Introduction
This book is designed to prepare students for *The Cold War and the Americas (1945–81)*. This is Topic 16 in HL Option 2, History of the Americas for Paper 3 of the IB History Diploma examination. Although the Cold War developed in Eastern Europe and then spread to Asia, the Americas also became involved as the conflict progressed. The book examines the development and impact of the Cold War on the Americas, exploring key foreign and domestic policy developments from 1945 to 1981, focusing primarily on the US and Canada. There are also chapters on the significance of both Cuba and Chile during parts of these periods.

During the Cold War, some countries in the Americas remained closely allied to the US, while others took sides reluctantly. Others avidly sought to remain neutral, in order to avoid involvement in the Cold War struggles. Some nations were influenced by the Cuban Revolution and instituted governments with socialist policies, in reaction to what they regarded as US regional dominance. But throughout the Americas, no nation fully escaped either the pressures or influence of the Cold War. It had a significant domestic impact on the countries of the region and in many cases, it resulted in a notable shift in their foreign policy. In discussing the development and impact of the Cold War in the Americas, it should be noted that the events discussed in this book are far-reaching, and you are encouraged to carry out further research of your own to gain a full understanding of the period.

**ACTIVITY**

Based on what you already know, define the term ‘Cold War’.

Draw up a timeline of major international developments in the Cold War from 1945 to 1981. When constructing the timeline, add any events or policies that affected the US, Canada, Cuba and Chile. This timeline is something that you can start now and develop as you progress through this book.
The Cold War and the Americas (1945–1981)

Figure 1.1: The Americas and other countries involved in the Cold War (1945–81).

Themes

To help you prepare for your IB History exams, this book will cover the main themes relating to The Cold War and the Americas (1945–1981), as set out in the IB History Guide. In particular, it will examine the US and Canada, and includes detailed chapters of both Cuba and Chile. These will all be in terms of:

- the development and impact of the Cold War on the foreign and domestic policies of the US from 1945 to 1961, including Truman’s policy of containment, the consequences of the Korean War, the rise of McCarthyism, Eisenhower’s New Look and the growing importance of Latin America to the US, with its impact on the region and repercussions for the Americas, especially upon Cuba and Chile

- the historical relationship between Cuba and the US; the collapse of Batista’s regime in Cuba which then led to the Cuban Revolution; and the shift in balance of power in the Americas when under Castro’s leadership, the country became a socialist republic

- the financial and political influence of the US on Chile in the early years of the Cold War, including the activities of the anti-communist AChA in 1947, and the nation’s growing dependency on the US
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• the impact of the Cold War on the US from 1961 to 1981, with specific reference to the Cuban Missile Crisis of 1962, and its regional impact; to America’s involvement in Vietnam from 1964 to 1973; and to protests against the war in Latin America
• Kennedy’s Alliance for Progress, Carter’s campaign for human rights, the Panama Canal Treaty and increased US involvement in countries throughout the Americas
• the change in relations between the US and Chile following the election of the Marxist president Salvador Allende in 1970; Nixon’s covert operations against Allende’s government, and the coup against Allende in 1973 which led to the exile of 20,000 Chileans and General Pinochet’s military dictatorship
• the situation in Canada from 1945 to 1963, where the Cold War had an early impact with the Gouzenko spy scandal and then influenced policies concerning Canadian law and order, health, education, gender, language and ethnicity
• rapid changes in Canada from 1964 to 1981, when the political climate was altered by Trudeau’s foreign policy, the Quiet Revolution in Quebec and the 1970 October Crisis.

Key Concepts

Each chapter will help you focus on the main issues, and to compare and contrast the main developments related to the Cold War which took place in the Americas from 1945 to 1981. In addition, at various points in the chapters, there will be questions and activities which will help you focus on the six Key Concepts – these are:

• change
• continuity
• causation
• consequence
• significance
• perspectives.
In addition to the broad key themes, each chapter contains Theory of Knowledge links to get you thinking about aspects that relate to history, which is a Group 3 subject in the IB Diploma. The Cold War and the Americas topic has several clear links to ideas about knowledge and history. The subject is highly political, as it concerns – among other things – aspects of and clashes about ideology.

The term ‘ideology’ refers to a set of ideas that form the basis of a political belief system or a political theory. The clash of ideologies relevant to the study of the Cold War and the Americas is that between capitalism and communism.

At times, the deeply political nature of this topic has affected historians writing about countries in the Americas during the period of the Cold War, the leaders involved, and their policies and actions.

Clearly, questions relating to the selection of sources, and the way historians interpret these sources, have clear links to the IB Theory of Knowledge course.

For example, when trying to explain aspects of particular policies, political leaders’ motives, and their success or failure, historians must decide which evidence to select and use to make their case – and which evidence to leave out. But to what extent do the historians’ personal political views influence them when selecting what they consider to be the most relevant sources, and when they make judgements about the value and limitations of specific sources or sets of sources? Is there such a thing as objective ‘historical truth’? Or is there just a range of subjective historical opinions and interpretations about the past, which vary according to the political interests and leanings of individual historians?

You are therefore strongly advised to read a range of publications giving different interpretations of the theory and practice of the various economic, political and social policies that were carried out during the period covered by this book. This will help you gain a clear understanding of the relevant historiographies.
IB History and Paper 3 questions

Paper 3

In IB History, Paper 3 is taken only by higher-level students. For this paper, IB History specifies that three sections of an Option should be selected for in-depth study. The examination paper will set two questions on each section – and you have to answer three questions in total.

Unlike Paper 2, where there are regional restrictions, in Paper 3 you will be able to answer both questions from one section, with a third chosen from one of the other sections. These questions are essentially in-depth analytical essays. It is therefore important to study all the bullet points set out in the IB History Guide, in order to give yourself the widest possible choice of questions.

Exam skills

Throughout the chapters of this book, there are activities and questions to help you develop the understanding and the exam skills necessary for success in Paper 3. Your exam answers should demonstrate:

• factual knowledge and understanding
• awareness and understanding of historical interpretations
• structured, analytical and balanced argument.

Before attempting the specific exam practice questions that come at the end of each chapter, you might find it useful to refer first to Chapter 8, the final exam practice chapter. This suggestion is based on the idea that if you know where you are supposed to be going and how to get there, you stand a better chance of reaching your destination!
The Cold War and the Americas (1945–1981)

Questions and mark schemes

To ensure that you develop the necessary skills and understanding, each chapter contains comprehension questions and exam tips.

For success in Paper 3, you need to produce essays that combine a number of features. In many ways, these require the same skills as the essays in Paper 2.

However, for the Higher Level Paper 3, examiners will be looking for greater evidence of sustained analysis and argument, linked closely to the demands of the question. Examiners will also be seeking more depth and precision in your supporting knowledge. Finally, they will be expecting a clear and well-organised answer, so it is vital to do a rough plan before you start to answer a question. Your plan will show you straight away whether or not you know enough about the topic to answer the question. It will also provide a good structure for your answer.

It is particularly important to start by focusing closely on the wording of the question, so that you can identify its demands. If you simply take the view that a question is ‘generally about this period/leader’, you will probably produce an answer which is essentially a narrative, with only vague links to the question. Even if your knowledge is detailed and accurate, it will only be broadly relevant, and you will get half-marks at the most.

Your answer needs to present a well-structured and analytical argument that is clearly linked to all these demands. Each aspect of your argument/analysis/explanation then needs to be supported by carefully selected, precise and relevant own knowledge.

In addition, showing awareness and understanding of relevant historical debates and interpretations will help you to access the highest bands and marks. This does not mean simply repeating, in your own words, what different historians have said. Instead, try to critically evaluate particular interpretations. For example, are there any weaknesses in some of the arguments put forward by particular historians? What strengths does a certain argument or interpretation have?
Examiner’s tips
To help you develop these skills, all chapters contain sample questions, with examiner’s tips about what to do – and what not to do – in order to achieve high marks. Most chapters focus on a specific skill, as follows:

• Skill 1 (Chapter 2, The US 1945–61) – understanding the wording of a question
• Skill 2 (Chapter 3, Unit 1, Cuba 1945–59) – planning an essay
• Skill 3 (Chapter 3, Unit 2, Chile 1945–64) – writing an introductory paragraph
• Skill 4 (Chapter 4, The US 1961–81) – avoiding irrelevance
• Skill 5 (Chapter 5, Unit 1, Cuba 1959–81) – avoiding a narrative-based answer
• Skill 6 (Chapter 5, Unit 2, Chile 1964–81) – using your own knowledge analytically and combining it with awareness of historical debate
• Skill 7 (Chapter 7, Canada 1964–81) – writing a conclusion to your essay.

Some of these tips will contain parts of a student’s answer to a particular question, with examiner’s comments, to give you an understanding of what examiners are looking for.

This guidance is developed further in Chapter 8, the exam practice chapter, where examiner's tips and comments will enable you to focus on the important aspects of questions and their answers. These examples will also help you avoid simple mistakes and oversights that, every year, result in some otherwise good students failing to gain the highest marks.

For additional help, a simplified Paper 3 mark scheme is provided in Chapter 8. This should make it easier to understand what examiners are looking for in your answers, and therefore help you reach the higher bands. The actual paper and mark scheme can be found on the IB website.

This book will provide you with the historical knowledge and understanding to help you answer all the specific content bullet points set out in the IB History Guide. Also, by the time you have worked through the various exercises, you should have the skills necessary to construct relevant, clear, well-argued and well-supported essays.
The Cold War was the most significant extended political and diplomatic conflict of the second half of the 20th century. Lasting from 1945 to 1991, the Cold War was conducted between the United States and the Soviet Union, based in their respective capitals of Washington DC and Moscow.

The name of the conflict comes from the fear that both sides had of fighting each other directly in a ‘hot war’, in which nuclear weapons might cause devastation far beyond anything previously experienced. Instead, the two superpowers – the USA and the USSR – competed indirectly. Key tactics of the Cold War included economic sanctions, propaganda, non-cooperation, and strategic involvement in conflicts in different parts of the world. The term ‘Cold War’ was popularised in 1947 by Bernard Baruch, an advisor to US president Harry Truman, in reference to the frequent tensions arising between the USA and the USSR. These crises grew out of a long-standing unease between the communist Soviet Union and the capitalist United States, which began with the Bolshevik Revolution in Russia in 1917.

The Soviet Communist Party, under Vladimir Ilyich Lenin, considered itself to be the leader of an international movement to replace existing political structures. The ideological differences between the USSR and the mainly capitalist Western governments thus caused severe tension throughout the 1920s and 1930s. Communists in Russia and elsewhere claimed that their loyalty did not lie with their own country, but rather in establishing a political system that would benefit all nations. However, the Western powers believed that, in reality, all communists received their orders from – and were ultimately faithful to – the USSR.

Despite their differences, the two superpowers united in the struggle against Nazi Germany during the Second World War (1939–45). However, once Germany was defeated, political differences and ideological clashes surfaced once again. In 1945, the Allies held a series of conferences to discuss the division of Europe and the status of Germany after the war. It became clear during the conferences that the USA and the USSR had very different ideas about these issues.
QUESTION

Where do you think the cartoon in Figure 1.2 originated? Why do you think this? What is its message? How does the cartoonist convey this?

Figure 1.2: A Cold War cartoon from the 1960s.

Terminology and definitions

In order to fully understand the various political parties and movements and ideological forces involved in the Cold War, you need to be familiar with a few basic terms.

Communism

Communism is a social and economic system in which all significant aspects of a country’s economy are socially owned and managed.