

History 6685: Cold War History and Historiography
Spring 2009
Tuesdays, 3:30 to 6:00 PM
TLC 3205

Instructor: Dr. Elaine MacKinnon

TLC 3222

Office phone number: (678) 839-6048; Email address: emclarn@westga.edu

This will be a graduate-level seminar focusing on the history and historiography of the Cold War (1945-1991) as a political, ideological, economic, cultural, and military contest between the United States and the Soviet Union on a global scale. We will examine major interpretative debates within Cold War studies over the origins of the Cold War and over the factors that led to its end in the late 1980s. In addition, students will read, view, and analyze a variety of texts and sources dealing with such issues as the global Cold War, particularly its impact on Asia, Africa, and Latin America; Cold War culture and societies; the role of individual leaders during various stages of the Cold War; and the continuing legacy and impact of the Cold War.

Learning outcomes for the course:

- 1) To assess critically the meaning of the term Cold War and its applicability to the global confrontation between the Soviet Union and the United States after World War II
- 2) To understand and assess critically the essential events, factors, and forces that contributed to the rise of the Cold War, that shaped how it was waged, and that helped bring about its end
- 3) To identify and understand the major events, "hot points," proxy wars, and crises that marked the evolution of the Cold War
- 4) To understand and assess critically the global scope and ramifications of the decades-long confrontation between the Soviet Union and the United States
- 5) To understand the significance of the domestic impact of the Cold War in the Soviet Union and the United States; the ways in which the Cold War affected culture, society, the economy, and everyday life for Soviet and American citizens
- 6) To assess critically the issue of the inevitability and/or necessity of the Cold War, its costs, and its historic legacy
- 7) To understand the major interpretive issues and debates emerging from the study of the Cold War since 1945

Students will demonstrate their achievement of these outcomes through a research or historiographically-based paper, a final take home essay examination, written review/response papers, oral presentations, and participation in class discussions.

The format for the course is a seminar, organized around weekly discussions of assigned readings. In order for the class to succeed, everyone must be ready to discuss the texts and ask questions. **This means that you must do the readings each week and be prepared to take part in class.**

Required Texts:

All of the following (except the first title) are available for purchase in the campus bookstore.

Ralph B. Levering, Vladimir O. Pechatnov, Verenea Botzenhart-Viehe and C. Earle Edmondson.
***Debating the Origins of the Cold War: American and Russian Perspectives.* Rowman & Littlefield Publishers, Inc., 2002.**

Odd Arne Westad. *The Global Cold War*, Cambridge University Press, 2007.

Stephen J. Whitfield, *The Culture of the Cold War*. Second Edition. The Johns Hopkins University Press, 1996. **Be sure to get the second edition of this.**

Melvyn P. Leffler. *For the Soul of Mankind: The United States, the Soviet Union, and the Cold War*. Hill and Wang, 2008.

Vladislav Zubok and Constantine Pleshakov. *Inside the Kremlin's Cold War: From Stalin to Khrushchev*. Harvard University Press, 1996.

Fraser J. Harbutt. *The Iron Curtain: Churchill, America, and the Origins of the Cold War*. Oxford University Press, 1988.

Penny von Eschen. *Satchmo Blows Up the World: Jazz Ambassadors Play the Cold War*. Harvard University Press, 2006.

Larry Devlin. *Chief of Station. Congo: Fighting the Cold War in a Hot Zone*. Perseus, 2007.

Mahmood Mamdani, *Good Muslim, Bad Muslim*. Doubleday Press, 2004.

In addition to the above required books, you have also been assigned articles that can be accessed through the JSTOR, Project Muse or EBSCOhost databases. The latter are accessible through the Ingram Library's website (**go to Ingram Library home page, click on Articles, Journals, and Magazines; click on Databases, then under Find Databases by Key Words, write in Jstor or Project Muse in the search box. Click on Jstor or Project Muse and then do a search for the article.**) **Please contact me if you have any problems accessing the articles.**

Other articles and photocopied sections of book chapters are available through the university library's online course reserves. To access those course reserves, go to the UWG library website and click on "course reserves." The course reserves page for this class is password protected, so you will need to get the password for the class from me. All articles on reserve are marked as Reserve Readings.

Class Participation (20%): Participation in seminar discussions will be an important component of your grade. Your willingness to actively participate will be central to the success of this class. This means that it is essential for you to keep up with the required readings so you can discuss them. Failure to keep up with the readings will negatively affect your final grade. This will not be a lecture-based course; we will be focusing on the readings and the insight they provide into key issues concerning Cold War history and historiography. I will be looking to hear your responses to the readings, your analysis of ideas and issues presented, as well as your questions and comments. Each student should feel free to talk about his or her responses and ideas, but everyone should also be considerate of others and allow for fair and equal involvement in discussions. Please listen courteously and attentively to what other students have to say.

As part of your class participation grade, you will be asked to come to each class with at least three questions derived from the readings, and these will be collected periodically and used to help facilitate discussions. Class participation may also involve in-class writing and group assignments centered around the analysis of primary source documents as well as the assigned readings.

Popular Culture Oral Presentation (10%):

On March 24, each student will deliver orally in class a ten minute presentation analyzing the impact of the Cold War on a particular item of popular culture. You will select, for example, a film or television show, a novel, a piece of music, a comic strip, artwork, etc., and discuss the ways in which this item of popular culture reflected or refracted the Cold War. Was this item itself an active agent of the Cold War? In what ways does this film, novel, etc. reveal Cold War fears, tensions, and influences? Was this influence conscious or unconscious? Can you determine the purpose of the creator, writer, etc.? Try to

provide for the class a visual example of the item; if a feature film or television show, then show a clip or two from it.

Readings review/response papers (15%):

You are required to choose four of the readings assigned for the course and write a 3-5 page review/response paper based on each. One of the papers may focus on an assigned article, but the other three must be on the assigned books. Papers are due on the date scheduled for the discussion of the reading that you choose to review (if you choose to write a paper on Westad's *The Global Cold War* or Leffler's *For the Soul of Mankind*, then the papers would be turned in on the last day of class, for we will be reading chapters from these throughout the semester). You should turn in your first review paper before February 10; your second review before the midterm break; the third paper before April 7; the last is due no later than April 28. Papers that are not submitted on time will not be accepted, nor will papers be accepted if you are not in attendance for the class in which the work is discussed.

A review paper should evaluate the assigned work in terms of its argument, research base, and contribution to the field of Cold War studies. Your paper should give a brief summary of the work and its historical context (an analytical summary, not a retelling of the story); it should explain the author's thesis, argument, or point of view; it must analyze the significance of the reading. Your paper should assess the merits of the author's argument and methodology, as well as the work's contribution to the study of the Cold War.

Be sure to include in your papers answers to the following questions: What is the major thesis of the book or article? Does the author or authors make a convincing argument that is supported by the evidence presented? What are the work's strong points? For example, is the book or article written in a clear and engaging manner? Do the citations indicate that the author thoroughly researched the book or article? What methodological tools and sources did the author or authors employ?

After evaluating the work as an historical source, you should record your own individual reactions to the reading. What have you gained from reading this book? What do you find to be most significant or most striking about the reading? What do you learn from the work? Do you agree with the conclusions of the author? Why or why not? Would you recommend that this book continue to be assigned in a course examining the Cold War?

Final Take home Exam (25%):

Your final exam will consist of two take home essay questions that you will be given on April 21. Typed responses to the essays will be due May 5.

Historiography/Research paper (30%):

You are to write a 15-18 page paper on a particular aspect of the Cold War that you would like to explore in greater depth. Topics can encompass those covered in class but may also include areas of interest to yourself that have not been treated in class or in readings. Ideally, your paper will combine historiographical reading and primary research – the degree of emphasis that you place on each will vary by topic. You are required to use at least six books (you may include books required for the course among the six, though you may use them in addition to the six) for your analysis, and no less than five primary sources (speak with me if you wish to do an historiographical paper only).

You should choose the topic for your paper by **January 27**. The source list of six books that are relevant for your subject is due on **February 10**. The required rough draft for the paper is due **April 7**.

Each student is required to turn in a rough draft of the paper. Failure to do so will lead to a zero for this assignment and will subsequently result in a lower grade for the final paper.

The final draft of the paper is due no later than **April 30**, which is Reading Day.

Papers that are turned in after the assigned date will be marked down one letter grade for each day they are overdue.

Guidelines: Each paper should be at least fifteen pages in length, typewritten and doublespaced, exclusive of endnotes and bibliography (works cited) page. The standard guide of the history department is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 5th edition, or *The Chicago Manual of Style*, available in the reference section of the bookstore and of the library; in addition, the library has copies on permanent reserve--ask at the circulation desk.

You will be graded for both content and style. Each paper should have a concrete thesis; an introduction that states your purpose, what questions you will address and what methodology you will use; a body that develops your argument/thesis in an orderly sequence; and a conclusion that is not just a restating of the topic, but that sums up your argument and explains what you have discovered. Factual material should be clearly presented and relative to the theme of the paper. You need to put forward your own ideas based on reading and research. Do not pour out everything you have gathered; select the facts which best explain, illustrate, or substantiate your points. You should include in your body discussion of the historical literature on your theme, as well as any historiographical debates connected with it. You may want to critically engage a particular author's view on a topic and present your own view. Credit direct quotations of ideas or data of others in endnotes at the back of the paper (or in footnotes at the bottom of the page).

Errors in logic or fact, errors in mechanics (grammar, spelling, and punctuation) and general messiness will lower your grade. Avoid slang or sloppy constructions. Learning how to express your thoughts in a clear and logical manner is an invaluable skill.

DO NOT USE CONTRACTIONS.

PLEASE NOTE: Computer glitches do not excuse you from the established deadlines.

Cheating Policy and Plagiarism:

All papers that you write must be your own work, and that any students who are caught plagiarizing another student's work, a paper from a web site, a textbook, or any other source will automatically fail this course and may be subject to further disciplinary action. Plagiarism is a serious offense that will not be tolerated. This rule is in effect for all assignments, examinations, quizzes, and extra credit work.

All of your written work for this class must be original; you are not allowed to submit essays that you have written for other courses or that you have completed prior to this semester.

Every student is expected to understand and to comply with the University of West Georgia's policies on Academic Honor and Academic Dishonesty. They may be found in the Student Handbook, on the web at <http://www.westga.edu/documents/catalogs.php>.

Office Hours: My office is Room 3222 in the TLC Building and the hours are Tuesday and Thursday, 12:00 pm–3:00 pm or by appointment. My office phone number is 678-839-6048. Please see me if you have questions or concerns with any part of the course.

THE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES IN THE SYLLABUS. IF SUBSTANTIAL CHANGES ARE REQUIRED, THEN I WILL ISSUE A REVISED SYLLABUS.

Tentative Course Outline and Readings Schedule

January 13: Introduction: Studying the Cold War. Major Problems and Issues

Edward Crapol, "Some Reflections on the Historiography of the Cold War," *The History Teacher*, Vol. 20, No. 2 (February 1987), pp. 251-262

This article can be accessed through J-Stor

January 20: Debating the Origins of the Cold War: Who is to Blame?

Levering, et al, *Debating the Origins of the Cold War: American and Russian Perspectives*, all

January 27: Further Perspectives on the Origins of the Cold War: The Role of Ideology and Personality

Westad, *The Global Cold War*, Chapters 1 and 2, pp. 8-72

Leffler, *For the Soul of Mankind*, Chapter I, pp. 11-83

February 3: Churchill and the Cold War

Harbutt, *The Iron Curtain*, all

February 10: Leadership in the Soviet Union and the US: The Early Cold War

Zubok and Pleshakov, *Inside the Kremlin's Cold War. From Stalin to Khrushchev*, all

Leffler, *For the Soul of Mankind*, Chapter II, pp. 84-150

February 17: NSC-68, Korea, and the Globalization of the Cold War

*****Reserve Reading:**

John L. Gaddis, "NSC-68 and the Korean War," in John L. Gaddis, *Strategies of Containment: A Critical Appraisal of American National Security Policy During the Cold War*, Revised and Expanded Edition, pp. 87-124

Westad, *The Global Cold War*, Chapters 4-5, 110-206 (I recommend skimming chapter 3 if you need a review of the decolonization processes in the post-World War II era)

Leffler, *For the Soul of Mankind*, Chapter III, 151-233

February 24: The Cold War, the CIA, and Africa: The Congo Crisis

Devlin, *Chief of Station, Congo: Fighting the Cold War in a Hot Zone*, all

March 3: Cold War Culture and American Society

Whitfield, *The Culture of the Cold War*, all

March 10: Cold War Cultural Wars

Von Eschen, *Satchmo Blows Up the World: Jazz Ambassadors Play the Cold War*, all

March 17: NO CLASS—SPRING BREAK

March 24: Cold War and Popular Culture/Oral Presentations

Nicholas Evan Sarantakes, "Cold War Pop Culture and the Image of U.S. Foreign Policy: The Perspective of the Original Star Trek Series," *Journal of Cold War Studies*, Vol. 7, No. 4 (Fall 2005), 74-103 **Use Project Muse**

March 31: Cold War Issues: Détente/The Cold War and the Sciences

*****Reserve Reading:**

Jussi M. Hanhimäki, "Ironies and Turning Points: Détente in Perspective," in Odd Arne Westad, editor, *Reviewing the Cold War: Approaches, Interpretations and Theory*. Nobel Symposium 107 (Cass Series: Cold War History), Frank Cass, 2000, pp. 326-342.

These next two articles can be accessed through J-Stor:

Slava Gerovitch, "'Mathematical Machines' of the Cold War: Soviet Computing, American Cybernetics, and Ideological Disputes in the Early 1950s," *Social Studies of Science* 31/2, *Science in the Cold War* (April 2001), pp. 253-287

Mark Solovey, "Project Camelot and the 1960s Epistemological Revolution: Rethinking the Politics-Patronage-Social Science Nexus," *Social Studies of Science*, 31/2, *Science in the Cold War* (April 2001), pp. 171-206

April 7: The Global Cold War in the Post-Vietnam Era

Westad, *The Global Cold War*, Chapters 6-8, pp. 207-330

April 14: The Demise of Détente and the "Second Cold War"

Leffler, *For the Soul of Mankind*, Chapter IV, pp. 234-337

Westad, *The Global Cold War*, Chapter 9, pp. 330-363

*****Reserve Reading:**

Doug Stokes, "Countering the Soviet Threat? An Analysis of the Justifications for US Military Assistance to El Salvador, 1979-92," *Cold War History*, Vol. 3, No. 3 (April 2003), pp. 79-102

*****Required Rough Draft of Research/Historiographical Paper Due**

April 21: Varying Perspectives on the End of the Cold War

Charles Kegley, Jr., "How Did the Cold War Die? Principles for an Autopsy," *Mershon International Studies Review*, Vol. 38, No. 1 (April 1994), pp. 11-41. **Available through jstor**

Leffler, *For the Soul of Mankind*, Chapter V, pp. 338-450

Westad, *The Global Cold War*, Chapter 10, pp. 364-395

April 28: The Legacy of the Cold War/Is the Cold War Really Over?

Mamdani, *Good Muslim, Bad Muslim*, all

Westad, *The Global Cold War*, conclusion, pp. 396-407

Typed Final Exam Essays Due by 6:00 pm on May 5, 2008