HISTORY 9308B
The U.S. and the Cold War
Winter Term 2023-24
Thursdays 2:30 – 4:30 p.m., Lawson Hall 1227
Instructor: Professor Aldona Sendzikas

Office Hours (Winter Term): Thursdays 1:30 – 2:30 p.m.
Office: Department of History, Lawson Hall 1222
E-mail: asendzi2@uwo.ca

Photos:
(2) Julius and Ethel Rosenberg leaving U.S. Court House after being found guilty by jury, 1951. (Photo by Roger Higgins. Library of Congress collection.)
(3) Vice President Richard Nixon and Soviet Premier Nikita Khrushchev during the “Kitchen Debate” at the American National Exhibition in Moscow, 24 July 1959. (Photo by Elliott Erwitt. NARA 16916093.)

This is a draft syllabus. Please see your course OWL site for the final syllabus.

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 a variety of different lenses, including military, diplomatic, ideological, social, cultural, and historiographical. We will also consider how the Cold War continues to shape American government and society today.
Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Explain the evolution of the historiography of the United States and the Cold War, and the factors that influenced this progression;

- Identify some of the key issues and events in American culture and society during the Cold War period, and how they relate to the larger history of the U.S., and of the Cold War in general;

- Understand how the United States’ Cold War conflict with the Soviet Union permeated and shaped political, social, and cultural life in the United States, and how it continues to influence American society today;

- Identify how current political, military, social and cultural issues may have roots in Cold War historical events and trends.

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:

Students enrolling in this course are expected to have a basic knowledge of the chronology and main events of the Cold War. If you have not studied the Cold War before, or if you would just like a “refresher” before the course begins, please read Robert McMahon’s The Cold War: A Very Short Introduction (Oxford: Oxford University Press, 2003). This brief (168 page) book is available online through the Western Libraries website (search within the database “ProQuest E-book Central”).

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 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 they 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 (in Word format) via the assignment link on the OWL course website **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 on **Thursday, February 15th, 2024**. Please submit your prospectus in Word format, using the assignment link on the OWL course website.

**Presentation of research in progress (5%)**

Near the end of the term, students will give short presentations (5-10 minutes maximum in length) outlining their research questions, progress and findings. These presentations will take place on March 21st, March 28th, and April 4th.

**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, April 11th, 2024.

**Participation (25%)**

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.
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, you 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. Assignments will not be accepted more than 10 days after the due date.

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 Eli Nathans, who will consult with both the student and the course instructor in making the decision on whether or not to grant accommodation.

Use of generative AI tools:

All work submitted in this course must be your own. You may not make use of generative AI tools like ChatGPT for any assignments in this course.

Course Schedule and Readings:

[Please note that this is a draft and subject to change. The finalized version of the syllabus will be posted on the OWL course website.]

Week 1 (January 11th):

1. Introduction.

Readings (to be completed for today’s class):


(Both of these readings are available on the OWL course website under “Resources/Week 1.”)

Week 2 (January 18th):

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

Readings (to be completed for today’s class):

- 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 (January 25th):**

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

**Readings:** Choose one of the following two books to read, and submit a 2-3 page reaction paper to OWL by noon on Wednesday, January 24th.

- Elaine Tyler May, Homeward Bound: American Families in the Cold War Era (1988) (available online through Weldon website) (ProQuest E-book Central database)
- Paul S. Boyer, By the Bomb’s Early Light: American Thought and Culture at the Dawn of the Atomic Age (1985/1994) (available online through Weldon website) (ACLS Humanities E-book database)

**Week 4 (February 1st):**

1. Historians of the Cold War.
2. The hot wars: Korea and Vietnam.

**Readings:** Choose one of the following books to read, and submit a 2-3 page reaction paper to OWL by noon on Wednesday, January 31st. 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, The Atomic Bomb and the End of World War II (1966) (available online through Weldon website)
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 OWL by noon on Wednesday, February 7th:


**Week 6 (February 15th):**

1. Competing with the USSR:
   a. The Kitchen Debate.
   b. Khrushchev comes to America.
   c. The U2 incident.
2. Research essay prospectus due!

**Readings:**

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

*** February 22nd: Spring Reading Week -- No class today ***

**Week 7 (February 29th):**

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

**Readings:**

- 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_misCri/docs.htm)
Week 8 (March 7th):
1. Ethics/morality in Cold War foreign policy.

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 (March 14th):
1. Cold War culture: art, literature, film, sports, and tourism.

Readings: Choose one of the following books to read, and submit a 2-3 page reaction paper to OWL by noon on Wednesday, March 13th:
- 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)
- Stephen J. Whitfield, The Culture of the Cold War (1991) (Weldon)
- Thomas Hill Schaub, American Fiction in the Cold War (1991) (Weldon)
- 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)
- Rebecca Prime, Hollywood Exiles in Europe: The Blacklist and Cold War Film Culture (2014) (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)
• Toby C. Rider, *Cold War Games: Propaganda, the Olympics, and U.S. Foreign Policy* (2016) (available at International Centre for Olympic Studies, UWO)
• Toby C. Rider and Kevin B. Witherspoon, eds., *Defending the American Way of Life: Sport, Culture and the Cold War* (2018) (available online through Weldon website)

Also please read the following short newspaper article:

**Week 10 (March 21st):**
1. Research presentations.
2. Cold War culture: music.

Readings (available on the OWL course website):

**Week 11 (March 29th):**
1. Research presentations.
2. The Space Race.
3. The Cold War in the 1970s and 1980s.

Readings:
   o Excerpt from: Howard E. McCurdy, *Space and the American Imagination* (1997) (available on course website)
   o American Reactions to Crisis: Examples of Pre-Sputnik and Post-Sputnik Attitudes and of the Reaction to other Events Perceived as Threats,” Oct. 15-16th, 1958:  
     [http://history.nasa.gov/sputnik/oct58.html](http://history.nasa.gov/sputnik/oct58.html)
   o “Impact of U.S. and Soviet Space Programs on World Opinion,” July 7th, 1959:  
     [http://history.nasa.gov/sputnik/july59.html](http://history.nasa.gov/sputnik/july59.html)
   o Space Race Progress Memo, VP Johnson to President Kennedy, April 28th, 1961: available at
https://history.nasa.gov/Apollomon/docs.htm
- U.S. Department of Defense press release and internal memos re: creation of the U.S. Space Force, December 20th, 2019 (available on course website)
- Amy Davidson-Sorkin, “High Fliers,” in *The New Yorker*, 26 July 2021, pp. 15-16 (available on course website)
- President Reagan’s speech at Brandenburg Gate (June 12th, 1987): https://www.reaganfoundation.org/library-museum/permanent-exhibitions/berlin-wall/from-the-archives/president-reagans-address-at-the-brandenburg-gate/

**Week 12 (April 4th):**

1. Research presentations.
2. The submarine war.
3. The side effects of nuclear power.
4. Conclusions, ramifications, and wrap-up.

**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)
- Paul D. Shinkman, “How the Coronavirus has Changed the Way America Prepares for Nuclear War,” in *U.S. News and World Report*, 09 July 2020 (available on course website)
- 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 Accessible Education (formerly known as Services for Students with Disabilities [SSD]) at 519 661-2111 x 82147 for any specific question regarding an accommodation. See: http://academicsupport.uwo.ca/accessible_education/index.html

**Request for Accommodations/Medical Issues:**

Students are entitled to their privacy and consequently they do not need to disclose personal information to their course professors. In the event that students feel the need to discuss personal information, they should see the graduate chair. Unlike undergraduate students, graduate students cannot be referred to Social Science Academic Counselling to have their medical or non-medical circumstances evaluated and to receive a recommendation for accommodation. Those facilities are for undergraduates only, and there is no process beyond the department to secure recommendations for accommodation. Our process is that faculty should deal with routine requests for extensions. However, a student’s request for accommodation (on medical, non-medical, or compassionate grounds) should go to the graduate chair, Professor Eli Nathans, who will consult and communicate with faculty. Additionally, faculty and students should communicate with the grad chair about any case in which work is not submitted before grades are due. In the event that the graduate chair is also the course professor, then a request for accommodation can be taken to the department chair.

**Copyright**

Lectures and course materials, including PowerPoint presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without the written consent of the course instructor.

**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.

For more information on plagiarism and other scholastic offenses at the graduate level, see: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism in papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).
The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'At above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks are necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

If a History graduate course professor suspects course work of possible plagiarism, or if a graduate supervisor suspects a cognate or thesis of possible plagiarism, the faculty member will meet with the student. If the issue is not resolved, the student then meets with the graduate chair to discuss this situation, and so that the student can present or respond to evidence. Afterwards the graduate chair will make a decision about whether misconduct has occurred and any penalties; this will be communicated in writing to the student within 3 weeks. The student may appeal this decision to the Vice-Provost (Graduate) within 3 weeks of the issuance of the chair's decision. If the student does not appeal, the Vice-Provost will review the case. The Vice-Provost may confirm, affirm, vary, or overturn the graduate chair's decision or penalty.
Information on the appeals procedures for graduate students can be found here: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsgrad.pdf

**Support Services**

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

As part of a successful graduate student experience at Western, we encourage students to make their **health and wellness** a priority.

- Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western’s Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page http://www.music.uwo.ca/ and our own McIntosh Gallery http://www.mcintoshgallery.ca/

- Information regarding health- and wellness-related services available to students may be found at http://www.health.uwo.ca/

- Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html

UWO has many services and programs that support the personal, physical, social, and academic needs of students, in a confidential environment. The Student Development Centre (SDC) has trained staff and an array of services to help students achieve their personal, academic and professional goals. See: http://www.sdc.uwo.ca.

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.