

Course: HISTORY 283 The United States and the Cold War, 1917-1991

Instructor: Dr. Friedman
Class Hours: ONLINE
Office Hours: T and R, 8-9:30 AM, T 2-5 PM
Office Phone: 313-845-6387
E-mail: friedman@henryford.ucompass.com
Credit Hours: 3
Course Grading Scale: A – E scale
Prerequisites: None
Corequisites: None

Catalog Description:

The goals of this course are two-fold. The first goal is to understand the Cold War from a primarily US perspective. The second goal is to present the material in an integrated manner in order to enhance understanding of the events.

MAJOR COURSE OBJECTIVES:

At the conclusion of the course, students should be able to:

1. A student who successfully completes HIST 283 should be able to:
 - a. Explain the chronology of events that occurred in regard to the US' role in the Cold War.
 - b. Identify major persons, places, concepts and events in US Cold War history.
 - c. *Identify sources to support an ideological position, analyze which sources best support the position taken, and summarize the supporting sources into a written argument.
 - d. *Analyze cause and effect in the escalation of the involvement of the United States during the Cold War.
 - e. Trace elements of change and continuity with regard to the US' role in the Cold War.
 - f. Emphasize parallelism by describing the impact of major events, personalities, and places with regard to the US' role in the Cold War.

***These learning objectives addresses the Critical Thinking General Education Outcomes.**

DETAILED COURSE OBJECTIVES:

At the conclusion of the course, students should be able to:

1. Explain the reasons for the deterioration of diplomatic relations between Russia and the United States in the late 1800s and early 1900s.
2. Understand the poor state of diplomatic relations between the United States and the early Soviet Union in 1917-1918.
3. Identify the reasons for entry of American troops into Siberia.
4. Explain the factors causing the Wilson Administration to support the White Russians in the Russian Civil War.

5. Analyze the reasons for the failure of Wilson's Russian policy by 1921.
6. Identify the reasons for US diplomatic non-recognition of the Soviet Union between 1921 and 1933 as well as continued unofficial contacts between the two countries.
7. Analyze the cultural contacts between the US and the USSR in the 1920s and their potential impact on future diplomatic relations between the two countries.
8. Explain the economic contacts between the US and the USSR in the 1920s and early 1930s as well as the potential impact of these contacts on future diplomatic relations between the two nations.
9. Identify the reasons for eventual diplomatic accommodation between the US and the USSR that resulted in establishing official relations in 1933.
10. Analyze the reasons for attitudes in the US and the Soviet Union changing by the onset of World War Two and the impact those changes had on US-Soviet relations.
11. Explain the reasons for the Big Three's Grand Strategy during World War Two and the potential problems for the future that were embedded in that strategy.
12. Explain why the United States and the Soviet Union divided so sharply over the postwar disposition of Eastern Europe and how those disagreements helped rekindle the Cold War.
13. Identify the reasons for the reemergence of the US-Soviet Cold War in the late 1940s, especially the role of the Korean War in that phenomenon.
14. Analyze US policy toward the Soviet Union in the 1950s and 1960s, especially how that policy led to US intervention in Southeast Asia.
15. Explain how US intervention in Southeast Asia led to detente.
16. Explain both the successes and failures of detente, including myths that led to right-wing reaction against the policy in the United States
17. Identify the myths and realities of the "Reagan Revolution" and the reasons that the Soviet Union came to an end by 1991.
18. Analyze whether or not the US-Soviet Cold War really came to an end in 1991 and the continued impacts of the conflict on the United States into the early 21st Century.

TEXTS/REQUIRED MATERIALS:

Reading assignments should be completed before the week's discussion begins. Prompt completion of the readings will improve the student's participation in the weekly discussions as well as stimulate questions about the material and the assignments. All texts are available at the College Store, which can be reached at 313-845-9222 or -9603. The required texts are:

Carol Melton, *Between War and Peace: Woodrow Wilson and the American Expeditionary Force in Siberia, 1918-1921* (Macon, Georgia: Mercer University Press, 2001). ISBN: 978-086-554-692-9

Norman Saul, *Friends or Foes? The United States & Russia, 1921-1941*

(Lawrence, Kansas: University Press of Kansas, 2006).

ISBN: 978-070-061-448-6

Edward Bennett, *Franklin D. Roosevelt and the Search for Victory: American-*

Soviet Relations, 1939-1945 (Wilmington, Delaware: Scholarly

Resources, Inc., 1990). ISBN: 978-084-202-247-7

Warren Cohen, *The Cambridge History of American Foreign Relations, Volume*

IV: America in the Age of Soviet Power, 1945-1991 (Cambridge, England:

Cambridge University Press, 1993). ISBN: 978-052-148-381-0

ASSIGNMENTS:

Critical Book Reviews. There will be 2 Critical Reviews of reading material during the semester, with a total of 10 points for each. During Weeks 6 and 11, students will turn in a Critical Book Review of the Melton text and then a Critical Book Review of the Saul text, based on criteria that will be provided at the beginning of the semester. Each paper will be worth a maximum of 10 points.

Discussion Board. There will be 14 Discussion Board posts and responses @ 10 points per Discussion Board, for a total of 140 points. During Weeks 1-5, 7-11, and 13-16 in HIST 283, students will enter their post to **one** of the Discussion Board topics as well as make several responses to posts of their classmates.

The Discussion Board grade will be based upon two parts, a post and subsequent responses. The student is allowed only one post for a Discussion Board question. Your post to the Discussion Board topic will earn from 0 to 5 points, depending on the quality of this post. **This post must be submitted no later than 9 AM Thursday morning. Posts submitted after that time but before 9 AM the following Monday will not be counted.**

The second part of your Discussion Board grade is based on responses. The student is allowed numerous opportunities to make responses to the entries posted by other members of the class. **These posts need to be made between 9 AM Thursday morning and 9 AM Monday morning.** Your responses to other students' posts--at least 3 per discussion board assignment--can earn from 0 to 5 points, again depending on the quality of these posts, for a weekly total of 10 points.

No points can be earned after that week's Discussion Board has been closed!

Grading. The number of total semester points equals 160. Grading will follow the traditional percentage system:

A	95-100% (152 to 160 points)
A-	90-94% (144 to 151 points)
B+	87-89% (139 to 143 points)
B	84-86% (134 to 138 points)

B-	80-83% (128 to 133 points)
C+	77-79% (123 to 127 points)
C	74-76% (118 to 122 points)
C-	70-73% (112 to 117 points)
D+	67-69% (107 to 111 points)
D	64-66% (102 to 106 points)
D-	60-63% (96 to 101 points)
E	59%-below (95 or fewer points)

Points earned over the course of the semester will be added, then divided by the total possible number of available points (160). That number will then be assigned a grade according to the scale shown above. **THERE WILL BE NO EXTRA CREDIT WORK, NOR WILL WORK BE ACCEPTED AFTER THE APPROPRIATE PACKET HAS BEEN OFFICIALLY CLOSED.**

Packets. Packets are readings, activities, and assignments for a particular week. You will be able to access a course packet every Monday morning at 9 AM. The packet will provide details regarding the readings required for that particular week as well as specifics for the activities and/or assignments that are due for that week. All of the activities and assignments from that packet will be due the following Sunday at Midnight.

Sequenced curriculum. Each week a new lesson will be introduced. This will ensure that the entire class is working together over the same course materials at the same pace. In addition, there are established deadlines each week for completing and transmitting your work. Each week's lesson will remain open for a period of two weeks. For example, the first lesson will be open beginning at the start of the first week in the semester. At the end of that first week, the second lesson will be opened and the first week's lesson will remain open for that second week. At the beginning of the third week, the first lesson will be closed for the duration of the course, the second lesson will stay open for another week, and the third week's lesson will be opened. This "rolling" system accomplishes two purposes: (1) It keeps the class working together; and (2) It prevents a large load of late work at the end of the semester. Stay current with your coursework – do not fall behind!

GENERAL COURSE REQUIREMENTS AND RECOMMENDATIONS:

Attendance Policy. Students are expected to log onto the UCompass system to access HIST 283 several times each week in order to read class announcements, obtain assignments, and submit work. If you encounter a personal problem of such a magnitude that it may result in an extended absence from access to a computer, then it is **YOUR** responsibility to contact me as soon as possible in order to alert me to your particular situation.

Never Attended (NA) Policy. Attendance is absolutely required for the successful completion of this course. Henry Ford Community College and the HFCC Social Science Division requires students to participate actively in their learning, beginning with the first day of class. Therefore, students who have NOT attended class by logging in by the College's refund deadline will be assigned a "Never Attended" (NA) designation on their record, which may result in loss of financial aid. The instructor will determine if the student will be permitted to attend the class in these cases.

Withdrawal/Drop Policy. The HFCC "drop policy" states that a student can drop a course on her or his own initiative up until the end of the 10th week of classes, which is 22 March 2013 this semester. After that date, all student drops are at the discretion of the instructor. The History Department's policy is that students cannot obtain a drop after the end of the 10th week of classes merely because of a poor grade, but only for *cause*. Cause is defined as something which prevents a student from finishing the course which is beyond the student's control. **(Students should understand that *cause* is determined solely by the instructor.)** If a student is receiving a poor grade in that course, they should decide to drop or stay until 22 March 2013. After that date, they should not expect a drop from the instructor. In addition, a student cannot drop a class if failing for reasons of academic dishonesty. If caught cheating on any coursework, that student will receive the grade assigned by the instructor (an "E" on that assignment, if not for the entire course), not a drop from the Registrar's Office.

Policy on Incomplete Grades. The HFCC Policy on "incompletes" states that "A student performing satisfactory work in a course may be granted an incomplete (I) at semester's conclusion if some part of his/her work remains unfinished." The History Department has agreed that most of a student's work must be completed (*through Week #12 in the Fall-Winter or the Spring-Summer equivalent week*) and that the student must be passing the course to qualify to receive the incomplete (I) grade. Both the student and the instructor must agree to the date of completion of unfinished work and exactly what work needs to be done. A student must not be required to sit through the course again to make up the "I."

Academic Dishonesty Policy. HFCC considers academic dishonesty to be a serious offense. **HFCC's policy is that the determination of such an offense and the appropriate action needed to remediate that offense be left to the individual judgment of the instructor.** The instructor may administer a penalty up to and including failure in the particular course. It is the professional obligation of the faculty to enforce academic integrity in their courses.

Academic dishonesty is any activity intended to improve a student's grade fraudulently.* It includes, but is not limited to, the following:

- A. Unauthorized acquisition of tests or alteration of grades;
- B. Unauthorized use of notes, books, or other prohibited materials during an examination;
- C. Open cheating during an examination;
- D. Permitting another person to take a test in the student's place or receiving unauthorized credit assistance with any work for which academic credit is received;
- E. Providing unauthorized assistance with any work for which academic credit is received;
- F. Revision of graded work in an attempt to receive additional credit fraudulently;
- G. Plagiarism or using another person's work without acknowledgment;
- H. Any other conduct intended to obtain academic credit fraudulently or dishonestly.
- I. Instructors (or their designees) reserve the right to require students to provide picture identification for test-taking, graded papers or projects or other appropriate purposes.

(Source: Minutes of College Organization Meeting of May, 2006).

If an instructor fails a student in a course for academic dishonesty, the instructor will immediately notify, in writing, the division/department head, the student, and the Registrar of the infraction, retaining copies of all notifications.

The Registrar will maintain a record of all such violations. If a student fails two classes as a result of academic dishonesty, he or she will be dismissed from the College for two academic years. In addition, a notation of the reason for academic dismissal will be placed on the student's transcript. The notation may be expunged at the discretion of the appropriate Vice-President if a student petitions for its removal after at least a two-year period has elapsed since the disciplinary action.

If a student believes that the accusation of academic dishonesty is false, he or she may appeal through the Student Complaint Policies and Procedures. If the appeal reaches the Student Complaint Board, the Board will only consider whether the charge of academic dishonesty is justified and will not set aside the charge or penalty given by the instructor unless the charge of academic dishonesty is set aside.

*****Any action that violates the Student Conduct Policy: Due Process Procedure will also be subject to review under that policy.*****

Online Conduct Policy:

- A. Students at HFCC are expected to show respect for order, law, the personal rights of others, and the educational mission of the College, as well as to maintain standards of personal integrity.
- B. Students working online will be held to the same behavioral standards as students in face to face classrooms. Please be aware that I will be observing your threaded discussions with each other, and I will review those discussions, commenting where appropriate with the goal of helping you to better understand the course content. Specifically, you need to adhere to the following guidelines:
- Personal correspondence should be conducted elsewhere.
 - Treat and respect others as you would like to be treated.
 - “Flaming”--an angry series of words or comments used to personally attack others who may disagree with you--is not permitted.
 - Take time to review the tone, language, word choice, spelling, and grammar of any written correspondence prior to sending it. You will be judged by the quality of your work.
 - HFCC’s computer use policy is in effect. It can be found at <http://www2.hfcc.edu/resources/policy.htm>
 - Students are responsible for completing their own online course work.

Instructional Technology & Technical Assistance:

If you require assistance accessing UCompass Educator courses, please contact Instructional Technology at 313-845-9663 or *via* e-mail to Ms. Signorelli at signorelli@hfcc.edu, Ms. Olin-Sullivan at kolin@hfcc.edu, or Mr. Gaddis at gagaddis@hfcc.edu. On-campus assistance is also available in the Student Center at the Tech Buddy Desk or within Instructional Technology, Monday - Friday, 8:30 a.m. - 4: 30 p.m. Instructional Technology is located on the upper level of the Library, Room 202.

Media Center:

Located on the second floor of the Library, the Media Center is an open access computer lab where students can go to work on computer assignments, access the Internet, and/or check their e-mail. For more information, you may contact the Media Center at 313-845-6386. For more information regarding Library Services, you may phone 313-845-9606.

Assisted Learning Services:

The Assisted Learning Services Program is designed to assist physically challenged, learning disabled, or academically disadvantaged students at Henry Ford Community College to overcome barriers to education through supportive services. In addition, the Assisted Learning Services Department also provides tutoring services to the general student population. Assisted Learning Services is located in the Learning Resources Center (LRC), north side (parking lot side),

main level. For more information, you may contact the office at 313-845-9617 or for the hearing impaired 313-845-9804.

Learning Lab:

Located on the second floor of the Learning Resource Center, the Learning Lab assists HFCC students with identifying and improving the skills needed for success in the areas of Reading, Writing, and Math. Although hours may slightly vary each semester, generally, the Learning Lab is open Monday, Tuesday, Wednesday, Thursday, from 7:30 a.m. – 8:40 p.m., on Friday from 7:30 a.m. – 4:30 p.m., and Saturday from 9:40 a.m. – 1:40 p.m. For more information, contact the Learning Lab at 313-845-9643.

ONLINE COURSE REQUIREMENTS AND RECOMMENDATIONS:

What does it mean to be a student in an online course? In many ways, taking an online course is like taking a face-to-face course. Both feature individual assignments, and both require you to take exams to show you are learning the course material. The instructor directs students through the activities, posting announcements, delivering lecture materials, responding to questions, and grading assignments and exams. The great benefit of being in an online course is that you can have direct, one-to-one communication with your instructor and fellow students via email or message boards.

Participation

1. You will be expected to do the same amount of homework you might do in a face-to-face class.
2. You will be asked to spend more time generating and participating in discussions with the instructor and the other students. These discussions, in which you will respond to other students' comments, play a central role in the learning experience.
3. You must be responsible for keeping up with the workload so that you can be an active participant in online discussions. Unlike the situation in most face-to-face courses, where you can show up for class, listen to lectures, and perhaps not play an active role in discussions, the assignments in online courses *require* your participation. If you do not keep up with reading and other homework, you will not be able to contribute meaningful, timely comments to the online discussions. Avoid this predicament by setting aside specific times each week for engaging in course participation activities, and stick to them. Otherwise, you may find you quickly fall behind in reading messages to which you need to respond.

How often will I have to be online? A good rule of thumb is to log on at least once a day to check announcements and review online materials. How long you need to be online depends on the activities for that session. Look at the calendar to see when certain assignments are due and when projects begin and

end. Different courses may offer very explicit schedules that tell you when you need to be online for different assignments. For example, you may have a class discussion for which you will need to submit an initial comment on a Monday and then respond to another student's comment on Tuesday. Requirements of this kind will be spelled out in the respective assignment or discussion.

Additional Things To Consider:

- 1) Although online courses are asynchronous (students are not online at the same time), there are deadlines.
2. You are responsible for going online at least weekly to get assigned reading materials.
3. You will need to add to discussions and reply to other students' comments.
4. You will need to e-mail assignments on time.

Your presence in the course will be apparent only if you add to discussions and do the online assignments. Also, as stated above, it is crucial that you keep up to date by reading all lecture materials and posted comments before participating in the online discussions.

COURSE CHRONOLOGY (Weeks #1-16):

Week 1: The Origins of US Policy and the Origins of the First Cold War

Assignment: Discussion Board

Readings: Melton, 1-52.

Week 2: The Siberian Policy and the Whites

Assignment: Discussion Board

Readings: Melton, 53-139.

Week 3: The End of the Great War, Withdrawal, and Non-Recognition

Assignment: Discussion Board

Readings: Melton, 141-212.

Week 4: Friends or Foes?

Assignment: Discussion Board

Readings: Saul, xi-97.

Week 5: Concessions and Construction

Assignment: Discussion Board

Readings: Saul, 98-135 and 209-253.

Week 6: Critical Book Review

Assignment: Critical Book Review Due!

Readings: None.

Week 7: US-Soviet Cultural Relations during Non-Recognition

Assignment: Discussion Board

Readings: Saul, 136-208.

Week 8: Recognition

Assignment: Discussion Board

Readings: Saul, 254-315.

Week 9: Accommodation and Alliance

Assignment: Discussion Board

Readings: Saul, 316-389.

Week 10: Alliance and Second Front Politics

Assignment: Discussion Board

Readings: Bennett, ix-100.

Week 11: Critical Book Review

Assignment: Critical Book Review Due!

Readings: None.

Week 12: Grand Strategy, Victory, and Problems

Assignment: Discussion Board

Readings: Bennett, 101-188.

Week 13: The Cold War Heats Up Again

Assignment: Discussion Board

Readings: Cohen, ix-80.

Week 14: Korea, Vietnam, and the US' Hot Wars of the Cold War

Assignment: Discussion Board

Readings: Cohen, 81-181.

Week 15: *Detente*, Re-Ignition, and the End?

Assignment: Discussion Board

Readings: Cohen, 182-261.

Week 16: Final Reflections and Evaluation

Assignment: Discussion Board

Readings: None.