

HISTORY 265.01E H A World Divided: Cold War World History

Fall 2012

TR 11.00 – 12.15 am

SS 141

Instructor: Prof. Kuracina

Office location: Ferguson Social Sciences 104

Office hours: Tuesday & Thursday, 3.30pm to 4.30pm; Wednesday, 12.00pm to 3.00pm; *and by appointment*

Office email: william.kuracina@tamuc.edu

COURSE INFORMATION

Course Materials:

Books: This course does not require a textbook, but a supplemental book is required. It helps situate this material into a broader context that will help explain the assorted themes covered in this class; while this syllabus includes selected portions of this book, students are encouraged to read it cover-to-cover to gain a better understanding of the whole moment.

- John Lewis Gaddis. *The Cold War: A New History*. New York: Penguin Books. 2005.

Additional readings have been prepared and will be distributed. These are a blend of primary and secondary materials that complement lectures and provide the foundations for classroom discussions.

Note: It is imperative that you complete the assigned readings; the material contained therein will drive classroom discussion, a very crucial course requirement. You are responsible for all the material contained in the readings; if you do not read them, you will have a difficult semester.

Suggested & supplemental reading list: Students interested in supplemental reading to better digest the content may discuss possible titles with the instructor.

Course description:

Encounters between human populations who perceive the differences that separate them to be greater than the similarities that united them have punctuated world history. Such encounters have frequently led to war, imperialism and colonization, and less frequently to cultural imitation and synchronism. The modern world is the product of these encounters as much as if not more than it is the product of the development of distinct cultures, such as Western Civilization. This course explores the nature of such encounters and the consequences they had for cultural and political developments. Topics such as the slave trade, European colonization, globalization and the techno-sphere may receive special attention.

Generally speaking, the history of the Cold War is viewed as a conflict between capitalism and communism or between democracy and totalitarianism. This depiction influences that ways historians discuss international relations between 1945 and 1991 – an ongoing ideological war involving political conflict, military rivalries, proxy wars and economic competition involving the United States and its allies versus the Soviet Union and its satellites. Underpinning the entire conflict was the possibility of mutually-assured destruction: a nuclear deterrent which kept ensured that the competition remained “cold.” Instead of outright confrontation, the war-of-maneuver was expressed through competing military alliances, globally strategic deployment of conventional forces, conventional and nuclear arms races, technological competition, military and economic aid to states seen as vulnerable to the enemy, espionage, propaganda, and exerting influence on neutral and non-aligned states. Antagonism was the permeating theme of this period, with assorted international incidents rapidly escalating into potential nuclear annihilation.

The Cold War was much more than explicit confrontation between two ways of life; more anything else, the Cold War was an ideological struggle between competing world views, an international phenomenon that shaped the development of world history for nearly five decades. This course considers selected moments and events in post-World War II world history and examines the origins of the conflict, the events which caused heightened tensions and crises and especially the ways in which world history developed according to the oppositional paradigm. It is an examination of world history in the second-half of the twentieth century and it seeks to investigate the ways in which Cold War views impacted historical events.

Note: Honors Advisor Approval Required

Student Learning Outcomes:

By the end of the semester, the following learning outcome will be measured:

- Students will demonstrate an understanding of the nature of encounters between human populations who perceive the differences that separate them to be greater than the similarities that unite them and the consequences these encounters had for cultural and political developments in world history.

COURSE REQUIREMENTS

Instructional, Methods, Activities Assessments:

Attendance policy: Students are expected to attend every class session; attendance will be taken. Each unexcused absence beyond two (2) instances will result in a 10% reduction in the attendance grade; excessive unexcused absences (more than 4) may be cause for a failing grade in this course, at the instructor's discretion.

Students should inform the instructor if there is a legitimate reason (e.g., illness or emergency) for missing an exam. Students should contact the instructor within 48 hours of the missed exam to schedule a make-up; failure to do so may forfeit the possibility of making up the exam. Non-documented excuses are not generally acceptable, but can be accepted at the instructor's discretion. If you must travel on school business (with an athletic team or for another reason), then let me know ahead of time.

Students are expected to do the reading as noted in this syllabus and to be prepared to participate in classroom discussions. Occasional in-class writing assignments or short quizzes may be assigned and will contribute towards your participation grade; these may not be made up. Although lectures, readings and discussions will overlap significantly, the readings will also include materials that may not be covered in class; nevertheless, students are responsible for all content covered in reading assignments.

Participation: You are encouraged to bring questions with you to class and to interrupt lecture to ask your questions should some point require further explanation. Students are expected to create and sustain an open intellectual classroom environment which fosters discussion – students should listen to each others' comments and questions with an open mind and to respect viewpoints other than their own. Students must also be open to understanding why people of the past did what they did, and should not dismiss these actors' views because they might be perceived as "wrong." Your participation grade will be based on the following criteria:

- A = Student is always prepared; makes frequent voluntary contributions to classroom discussion
- B = Student is generally prepared; makes occasional voluntary contributions to discussion or participates only when called on
- C = Student is usually prepared but rarely voluntarily speaks
- D = Student is generally unprepared and does not contribute to discussion

F = Student is unprepared and appears disinterested in contributing to discussion

Discussion and participation: this course is intended to move beyond lectures of content into a general assessment of the significance of precise moments and the integration of these moments into a broader historical context. Generally class discussion will be steered by a series of guided questions that are designed to enable students to draw their own conclusions about the significance of each moment or movement.

Assignments: There are two main objectives to this course: 1) to provide students with a fundamental understanding of the material by covering the basic content; and 2) to afford students opportunities to interpret the history in response to more general historiographical questions. Consequently, this course will explore selected moments in Cold War world history to enable students to better analyze these events in the context of larger themes. This process involves both in-class discussion and a more standardized analysis through written assignments.

Exams: Exams in this class are at-home written exercises. Each exam is worth 15% of the final grade. Essentially, exams are response essays based on reading assignments, classroom discussions and general content. For each assignment, students will receive one or more prompts to which they will respond; some may be in the form of a critical question, others may ask students to comment on a set of readings. In each essay exam, students are expected to argue a point, not merely reiterate the content covered in class, and to use historical facts as evidence to support these arguments.

Each exam should be 4–5 pages in length (including text and footnotes). It must use footnotes according to Turabian style (please ask the instructor if you require guidance formatting footnotes) and the margins should be set at 1 inch. The text must be double-spaced, written in Times New Roman 12pt font or its equivalent and all pages must be numbered. Each exam must be submitted to Turnitin (see below for further instructions).

Exams will be graded according to the following criteria:

- Compliance with the assignment
- The presence, strength and originality of a thesis
- The proper use of evidence to support that thesis
- The degree to which the paper is analytical and evaluative rather than narrative
- Evidence that the sources used and listed in the bibliography were read and understood
- Organization of the paper and logical progression of the argument
- Mechanics (spelling, grammar, syntax and punctuation)

Grading criteria for written work holds true for exams, written quizzes or occasional written “homework” assignments. It is based on the following:

- A = Mastery of content and reading material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; technically clean
- B = Good-to-excellent command of the majority of content and reading material; competent factual accuracy; a generally solid historical argument backed with adequate evidence
- C = Fair command of content material; reasonable factual accuracy; ability to articulate a specific thesis or argument even if it is not original or is poorly supported by the evidence
- D = Poor command of content; factual errors; no real argument driving the essay

General letter grades correspond to the following scale:

- A = 90–100
- B = 80–89
- C = 70–79
- D = 60–69
- F = less than 59

Grading:

Student performance will be evaluated as follows:

- Exams (5 exams, each worth 15% of final grade)
- Class discussion & participation (20% of final grade)
- Attendance (5% of final grade)

Course expectations: Following are the basic expectations for success in this course.

- Complete all reading and writing assignments before coming to class. You must keep up with the assignments to perform well in this course. All of the readings can and should be applied to exam responses and writing assignments.
- Written assignments are expected on the assigned due date. **Five percent** of the assignment grade will be deducted for **each day** it is late.
- *Late assignment policy:* Students have or will have ample warning of assignment due dates; computer/printer malfunctions or meltdowns or any other last-minute hiccups are **not** acceptable excuses.
- All assignments can be discussed with the instructor by email or in person during office hours.
- Exams must be completed on the scheduled due date, unless the student provides a valid, documented excuse. Absence on exam days will only be excused with appropriate documentation (e.g., medical documentation). If a student must miss an exam, the instructor **must** be notified of the absence **prior** to the exam and a make-up exam must be rescheduled **within one week's time**. Absences without a valid excuse or exams that are not made-up per these guidelines will result in a "0" grade for the exam.

All of the requirements must be completed to pass this course

TECHNOLOGY REQUIREMENTS, ACCESS AND NAVIGATION

The following information is provided to assist students in preparing to use technology in this course:

Word processing: Students will need access to a word processor and a printer to access and print out reading assignments, to write research papers, to prepare for debates and written exams and to complete type-written response assignments. Students' word processors must enable them to read and insert footnotes into a Microsoft Word document.

Internet: Students will need email access to receive reading assignments and for course-related correspondence.

Turnitin: Turnitin is a web-based plagiarism detection software site that scans student papers into a database of all such papers and check submitted papers against those in the database and virtually every website on the Web to determine whether or not paper content was "lifted" or fabricated in any fraudulent way. Students must submit their papers in Microsoft Word format after creating an account tied to this course. To submit a paper to Turnitin, go to www.turnitin.com and click on "new user." Choose "student" and click "next." Enter the Class ID and Password (details on ID and password are forthcoming). Once you input your information into the system, you should see History 265 "Cold War History" listed in your classes. Click on the appropriate assignment, click on the icon under "submit" and follow the instructions to upload your paper. Please let me know if you have any problems (and do not wait until the very last minute to upload your paper). Submissions to Turnitin are due by midnight on the due date listed below in the course schedule.

COMMUNICATION AND SUPPORT

Students are encouraged to contact the instructor whenever the need arises; clear lines of communication enable the instructor to better assist your learning processes and provide any necessary support. Outside the classroom, the best way to contact the instructor is by email and during posted office hours. Do not hesitate to talk to me about any concerns you may have or any problems or issues you may experience during the semester – I can only assist you if I am aware of what is going on with you.

COURSE AND UNIVERSITY POLICIES AND PROCEDURES

Classroom Behavior:

To avoid being a distraction to either other students or the instructor, please take care of personal needs before class begins and turn off cell phones. Do not send text messages, chat on IM or post Facebook updates during class; although you think you can do these things subtly, you can not – it is a distraction.

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

Written Assignment Format and Late Assignment Policy:

Papers must be typed and double-spaced with one-inch margins. Pages must be numbered. Your name, the course number and the due date must appear at the top of the first page; no cover page is necessary. Pages should be stapled. Any authors' quotations or ideas that are derived from another writer must be cited; footnote citations are preferred, but not mandatory. We will briefly discuss citations in class, but if there are any questions about how to cite or what to cite, please ask. Any papers that do not conform to these guidelines will be returned to the author for resubmission and will be penalized for being submitted late.

All writing assignments will be turned in at the beginning of class on the due date. Late papers will only be accepted with advance permission and will be penalized 5% for each day it is late.

Academic Honesty:

In all our courses, history faculty members expect that all work turned in by students for grades is their own work. It is the policy of the university, the history department and the instructor that no form of plagiarism, cheating, collusion or any other form of academic dishonesty will be tolerated. Plagiarism is defined as taking the words or ideas of someone else and passing them off as your own. Cheating is defined as obtaining unauthorized assistance on any assignment. Collusion is defined as selling or purchasing academic products with the intention that they be submitted to fulfill an academic or course requirement. Students are expected to uphold and support the highest possible academic standards at all times. Any student found guilty of violating academic integrity policy will fail the assignment in question, will automatically fail the course and will be subject to disciplinary action by the university (see Texas A&M University-Commerce Code of Student Conduct 5.b. [1,2,3]). Further information on the history department's plagiarism policy can be found on the department webpage. If you are unclear about what constitutes academic dishonesty, ask.

Writing Center:

Students are encouraged to take advantage of the Writing Center's resources for assistance with drafting their written assignments. Although the center will not write your paper for you, it may help you to improve your writing skills. If you use the Writing Center, plan in advance because it can only help you if there is adequate time to incorporate their suggestions into your paper. Additionally, I am willing to read rough drafts (and even multiple drafts) of your written work so long as the drafts are submitted at least one week prior to the due date.

Students with Disabilities:

Students requiring special accommodations for learning disabilities must work with the Academic Support Committee. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Gee Library, Room 132,

Phone: (903) 886-5150 or (903) 886-5835

Fax: (903) 468-8148

Email: StudentDisabilityServices@tamu-commerce.edu.

Note: This syllabus is your contract with the instructor for the semester. By enrolling in this course you agree to abide by all the policies and requirements set forth below. The terms of this contract are non-negotiable, apply equally to each student, and remain in effect throughout the semester; only the instructor may alter the terms of this agreement. Please contact the instructor if there are any questions about this syllabus or the terms herein.

COURSE OUTLINE AND CALANDAR

Tentative course schedule (and themes):

The following schedule is meant to be a guide for students throughout the semester and indicates when assignments are due. Please refer to the schedule frequently. I will do my best to keep to this schedule, but I reserve the right to change it as the semester progresses and as such circumstances arise.

NOTE: The assigned reading material is due on the date specified in the course schedule. Students should expect to be prepared to participate in a group discussion of the reading assignment in class on that date.

August 28 – Introduction

PART I — Origins of the Cold War

- Gaddis pp. 5–34, 48–60, 83–104

August 30 – Origins: the communist plan

- Minutes of the Communist International

September 4 – Yalta Conference, Truman and the “Iron Curtain”

- Roosevelt to Stalin, February 7, 1945
- Winston Churchill’s “Iron Curtain” speech

September 6 – Eastern Europe

- The Truman Doctrine
- “The ‘People’s Democracies’”

September 11 – Containment

September 13 – Containment

- NSC–68

PART II — The Crisis of Containment

- Gaddis pp. 35–47

September 18 – Communism and anticolonialism

September 20 – India becomes Red?

- “Marxism, Capitalism and India’s Future”
 - **Exam 1 due**

September 25 – China

- “Chinese Communism”

September 27 – China

October 2 – Korea

- A Bill to promote world peace
- “U.S. Courses of Action in the Event Soviet Forces Enter Korean Hostilities”

PART III — Anti-colonialism and decolonization

- Gaddis pp. 119–128, 156–171

October 4 – Delaying decolonization

- “Policy in Burma”
- “Le Loi Cadre”

October 9 – Anti-colonialism: The Shah of Iran

- Overthrow of Premier Mossadeq of Iran
 - **Exam 2 due**

October 11 – Anti-colonialism: Ho Chi Minh and Vietnam

- Declaration of Independence of the Democratic Republic of Vietnam

October 16 – Bandung Conference and Non-Alignment

- Sukarno’s speech at the opening of the Bandung Conference
- “Economic Development and Nonalignment”

October 18 – Anti-colonialism: The Suez Crisis, 1956

- Anthony Eden to Dwight D. Eisenhower, July 27, 1956
- Dwight D. Eisenhower to John Foster Dulles, November 1, 1956

October 23 – Anti-colonialism: Cuba

- “History will Absolve Me”

October 25 – Anti-colonialism: Patrice Lumumba and the Congo

- “Congo Natives Idolize Leader as Day of Freedom Nears”
- D’Lynn Waldron’s Report
- “Opening the Secret Files on Lumumba’s Murder”

PART IV — Dominoes and crises

- Gaddis pp. 61–82, 112–118

October 30 – West Berlin

- “The Berlin Crisis: A Report on the Moscow Discussions”

November 1 – Hungary, 1956

- “The ‘New Course’ in Eastern Europe”
- “Hungary 1956”
- “30 October Declaration”
 - ***Exam 3 due***

November 6 – Castro and the Cuban Missile Crisis

- Planning an Invasion of Cuba
- Castro’s “Second Declaration of Havana”
- “Assassination Planning and the Plots: Cuba”
- Khrushchev’s letter to Kennedy

November 8 – Vietnam

- “People’s War, People’s Army”

November 13 – Vietnam

- “He used the f-word more freely than a marine in boot camp.”
- “The whole attitude was, stand back little brother, I’ll take care of it.”

PART V — Defeat of communism

- Gaddis pp. 104–112, 129–155, 195–257

November 15 – Khrushchev’s shoe

- “De-Stalinization”
- “We Will Bury You”

November 20 – Mao, the “paper tiger” and Sino-Soviet relations

- “Imperialism and All Reactionaries are Paper Tigers”
 - ***Exam 4 due***

November 22 – ***Thanksgiving break – no class***

November 27 – Central and South America

- Cold War in Latin America
- “Reagan and Guatemala’s Death Files”

November 29 – Upheaval

- “The Twenty-one Demands”
- “Democracy Before Socialism”
- Soviet Policy Toward Eastern Europe Under Gorbachev

December 4 – Conclusions

December 6 – ***Exam 5 due***