

HIST 4P33
The United States and the Cold War

Brock University
Winter 2012



Tuesdays, 11 a.m.-2 p.m., EA 103

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COURSE DESCRIPTION

What was—or is—the Cold War? To most people, it was defined by the nearly fifty-year standoff between two competing superpowers: the United States and the Soviet Union. Some saw the Cold War as an ideological clash between freedom and totalitarianism, while others characterized it as an economic conflict between capitalism and state control. However we interpret the Cold War, surely we can agree that it had a profound impact not only on its principal protagonists but on the rest of the world as well.

This course will move forward chronologically, covering many of the key historical developments in the Cold War such as the Korean War and the Cuban missile crisis. At the same time, we will consider such themes in Cold War history as cultural diplomacy, sex and gender, and civil rights. We will also explore some of the major debates surrounding the Cold War, including how and why it started, how it influenced U.S. foreign policy toward Third World countries, and how it played out within the United States.

We will focus mainly on secondary sources: work written by historians about various aspects of the Cold War. A major goal of the course is to help strengthen your ability to read and think critically about historical writing—to identify and compare historians’ arguments and perspectives, and to analyze different historians’ approaches to thinking and writing about the past. As a result, you should be able to sharpen your own historical research and writing skills.

REQUIRED READINGS

The following **required texts** are available for purchase at the Brock University Campus Store. They are also on three-hour reserve in the James A. Gibson Library.

Robert J. McMahon, *The Cold War: A Very Short Introduction*. Oxford, U.K.: Oxford University Press, 2003.

Graham Greene, *The Quiet American*. London: Vintage, 2004.

All other **required readings** (journal articles and book chapters) are on three-hour reserve (designated as R in the “Course Outline” section of this syllabus) in the library and/or available electronically (designated as E).

Strongly recommended

Mary Lynn Rampolla, *A Pocket Guide to Writing History*, 6th ed. Boston: Bedford/St. Martin’s, 2010.

ASSIGNMENTS

20% Seminar participation While attendance is mandatory, attendance alone will not count significantly toward your seminar grade. This course is discussion-driven and student-led. As such, its success depends entirely on your level of preparation, attention, and engagement. You are expected to participate actively and thoughtfully in seminar discussions.

In Weeks 2, 3, and 4, you will also complete a Secondary-Source Worksheet on *one* of the readings for each week (your choice) and submit it at the end of seminar (three worksheets total).

20% Seminar facilitation You will co-facilitate one seminar discussion. You must work with your partner(s) in advance to plan your seminar, preparing 1) a brief overview of the week’s readings, in essay form, that identifies central arguments and key themes in the readings (to be used as a guide for introducing your seminar); and 2) a list of discussion questions. You must provide me with a polished overview and question list **no later than 11 a.m. the day before your seminar meets**, so that I can provide feedback. Failure to do so will negatively affect your facilitation grade. You are welcome to consult with me earlier about your facilitation plans.

15% Secondary-source analysis (4-6 pages) You will critically analyze any secondary-source article or book chapter on our course reading list that interests you (this does not include textbook chapters or primary sources), due in class on **Feb. 7**. (See paper guidelines.)

45% *Research paper (15-20 pages)* You will write a paper on any aspect of the Cold War that interests you (preferably one that has sparked debate among historians), in two parts: proposal/annotated bibliography (15%) due in class on **Feb. 28**; and final paper (30%) due in class on **April 3**. You *must* consult with me in person about your paper topic no later than **Feb. 14**. You cannot proceed with your proposal/annotated bibliography without approval of your topic, and you cannot proceed with your final paper without approval of a relevant proposal/annotated bibliography. (See paper guidelines.)

CLASS POLICIES

- You must complete all components of the course in order to pass the course.
- If an assignment is late, the grade will be reduced by 5% for each day past the due date (including weekend days). Late penalties will be waived only in the event of a documented medical or family emergency, at the discretion of the instructor.
- Assignments that are more than 10 days late (including weekend days) without prior authorization of the instructor will not be accepted.
- Seminar absences will result in a grade of 0 for missed seminars (except for documented emergencies, at the instructor's discretion). There are no "free" missed seminars.
- If you miss more than four seminars for any reason, you cannot pass the course.
- To be excused from a missed seminar, late assignment, etc., for medical reasons, you must obtain an official medical certificate before the missed seminar, deadline, etc., and submit it to the History Department; see <<http://www.brocku.ca/health-services/policies/exemption>> for details.
- You must keep backup copies of all written work you have turned in.
- You must keep all original assignments that have been graded and returned to you.
- Do not submit your work electronically unless authorized in advance by the instructor.
- Do not submit your work to the History Department drop box. If you cannot turn in an assignment during class, you must contact me to make other arrangements.
- Do not bring laptops to class unless absolutely necessary. Instead, bring copies of printouts or seminar readings, or your detailed notes on the readings.

PLAGIARISM

If you use someone else's words or ideas, you must give credit! Otherwise, you are committing *plagiarism*—a serious form of academic misconduct that can have severe consequences for your academic career. For more information, consult Rampolla, chapter 6; this web page: www.brocku.ca/webcal/2011/undergrad/areg.html#sec68; and the resources on this web page: www.brocku.ca/library/help-lib/writing-citing/plagiarism.

UNIVERSITY DEADLINES

Please note the following deadlines (and see the *Undergraduate Calendar* for other deadlines):

- **Friday, January 20** – last day for late registration and course changes without instructor's permission; last day to drop courses without financial penalty
- **Friday, March 9** – last day for withdrawal without academic penalty; last day to change from Credit to Audit

ACCOMMODATIONS

If you require disability-related accommodations, please obtain the necessary documentation from the Student Development Centre (ext. 3240) so that I can be informed of your needs.

COURSE OUTLINE

Week 1: Jan. 10 – *sign up for seminar co-facilitation*

Introduction

Week 2: Jan. 17

The origins of the Cold War

Reading

- McMahon, chapter 1 (“World War II and the Destruction of the Old Order”), 1-15; and chapter 2 (“The Origins of the Cold War in Europe, 1945-1950”), 16-34
- (R/E) Melvyn P. Leffler, “The American Conception of National Security and the Beginnings of the Cold War, 1945-1948,” plus “Comments” (John Lewis Gaddis and Bruce Kuniholm) and “Reply” (Leffler), *American Historical Review*, 89 (April 1984), 346-400
- (E) Geir Lundestad, “Empire by Invitation? The United States and Western Europe, 1945-1952,” *Journal of Peace Research*, 23 (Sept. 1986), 263-277
- (E) Frank Costigliola, “‘Unceasing Pressure for Penetration’: Gender, Pathology, and Emotion in George Kennan’s Formation of the Cold War,” *Journal of American History*, 83 (March 1997), 1309-1339

Week 3: Jan. 24

Multiple battlegrounds

Reading

- McMahon, chapter 3 (“Towards ‘Hot War’ in Asia, 1945-50”), 35-55
- (R) Wendy L. Wall, “America’s ‘Best Propagandists’: Italian Americans and the 1948 ‘Letters to Italy’ Campaign,” in Christian G. Appy, ed., *Cold War Constructions: The Political Culture of United States Imperialism, 1945-1966* (Amherst: University of Massachusetts Press, 2000), 89-109 (and notes, 292-297)
- (E) Greg Castillo, “Domesticating the Cold War: Household Consumption as Propaganda in Marshall Plan Germany,” *Journal of Contemporary History*, 40 (April 2005), 261-288
- (R) William Stueck, *Rethinking the Korean War: A New Diplomatic and Strategic History* (Princeton: Princeton University Press 2002), chapter 3 (“Why the Korean War, Not the Korean Civil War?”), 61-83 (and notes, 253-256)
- (R) Robert S. Prince, “The Limits of Constraint: Canadian-American Relations and the Korean War, 1950-1951,” *Journal of Canadian Studies*, 27 (Winter 1992), 129-152

Week 4: Jan. 31

Vying for the Third World

Reading

- McMahon, chapter 4 (“A Global Cold War, 1950-8”), 56-77
- (E) Michael Schaller, “Securing the Great Crescent: Occupied Japan and the Origins of Containment in Southeast Asia,” *Journal of American History*, 69 (Sept. 1982), 392-414

- (R) Cary Fraser, “An American Dilemma: Race and Realpolitik in the American Response to the Bandung Conference, 1955,” in Brenda Gayle Plummer, ed., *Window on Freedom: Race, Civil Rights, and Foreign Affairs, 1945-1988* (Chapel Hill: University of North Carolina Press, 2003), 115-140
- (R) Penny von Eschen, “‘Satchmo Blows Up the World’: Jazz, Race, and Empire during the Cold War,” in Reinhold Wagnleitner and Elaine Tyler May, eds., *“Here, There, and Everywhere” : The Foreign Politics of American Popular Culture* (Hanover, N.H.: University Press of New England, 2000), 163-178
- (R) Douglas Little, “His Finest Hour? Eisenhower, Lebanon, and the 1958 Middle East Crisis,” in Peter L. Hahn and Mary Ann Heiss, eds., *Empire and Revolution: The United States and the Third World since 1945* (Columbus: Ohio State University Press, 2001), 17-47

Week 5: Feb. 7 – *secondary-source analysis due; discuss your paper topic with me by Feb. 14*
Espionage: the Alger Hiss case

Reading

- McMahan, chapter 6 (“Cold Wars at Home”), 105-121
- (R) Ellen Schrecker, “Before the Rosenbergs: Espionage Scenarios in the Early Cold War,” in Marjorie Garber and Rebecca L. Walkowitz, eds., *Secret Agents: The Rosenberg Case, McCarthyism, and Fifties America* (New York: Routledge, 1995), 127-141
- (R) Ellen Schrecker, *The Age of McCarthyism: A Brief History with Documents* (Boston: Bedford/St. Martin’s, 1994), “Communists in Government and the Big Spy Cases,” 26-31, and “Communist Spies in the State Department: The Emergence of the Hiss Case,” 121-137
- (R) Richard M. Nixon, *Six Crises* (New York: Doubleday, 1962), “The Hiss Case,” 1-76
- (E) Kai Bird, “The Mystery of Ales (Expanded Version),” *American Scholar* (Summer 2007): <http://www.theamericanscholar.org/the-mystery-of-ales-2/>

Week 6: Feb. 14

Domestic threats and counter-threats

Reading

- (E) Jon Lewis, “‘We Do Not Ask You to Condone This’: How the Blacklist Saved Hollywood,” *Cinema Journal*, 39 (Winter 2000), 3-30
- (R) Richard M. Fried, “Springtime for Stalin: Mosinee’s ‘Day Under Communism’ as Cold War Pageantry,” *Wisconsin Magazine of History*, 77 (Winter 1993-94), 82-108
- (R) Carol Anderson, “Bleached Souls and Red Negroes: The NAACP and Black Communists in the Early Cold War, 1948-1952,” in Plummer, ed., *Window on Freedom*, 95-113
- (R) Ellen Schrecker, “Immigration and Internal Security: Political Deportation during the McCarthy Era,” *Science & Society*, 60 (Winter 1996-97), 393-426

Feb. 20-24 Reading Week: NO CLASS

Week 7: Feb. 28 – *research paper proposal/annotated bibliography due*
Sex, gender, and the Cold War

Reading

- (E) K. A. Courdileone, "'Politics in an Age of Anxiety': Cold War Political Culture and the Crisis in American Masculinity, 1949-1960," *Journal of American History*, 87 (Sept. 2000), 515-545
- (R) Elaine Tyler May, "Cold War—Warm Hearth: Politics and the Family in Postwar America," in Steve Fraser and Gary Gerstle, eds., *The Rise and Fall of the New Deal Order, 1930-1980* (Princeton: Princeton University Press, 1989), 153-181
- (E) Kathryn S. Olmsted, "Blond Queens, Red Spiders, and Neurotic Old Maids: Gender and Espionage in the Early Cold War," *Intelligence and National Security*, 19 (Spring 2004): 78-94
- (R) Dee Garrison, "'Our Skirts Gave Them Courage': The Civil Defense Protest Movement in New York City, 1955-1961," in Joanne Meyerowitz, ed., *Not June Cleaver: Women and Gender in Postwar America, 1945-1960* (Philadelphia: Temple University Press, 1994), 201-226

Week 8: March 6

Superpower struggles, East and West (and South)

Reading

- (E) David Kaiser, "The Physics of Spin: Sputnik Politics and American Physicists in the 1950s," *Social Research*, 73 (Winter 2006), 125-152
- (E) Joseph M. Turrini, "'It Was Communism Versus the Free World': The USA-USSR Dual Track Meet Series and the Development of Track and Field in the United States, 1958-1985," *Journal of Sport History*, 28 (Fall 2001), 427-471: <http://la84foundation.org>
- (E) Louis A. Pérez, Jr., "Fear and Loathing of Fidel Castro: Sources of U.S. Policy toward Cuba," *Journal of Latin American Studies*, 34 (May 2002), 227-254
- (E) Frank Costigliola, "Kennedy, the European Allies, and the Failure to Consult," *Political Science Quarterly*, 110 (Spring 1995), 105-123

Week 9: March 13

Film: *The Manchurian Candidate* (1962 – 127 minutes)

No reading!

Week 10: March 20

Vietnam: a turning point

Reading

- McMahon, chapter 5 ("From Confrontation to Détente, 1958-68"), 78-104
- (E) Robert Buzzanco, "The United States and Vietnam, 1950-1968: Capitalism, Communism, and Containment," in Hahn and Heiss, eds., *Empire and Revolution*, 94-120: <http://www.ohiostatepress.org>
- Greene, *Quiet American* (entire)

Week 11: March 27

Détente and dissent

- McMahon, chapter 7 ("The Rise and Fall of Superpower Détente, 1968-79"), 122-142
- (E) Walter L. Hixson, "Containment on the Perimeter: George F. Kennan and Vietnam," *Diplomatic History*, 12 (April 1988), 149-163

- (E) H. Bruce Franklin, "'Star Trek' in the Vietnam Era," *Science Fiction Studies*, 21 (March 1994), 24-34
- (E) Jeremi Suri, "The Rise and Fall of an International Counterculture, 1960-1975," *American Historical Review*, 114 (Feb. 2009), 45-68
- (E) Paul Boyer, "From Activism to Apathy: The American People and Nuclear Weapons, 1963-1980," *Journal of American History*, 70 (March 1984), 821-844

Week 12: April 3 – *research paper due*

The end of the Cold War

Reading

- McMahon, chapter 8 ("The Final Phase, 1980-90"), 143-168
- (R) Beth A. Fischer, "The United States and the Transformation of the Cold War," in Olav Njolstad, ed., *The Last Decade of the Cold War: From Conflict Escalation to Conflict Transformation* (New York: Frank Cass, 2004), 226-240
- (E) Robert D. English, "Sources, Methods, and Competing Perspectives on the End of the Cold War," *Diplomatic History*, 21 (Spring 1997), 283-294
- (R/E-book) Odd Arne Westad, "Beginnings of the End: How the Cold War Crumbled," in Silvio Pons and Federico Romero, eds., *Reinterpreting the End of the Cold War: Issues, Interpretations, Periodizations* (New York: Routledge, 2004), 68-81
- (R) Thomas G. Paterson, "Why the Cold War Ended: The Latin American Dimension," *Soviet and Post-Soviet Review*, 22, no. 2 (1995), 178-205.

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PAPER GUIDELINES

I. Secondary-source analysis (15%)

For this assignment, choose any secondary-source article or book chapter from our course reading list that interests you, and critically analyze it in 4-6 pages. (Do not use the McMahon textbook, the Nixon chapter, the selections from Schrecker's *Age of McCarthyism*, or Greene.)

In developing your secondary-source analysis, consider:

- What is the article/chapter about?
- What is the author's research question (i.e., what is s/he trying to explain, understand, etc.)?
- What is her/his thesis (i.e., her/his answer to the question above)?
- What are the central arguments ("building blocks"), if any, that support the author's thesis?
- What kind of evidence does the author use to support the thesis?
- How effectively does the author use this evidence to support the thesis? Does s/he make a convincing case? Why or why not?
- What motivated the author to write this piece?
- Why is this piece important? (Consider: does it offer a new interpretation that changes how we think about something? Does it have significant policy implications? Etc.)

In your paper, be sure to clearly identify the author's thesis for your reader, and use concrete examples to show whether or not it is convincing and why.

In preparing your paper, see "Logistical Requirements" (pp. 11-12).

II. Research paper (45%)

For this assignment, you will write a 15-20 page research paper on any aspect of the Cold War that interests you (and hopefully has sparked debate among historians). Your paper should relate to the United States somehow, but the United States does not have to be your main focus. In choosing a topic, course readings are a good place to start, but there are many other possibilities.

Remember: you *must* discuss your paper topic with me no later than **Feb. 14**. You will not be able to proceed with your proposal/annotated bibliography without consultation, and you will not be able to proceed with your final paper without my approval of a relevant proposal/annotated bibliography.

Once you have settled on a general topic (e.g., U.S. cultural diplomacy, the Red Scare, civil rights, U.S.-Cuba relations, etc.), consider a specific question you'd like to explore. Here are a few examples:

- How effective was Cold War-era cultural diplomacy in garnering support for the United States overseas?
- What were Julius and Ethel Rosenberg guilty of?
- Did the Cold War advance the cause of African-American civil rights?
- How important was the Cold War in explaining U.S. hostility toward revolutionary Cuba?

The goal of your paper will be to answer your question. Your “answer” is your thesis.

Sources

You must use a minimum of ten sources for your paper. At least three must be book-length. Of the three books, at least one must be a primary source (memoir, treatise, etc.), and at least one must be a secondary source (preferably by an historian). The other seven sources can be any combination of primary and secondary sources (scholarly books, journal articles, essays, etc.). You are welcome to use more than ten sources if you like. All of your sources should be in English; see me to discuss exceptions to this.

Of your ten sources, one of them can be an article that we are already reading in class (including the one you are using for your secondary-source analysis). You can certainly use other articles from class, but they will count as extra sources (above the minimum of ten).

Many of the authors whose work we are reading in class have written entire books on their subjects, which I hope you will consider using for your paper. But, if you use one of those books as a source, you cannot also count as one of your ten sources an article by the author, if it is also a chapter from that book or if it mainly summarizes content from the book.

Sometimes it is difficult to distinguish between primary and secondary sources, especially since many former U.S. government officials have, in later years, written about the Cold War from a scholarly perspective. Whether a source is primary or secondary may depend on the question you want to explore. If you’re not sure how to classify a source, see me. And, please do your best to use secondary sources by *historians* (as opposed to political scientists, journalists, etc.).

Be sure to look for recent as well as older scholarship. Newer work is likely to be informed by new archival material (from the Soviet Union, China, etc.) that has become available in recent years. Older work is also very important, however, especially if it represented a noteworthy piece of scholarship for its time, continues to inform contemporary debates, etc.

Internet sources are acceptable if they are 1) legitimate primary sources, 2) published scholarly articles, or 3) books that are available *in their entirety* online (the latter would include e-books to which the campus library subscribes, but would exclude many items on Google Books that are only partially available). When citing online materials, you must supply (along with the standard citation) the URL where you found the item and the date you accessed it.

You can use reference works, such as textbooks or encyclopedias, for background information—but these will count as extra sources (above your minimum of ten). Be sure to consult reference works whose authorship and accuracy can be verified (i.e., not Wikipedia).

Finding sources

For secondary sources, the best place to start is with an article on the syllabus that deals with your topic. See if the author has written other articles or books about the topic. Look at the notes and/or bibliography to see what other secondary sources the author has used. Also, check the “Further Readings” suggestions in McMahon.

I have placed a number of books on one-day library reserve, so please look through these early on and see if anything grabs your attention.

Obviously you should conduct additional book searches using Brock’s online catalogue (try relevant subject and keyword searches, among others). But since Brock’s holdings are limited, it’s a good idea to look elsewhere too. Here are some recommendations:

- University of Toronto online library catalogue
- St. Catharines Public Library online catalogue
- Online booksellers’ websites (e.g., Amazon): back-cover reviews and excerpts can help you decide if a book will be useful
- Interlibrary Loan: You can borrow books from other universities if Brock doesn’t own them, and you can even obtain journal articles that are inaccessible through the Brock library.

For journal articles, check various databases available through the library such as “America: History and Life” and “Historical Abstracts.” (Note, however, that these are not all-inclusive.) An especially useful journal is *Diplomatic History* (on the library shelves and online).

Here are some useful Internet sites (some of these materials are also in the library):

- *Public Papers of the Presidents*: www.americanpresidency.org
- *Foreign Relations of the United States*: www.state.gov/r/pa/ho/frus/c1716.htm
- National Security Archive: www.gwu.edu/~nsarchiv
- Cold War International History Project: <http://www.wilsoncenter.org/program/cold-war-international-history-project>
- Society for Historians of American Foreign Relations: <http://www.shafr.org> (and see “Classroom Documents” under the “Teaching” section)
- German Historical Institute: <http://www.ghi-dc.org>

Finally, a very helpful resource is H-Diplo, a discussion list dedicated to the study of diplomatic and international history: www.h-net.org/~diplo/. You can browse discussion logs, read book reviews, find article commentaries, and more. (Note that H-Diplo is not limited to the study of U.S. foreign policy, however.).

Part 1: Proposal/annotated bibliography (15%)

You must consult with me in person about your paper topic no later than **Feb. 14**. You cannot proceed with your proposal/annotated bibliography without approval of your topic.

A. Your proposal should only be a few paragraphs long. It must include the following:

- A clear statement of the research question you want to explore. What do you want to know, explain, understand, etc.? (Preferably at this stage, you will be able to articulate a possible thesis – that is, an answer to your question.)
- A clear explanation of why your research question is significant. Why does it matter? What might your investigation help us explain or understand more fully? How might your research compel us to think differently about something we supposedly already know? When you tell someone about your research and s/he says, “So what?” how will you respond?

NOTE: Be sure to include historical context that will make your proposal make sense.

B. Your annotated bibliography will contain the sources you plan to use in your paper. (If you find additional sources later, that’s fine.) For each source, you must provide the following:

- A complete, correct bibliographic citation (see Rampolla, chapter 7)
- A few sentences providing basic information about the source (who wrote it, what it is, when and why it was created, what it is about, etc.)
- A concise statement (no more than one paragraph) explaining why you are including the source in your bibliography. Be specific! What is the author’s thesis or main goal? How is the source relevant to your paper? How will it be useful to you in writing your paper?

NOTE: In your bibliography, you must follow the requirements for sources indicated on p. 9.

For help preparing a proposal and bibliography, see relevant sections of Rampolla, chapters 3-5.

Part 2: Final paper (30%)

You cannot proceed with your final paper without my approval of a relevant proposal/annotated bibliography.

Your final paper should be 15-20 pages long (see “Logistical Requirements” below). Longer is okay, but talk to me first.

You must attach your original proposal/annotated bibliography (with comments and grade) to the paper. Be sure to prepare a regular (not annotated) bibliography to go along with your paper.

For help with research papers, see relevant sections of Rampolla, chapters 4-5.

III. Logistical requirements for all written work

- Be sure to review relevant sections of Rampolla for help in interpreting sources, writing history papers, quoting and citing sources, etc.
- Type and double-space your paper, using Times New Roman 12-point type and leaving 1-inch margins (please, no padding with extra spacing or giant margins!). Yes, this applies to your proposal/annotated bibliography.

- Include a separate title page, with a title, your name and student number, the course number, my name, and the date. *NOTE: Give your paper a title that communicates your thesis.*
- Number the pages and staple them together (the title page doesn't get a number).
- You can use footnotes or endnotes to cite your sources. For proper citation style, see Rampolla, chapter 7.
- For your final research paper, you must include a separate bibliography (you don't need to do this for your first writing assignment). The bibliography pages get numbered but aren't part of your official page count. For proper bibliographic style, see Rampolla, chapter 7.
- Before turning in any final written assignment, ask yourself:
 - Do I begin with a strong, clear introduction?
 - Does my introduction contain a strong, clear thesis?
 - Have I supported my assertions with concrete, relevant evidence and examples?
 - Is my paper well organized and clearly written?
 - Have I proofread my paper and corrected any grammar and spelling errors?
 - Are my sources properly quoted and documented? (See Rampolla, chapter 7.)

For help avoiding plagiarism, see Rampolla, chapter 6.