to Guatemala during the 1960s.

By the early 1980s when the Mayan Ixil became victims of genocide, the United States had formally suspended military assistance. Though more preoccupied with combating leftist threats in El Salvador and Guatemala, aid trickled through to the Guatemalan army and President Reagan lifted the ban on the sale of military parts and equipment during the Ríos Montt administration.

In choosing to do so, the United States deliberately turned a blind eye to the Guatemalan genocide. The Reagan administration publicly supported army claims that guerrillas rather than soldiers were perpetrating atrocities and tried to polish the tarnished image of the Ríos Montt regime, encapsulated by Reagan's claim that the general was being given a "bum rap."

That being said, blaming the Guatemalan military and the United States only goes so far in explaining the genocide. National security doctrine excused repression by dictatorships throughout Latin America from the mid-1960s onward, yet it was only in Guatemala that repression constituted genocide...

Example 3: The following are excerpts of an interview with Che Guevara, an Argentine, and major figure in the Cuban Revolution. It appeared in the Monthly Review in September of 1961. This shows a perspective on U.S. actions in Cuba during the Cold War, but it is an interview, not a piece of opinion writing. In his last answer, Guevara makes a connection to segregation in the South, specifically Arkansas.

(2) The U.S. holds Cuba responsible for the rupture in relations while Cuba blames the U.S. What part of the blame, in your opinion, can be correctly attributed to your country? In short, what mistakes have you made in your dealings with the U.S.?

Very few, we believe; perhaps some in matters of form. But we hold the firm conviction that we have acted for our part in accord with the right, and that we have responded to the interests of the people in each of our acts. The trouble is that our interests, that is, those of the people, and the interests of the North American monopolies are at variance.

(4) Does Cuba align itself in international affairs with the neutralist or Soviet bloc?

Cuba will align herself with justice; or, to be less absolute, with what she takes for justice. We do not practice politics by blocs, so that we cannot side with the neutralist bloc, nor, for the same reason, do we belong to the socialist bloc. But wherever there is a question of defending a just cause, there we will cast our votes—even on the side of the United States if that country should ever assume the role of defending just causes.

(8) Are civil liberties, Western style, permanently finished while your government is in power?

This would depend on what civil rights were referred to—the civil right, for example, of the white to make the Negro sit in the rear of a bus; the right of the white to keep the Negro off a beach or bar him from a certain zone; the right of the Ku Klux Klan to assassinate any Negro who looks at a white woman; the right of a Faubus, in a word, or perhaps the right of a Trujillo, or Somoza, or Stroessner, or Duvalier. In any case, it would be necessary to define the term more precisely, to see if it also includes the right to welcome punitive expeditions sent by a country to the north.

Example 4: This is a political cartoon that portrays the U.S. as the winner of the Cuban Missile Crisis. Nikita Khrushchev is shown as backing down and being scared to confront the U.S. This shows a perspective on U.S. involvement in Cuba during the Cold War. This makes a nice connection between showdowns of the Wild West in the late 1800s and the Cuban Missile Crisis in 1962.

BACKDOWN AT CASTRO GULCH

