Epilogue: The Lingering Cold War

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The end of the Cold War was not the end of the post-1945 era. If anything, the collapse of the Soviet Union and the diminishment of the communist threat inspired a renewal of social energies that had lingered beneath the surface of superpower politics. Transnational public demands for equality, justice, and much more radical reform—often voiced through protests and other dissident movements—framed the new politics of human rights, ethnic identity, and religious revival around the late twentieth-century world. The fundamental spark for protests in the 1960s remained alive and well: the demand among educated and ambitious citizens for a more beneficial allocation of resources within societies. Protest groups differed in their precise programs, but they all argued that international threats and commitments had misdirected domestic programs. Dissidents on the left and the right demanded a retreat from endless conflict and its costs at home.

Transnational activists after the Cold War, like those during the 1960s, were self-consciously internationalist. They saw themselves as part of a broader cross-cultural New Left, New Right, or even New Faith. They did not reject globalization. The real targets of protests were the managers (or mis-managers) of globalization. The government, business, and other institutional leaders who defined the rules of the markets, allocated public resources, and deployed military force—they were the real targets of criticism across the late twentieth century globe. From continent to continent, public trust in leaders continued to plummet. Public skepticism toward "Establishment" projects—including international regulation, economic development, and centralized reform—grew to a point where traditional progressive dreams about "one world" became almost unthinkable. The fragmentation and decentralization of the early twenty-first century was, in part, a revolt against cosmopolitan elites. The discard of the post-Cold War world was a continuation (and expansion) of earlier unresolved debates about political purpose, legitimacy, and leadership.¹

How did the "Establishment" respond to these challenges? How did the leaders and institutions most empowered by globalization react to the pressures all around them? That is the fundamental question that historians have begun to examine in depth. If a prior generation of writers pioneered the social and cultural history of dissent, a new cohort of scholars has cut its teeth on the interactions between public activism and political authority—power and protest. The work of social and cultural historians of dissent was necessarily
The Board of Education is responsible for the educational policies of the school district. It sets the policies and procedures for the operation of the school district. The Board of Education meets regularly to discuss and make decisions on various matters, such as the budget, the curriculum, and the hiring of teachers and administrative staff.

The Board of Education also has the power to hire and fire the superintendent. The superintendent is the chief administrative officer of the school district and is responsible for the day-to-day operation of the schools. The superintendent is appointed by the Board of Education and serves at their pleasure.

The Board of Education is composed of seven members, who are elected by the voters of the school district. Each member serves a term of four years. The members of the Board of Education are elected from different areas of the school district to ensure a balanced representation of the community.

The Board of Education meets at least once a month to conduct its business. The meetings are open to the public, and the community is encouraged to attend to learn about the decisions being made and to provide input on the issues being discussed.

The Board of Education is committed to providing a high-quality education for all students in the school district. They work to ensure that the schools are well-equipped and that the teachers are well-trained. They also focus on the needs of the community, ensuring that the schools meet the needs of all students, regardless of their background or circumstances.

The Board of Education takes its responsibilities seriously and works hard to make the school district a place where all students can thrive.
The Establishment Responds

Power, Politics, and Protest since 1945

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