"There are at the present time two great nations in the world, which started from different points, but seem to tend towards the same end. I allude to the Russians and the Americans. Both of them have grown up unnoticed; and whilst the attention of mankind was directed elsewhere, they have suddenly
placed themselves in the front rank among the nations, and the world learned their existence and greatness at the same time.

All other nations seem to have nearly reached their natural limits, and they have only to maintain their power; but these are still in the act of growth. All the others have stopped, or continue to advance with extreme difficulty; these alone are proceeding with ease and celerity along a path to which no limit can be perceived. The American struggles against the obstacles which nature opposes to him; the adversaries of the Russian are men. The former combats the wilderness and savage life; the latter, civilization with all its arms. The conquests of the American are therefore gained by the ploughshare; those of the Russian by the sword. The Anglo-American relies upon personal interest to accomplish his ends, and gives free scope to the unguided strength and common sense of the people; the Russian centres all the authority of society in a single arm. The Principal instrument of the former is freedom; of the latter, servitude. Their starting-point is different, and their courses are not the same; yet each of them seems marked out by the will of Heaven to sway the destinies of half the globe."

--Alexis de Tocqueville, *Democracy in America* (Vol. II, Conclusion), 1835

“Whether you like it or not, history is on our side. We will bury you.”

--Soviet Premier Nikita Khrushchev, November 1956

“A wall is a hell of a lot better than a war.”

--U.S. President John F. Kennedy, August 1961

“I want to say, and this is very important: at the end we lucked out. It was luck that prevented nuclear war. We came close to nuclear war at the end. Rational individuals: Kennedy was rational; Khrushchev was rational; Castro was rational. Rational individuals came that close to total destruction of their societies. And that danger exists today.”


**Course Description:**

From the end of the Second World War until the dissolution of the Soviet Union in 1991, the United States’ conflict with the U.S.S.R. dominated American military and foreign policy, but it also permeated and shaped political, economic, social, and cultural life in the United States. In this course, we will examine the role of the United States in the creation and waging of the Cold War, American responses to the Cold War, and the effects on
American society of this nearly half century-long standoff between the two emerging superpowers. Rather than attempting a chronological study, we will select and focus on several key events and “battlegrounds” of this war—both actual and symbolic—and examine them through four different lenses: military, diplomatic, ideological, and cultural. We will also consider how the Cold War continues to shape American government and society today.

Course Syllabus:
Students are expected to attend all class sessions, having completed the weekly assigned readings, and to participate in class discussion based on these readings. Students will also be expected to complete five short written assignments, a 20-25 page research paper, and an oral presentation of research in progress. Details of these assignments are listed below under “Methods of Evaluation.”

Course Materials:
Throughout the term, students will be required to select and read four books from a list (provided below). These books are available at Weldon Library or online through the library website. In addition, weekly readings consisting of articles and documents will be assigned. These will be available either on the course website or online.

Methods of Evaluation:

4 reaction papers (2-3 pages each, typed, double-spaced) (20%)
- The reaction paper is a response to the assigned readings for a particular week.
- The reaction paper should not be a summary of the book you have read, but rather, your reaction and response to what you have read. The first paragraph of your paper should outline the thesis or main argument of the book. The rest of your paper should consist of your own response to the book: what did you think of the author’s argument? Did he/she argue effectively and convincingly? What is your assessment of the effectiveness of the sources and methodology used? What did you learn from this book? Are there any aspects in particular that struck you? What does this book contribute to our understanding of the Cold War?
- The paper should be submitted to the instructor via e-mail by noon the day before class. A grade will be assigned each week, based on the paper and discussion.
- See course schedule below for specific due dates for the reaction papers.

Research essay prospectus (10%)
The prospectus is essentially a road map outlining your plans for your research paper. It should be approximately 4-5 pages in length (typed and double-spaced), and should include:

- The research question you hope to answer.
- A description of the primary documents that you plan to examine, and how you will access them.
- An explanation of why this research is important, and its relation to existing scholarly literature.
- A working thesis, if appropriate.
- Methods to be employed (What sort of sources, arguments, and approaches do you plan to use to answer the research question? What are the strengths and weaknesses of your approach?)
- Outline explaining the proposed structure of your paper.
- Preliminary bibliography.

The prospectus is due at 2:30 p.m. on Thursday, November 1st, 2018.

**Presentation of research in progress (10%)**

Near the end of the term, students will give short presentations (10 minutes maximum in length) outlining their research questions, progress and findings. These presentations will take place on November 22nd and 29th, 2018.

**Research essay (40%)**

The research essay can be about any aspect of the United States’ involvement in the Cold War. It should be based on, or begin with, or be supported by, an examination of primary documents from a Cold War-related event.

The research essay should be 20-25 pages in length (excluding footnotes and bibliography), typed and double-spaced.

Further details will be provided in class.

The research essay will be due one week after the last class session, i.e.: Thursday, December 13th, 2018.

**Participation (20%)**

Informed and thoughtful participation in class discussion each week is essential to a graduate seminar class. Please come to class having completed the assigned readings, and be prepared to share your analyses of them, to respectfully exchange ideas with the other members of the class, and to ask—and answer—questions. In addition, you should follow current events, particularly in terms of U.S. foreign policy, and be prepared to discuss them within the historical context of the Cold War.

You may use your laptop in class to reference course readings and to take notes, but may be asked to turn off your laptop (or any other electronic device) if you are using it for other purposes and/or it is distracting you from engagement in class discussion.

**Absences and missed assignments**

Absences from class will result in a loss of participation marks for that day. If the absence is due to an illness or other emergency, the student may request an alternate assignment from the instructor to make up for the absence.

All of the written assignments must be completed and submitted by the deadlines indicated. Late assignments will be penalized 2% per day, including weekends.

**Requests for accommodations**

If you find that you are unable to meet a deadline for an assignment, either written or oral, you must communicate this to the course instructor as soon as possible. Routine requests for extensions should be
brought to the instructor in advance of a due date for consideration. If requesting accommodation (for medical, non-medical, or compassionate reasons), the student should contact the Graduate Chair, Professor Nancy Rhoden, who will consult with both the student and the course instructor in making the decision on whether or not to grant accommodation.

**Course Schedule and Readings:**

(Please note that this schedule may change slightly depending on the availability of guest speakers.)

**Week 1 (September 6th):**

1. Introduction.

**Week 2 (September 13th):**

1. The end of WWII.
2. The atomic bomb.
3. The historiography of the Cold War.

**Readings:**

- Excerpt from *Nuclear Explosions and Their Effects* (The Publications Division, Ministry of Information and Broadcasting, Government of India, 1958) (available on course website)
- Excerpt from David Bradley, *No Place to Hide* (1948) (available on course website)

**Week 3 (September 20th):**

1. Atomic culture: co-existing with the bomb.

**Readings:** Choose one of the following books to read, and submit a 2-3 page reaction paper to the instructor, by e-mail, by noon on Wed. September 19th.


**Week 4 (September 27th):**

1. Historians of the Cold War
2. The hot wars: Korea and Vietnam
3. The *Pueblo* incident (1968)

Readings: Choose one of the following books to read, and submit a 2-3 page reaction paper to the instructor, by email, by noon on Wed. September 26th. In your reaction paper, try to place the book you read into one of the four main periods of Cold War historiography.

- George Kennan, *American Diplomacy 1900-1950* (1951)
- George Kennan, *Russia, the Atom, and the West* (1958)
- Herbert Feis, *Churchill, Roosevelt and Stalin: The War They Waged and the Peace They Sought* (1957)
- Thomas A. Bailey, *America Faces Russia: Russian-American Relations from Early Times to Our Day* (1950)
- Tony Smith, *Thinking Like a Communist: State and Legitimacy in the Soviet Union, China, and Cuba* (1987)
Week 5 (October 4th):

1. Fear in Cold War America:
   a. Communism in America
   b. HUAC and McCarthyism
   c. Spies in America

Readings: Choose one of the following books to read, and submit a 2-3 page reaction paper to the instructor, by e-mail, by noon on Wed. October 3rd:
- Lillian Hellman, *Scoundrel Time* (1976) (Huron)
- Senator Charles E. Potter, *Days of Shame* (1965) (Weldon)

Fall Reading Week (October 11th) – no class session today

Week 6 (October 18th):

1. Competing with the USSR:
   a. The Kitchen Debate
   b. Khrushchev comes to America
   c. The U2 incident

Readings:
- Excerpt from Robert H. Haddow, *Pavilions of Plenty: Exhibiting American Culture Abroad in the 1950s*
(1997) (available on course website)

- Peter Carlson, “Nikita Khrushchev goes to Hollywood,” in Smithsonian Magazine, July 2009:
  https://www.smithsonianmag.com/history/nikita-khrushchev-goes-to-hollywood-30668979/
- Eisenhower Doctrine (Jan. 5th, 1957):
  http://millercenter.org/president/eisenhower/speeches/speech-3360
- U.S. State Department documents re: the U-2 incident:
  http://avalon.law.yale.edu/20th_century/u2.asp
- President Kennedy’s speech at the Berlin Wall (June 26th, 1963):
  http://millercenter.org/president/speeches/speech-3376

**Week 7 (October 25th):**

1. Cuba:
   a. Castro comes to power
   b. The Bay of Pigs
   c. The Missile Crisis
   d. The legacy

**Readings:**

- President Eisenhower’s Farewell Address (Jan. 17th, 1961):
- Alex von Tunzelmann, “One of the Most Ridiculous Things That Has Ever Occurred in the History of the United States,” in Red Heat: Conspiracy, Murder, and the Cold War in the Caribbean (2011) (available on course website)
- “Radio-TV Address of the President to the Nation from the White House,” Oct. 22nd, 1962
- Prime Minister Fidel Castro’s letter to Premier Khrushchev, Oct. 26th, 1962
  (the two documents above are available at:
  http://nsarchive.gwu.edu/nsa/cuba_mis_cri/docs.htm )

**Week 8 (November 1st):**

1. Ethics/morality in Cold War foreign policy
2. Research essay prospectus due!

**Readings:**

- Lora Anne Viola, “The Gulf of Tonkin Incident and Deception in American Foreign Policy,” in Revisiting the Sixties: Interdisciplinary Perspectives on America’s Longest Decade, eds. Laura Bieger and Christian Lammert (2013) (available on course website)
- excerpt from Stanley I. Kutler, The American Inquisition: Justice and Injustice in the Cold War (1982) (available on course website)

**Week 9 (November 8th):**

1. Cold War culture:
   a. Art
   b. Literature
   c. Film

**Readings:** Choose one of the following books to read, and submit a 2-3 page reaction paper to the instructor, by e-mail, by noon on Wed., November 7th:

- Peter Biskind, *Seeing is Believing: How Hollywood Taught Us to Stop Worrying and Love the Fifties* (1983) (King’s)
- Bernard F. Dick, *The Screen is Red: Hollywood, Communism, and the Cold War* (2016) (King’s)
- Margot Henriksen, *Dr. Strangelove’s America: Society and Culture in the Atomic Age* (1997)
- Jeff Smith, *Film Criticism, the Cold War, and the Blacklist: Reading the Hollywood Reds* (2014) (available online through Weldon website)
- Susan A. George, *Gendering Science Fiction Films: Invaders from the Suburbs* (2013) (available online through Weldon website)
- Jeffrey Montez de Oca, *Discipline and Indulgence: College Football, Media, and the American Way of Life During the Early Cold War* (2013) (available online through Weldon website)

**Week 10 (November 15th):**

For this class, we will be joined by Dr. Emily Abrams Ansari, Associate Professor of Music History, from the Don Wright Faculty of Music, for a discussion of the role of music in the Cold War. Professor Ansari is the author of the book *The Sound of a Superpower: Musical Americanism and the Cold War*.

Readings (available on the OWL course website):

**Week 11 (November 22nd):**
1. The Space Race
2. The Cold War in the 1970s
3. Research presentations.

Readings:
- Space Race Progress Memo, VP Johnson to President Kennedy, April 28th, 1961: [https://www.jfklibrary.org/Asset-Viewer/7WOIWcudTkOVpkCA19_1g.aspx](https://www.jfklibrary.org/Asset-Viewer/7WOIWcudTkOVpkCA19_1g.aspx)
- Reitler-Feldman Letters, 1962: [https://www.jfklibrary.org/Asset-Viewer/gLQPx4-1Gky60Y6nmXEjA.aspx](https://www.jfklibrary.org/Asset-Viewer/gLQPx4-1Gky60Y6nmXEjA.aspx)

**Week 12 (November 29th):**
1. Reagan’s Cold War: The Evil Empire
   a. Reagan, Brezhnev, Gorbachev
   b. The Berlin Wall
   c. The submarine war
2. Research presentations.

Readings:
- Excerpt from: Ramsey Flynn, *Cry from the Deep: The Submarine Disaster that Riveted the World and Put the New Russia to the Ultimate Test* (2004) (available on course website)

**Week 13 (December 6th):**

1. Conclusions, ramifications, and wrap-up.

**Readings:**

- Mick Broderick, “Is This the Sum of Our Fears?”, in Scott C. Zeman and Michael A. Amundson, eds., *Atomic Culture: How We Learned to Stop Worrying and Love the Bomb* (2004) (available on course website)

**Additional Statements**

**Accessibility Options:**

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation.
**Plagiarism:**
Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense.

**Support Services**
Students who are in emotional/mental distress should refer to Mental Health@Western, [http://uwo.ca/health/mental_wellbeing/](http://uwo.ca/health/mental_wellbeing/) for a complete list of options about how to obtain help.

If you have any further questions or concerns please contact, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail [vangalen@uwo.ca](mailto:vangalen@uwo.ca).