

Course: HIST 237 Capitalism, Communism, and the Contest for Global Domination: An International History of the Cold War, 1917-1991

Instructor: Dr. Friedman
Class Hours: ONLINE
Office Hours: Open
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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 provide a global perspective of the events during the Cold War. 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 237 should be able to:
 - a. Explain the chronology of events that occurred during the era of the Cold War.
 - b. Identify major persons, places, concepts and events in 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 and the Soviet Union during the Cold War.
 - e. Trace elements of change and continuity with regard to the Cold War.
 - f. Emphasize parallelism by describing the impact of major events, personalities, and places with regard to 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 the Soviet victory in the Russian Civil War.
 - a. Explain the reasons for the U.S.' lack of diplomatic recognition of the U.S.S.R. until 1933.

4. Analyze the reasons for continued hostility between the West--especially the U.S.--and the Soviet Union in the 1920s and 1930s, and the reasons for those attitudes seeming to change with the onset of World War Two.
5. 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.
6. Identify the reasons for Superpower differences over Germany and Eastern Europe escalating into the formulation of the Containment Doctrine and the division of Europe into two spheres of influence.
7. Analyze how and why the Sino-Soviet Split took place in the 1950s, and how conflicts such as the Korean War may have led to that division.
8. Identify and analyze the key reasons for Third World nations' increasingly asserting their leadership in global revolutionary events after the 1950s and 1960s.
9. Explain how the Superpower's competition over nuclear weapons epitomized the Cold War competition over political, economic, social, cultural, and military systems.
10. Explain the linkages between the integration of Western Europe and the decolonization of the Third World after 1945.
11. Analyze how and why Latin America became involved in the Cold War, especially because of Superpower competition for allies in the region.
12. Explain how and why Islam became a new political focus for resistance to Superpower interests in South Asia and the creation of a new order in that region of the world.
13. Identify and analyze the factors that led to the rise of *detente* between the U.S., the U.S.S.R., and the P.R.C. in the 1960s and 1970s.
14. Identify and analyze the reasons for the failure of *detente* by the late 1970s, and the rekindling of the Cold War in the early to mid-1980s.
15. Explain and analyze the "Reagan Offensive" of the early to mid-1980s, especially its impact on the Soviet Union and the Third World and its mythologies.
16. Analyze whether or not the Cold War came to an end in 1991 or if it continued past that date (and perhaps even to the present day) in another form.

TEXTS/REQUIRED MATERIALS:

Donald Davis & Eugene Trani, *The First Cold War: The Legacy of Woodrow Wilson in U.S.-Soviet Relations* (Columbia, Missouri: University of Missouri Press, 2002), ISBN: 9-7808-2621-388-4.

Odd Arne Westad, [*The Global Cold War: Third World Interventions and the Making of Our Times*](#) (Cambridge, England: Cambridge University Press, 2005), ISBN: 9-7805-2170-314-7.

Jussi Hanhimaki and Odd Arne Westad, eds., *The Cold War: A History in Documents and Eyewitness Accounts* (Oxford, England: Oxford University Press, 2003), ISBN: 9-7801-9927-280-8.

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 12, students will turn in a Critical Book Review of the Davis/Trani text and then a Critical Chapter Review of the Westad text, based on criteria that will be provided at the beginning of the semester.

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 237, students will post their response to one of the Discussion Board topics as well as make several responses to posts of their classmates. The student is allowed only one post for a Discussion Board question. The student, however, is allowed numerous opportunities to make responses to the entries posted by other members of the class. The quality of each student's responses will determine the point total allotted to that student. Your initial response to the Discussion Board topic will earn from 1 to 5 points. Your response to other students' post can earn from 1 to 5 points, for a weekly total of 10 points. Since each week's packet of work will only be open for a one week time frame, the Discussion Board responses can only be submitted within that time frame. 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 Monday at 9 AM.

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 237 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.

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 ? April 2012 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? April 2012. 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/Dean 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 & Tech Buddies:

If you require assistance accessing UCompass Educator courses, please contact Instructional Technology at 313-845-9663 or *via* e-mail at signorelli@hfcc.edu, kolin@hfcc.edu, or vbeaty@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 ?.

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: Setting the Stage: The Beginning of the First Cold War

Assignment: Discussion Board

Readings: Davis and Trani, ix-73.

Week 2: The First Cold War Continued

Assignment: Discussion Board

Readings: Davis and Trani, 74-157.

Week 3: The First Cold War Concluded and the Setting of the American Context

Assignment: Discussion Board

Readings: Davis and Trani, 158-206 and Westad, 1-38.

Week 4: The Soviet Context and the Interwar Period

Assignment: Discussion Board

Readings: Westad, 39-72 and Hanhimaki/Westad, ix-35.

Week 5: Revolutionary Nationalism and the Iron Curtain

Assignment: Discussion Board

Readings: Westad, 73-109 and Hanhimaki/Westad, 36-69.

Week 6: Creating a Divided Europe

Assignment: Critical Book Review

Readings: Hanhimaki/Westad, 70-136.

Week 7: The Cold War Begins in Asia

Assignment: Discussion Board

Readings: Hanhimaki/Westad, 137-208.

Week 8: Creating the Third World: The United States, the Soviet Union, Cuba, and Vietnam

Assignment: Discussion Board

Readings: Westad, 110-206.

Week 9: Vietnam (Continued), Eastern Europe, China, and the Arms Race

Assignment: Discussion Board

Readings: Hanhimaki/Westad, 209-311.

Week 10: The Integration of Western Europe and the Decolonization of the Third World

Assignment: Discussion Board

Readings: Hanhimaki/Westad, 312-378 and Westad, 207-249.

Week 11: Socialism in Africa and Latin America

Assignment: Discussion Board

Readings: Westad, 250-287 and Hanhimaki/Westad, 379-411.

Week 12: Cultures, Covert Operations, and Fundamentalism

Assignment: Critical Chapter Review

Readings: Hanhimaki/Westad, 412-480 and Westad, 288-330.

Week 13: The Rise of Detente

Assignment: Discussion Board

Readings: Hanhimaki/Westad, 481-515.

Week 14: The Fall of Detente

Assignment: Discussion Board

Readings: Hanhimaki/Westad, 516-589.

Week 15: The Cold War Renewed

Assignment: Discussion Board

Readings: Westad, 331-363.

Week 16: The End of the Cold War?

Assignment: Discussion Board

Readings: Westad, 364-407 and Hanhimaki/Westad, 590-663.