

HISTORY 9308B
The U.S. and the Cold War
Winter 2027

Instructor: Professor Aldona Sendzikas

Office Hours: TBA

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Photos:

- (1) Nuclear test in Nevada, July 1962. (U.S. National Nuclear Security Administration).
 - (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 Erwit; NARA 16916093.)
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This is a draft syllabus and subject to change. The final version of the syllabus will be posted on the OWL course website. In the meantime, feel free to contact the instructor if you have any questions about the course.

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.

Graduate Course Level Learning Outcomes/Objectives:

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, through the reading and discussion of interpretations from historians representing a range of periods and viewpoints;
- Identify how current political, military, social and cultural issues may have roots in Cold War historical events and trends.

Through written and oral assignments, students will practice research and communication skills.

Enrollment Restrictions:

Enrollment in this course is restricted to graduate students in History, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program. Please contact Kara Brown, Graduate Affairs Assistant (kbrow@uwo.ca) if you are in a department other than History and would like to enroll in the course.

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 key 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 through the Western Libraries website.

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? Where would you situate this book in terms of the Cold War historiographical trends discussed in class? 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 (35%)

The research essay can be about any aspect of the United States' involvement in the Cold War. It should be based on an examination of primary documents relating to the subject.

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.

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.

Presentation of research in progress (10%)

During the second half of the term, students will give short presentations (10-15 minutes maximum in length) outlining their research questions, progress and findings. Further instructions will be provided in class.

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 and domestic 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, 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.

Additional Statements

Health/Wellness Services:

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

<https://www.uwo.ca/health/shs/index.html>

Accessibility Options:

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating people with disabilities in their respective graduate program. Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic

program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodation to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

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. If 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, compassionate grounds) should go to the graduate chair, Prof. Cody Groat (cgroat@uwo.ca) 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. If 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.

Academic Offences:

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.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 for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of 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>).

Statement on Gender-Based and Sexual Violence:

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca

NOTE: See Policies and Statements on the Graduate Section of the History Department Website, <https://history.uwo.ca/graduate/program-information/graduate-policies-and-statements.html>. This includes additional information on academic support services for health and wellness and information on other academic policies, including copyright, plagiarism, and accessibility.

Course Schedule and Readings:

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

Week 1

1. Introduction.

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

- Adam Entous, "Stealth Mode: How the Havana Syndrome spread to the White House," in *The New Yorker*, May 31st, 2021, pp. 18-22.
- Andrew Meldrum and Mogomotsi Magome, "In Africa, old rivals strive for influence in a 'new Cold War,'" *Toronto Star*, 13 August 2022, p. IN2.

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

Week 2

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

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

- X (George F. Kennan), "The Sources of Soviet Conduct," in *Foreign Affairs*, July 1947, pp. 566-582: http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3629
- NSC-68 (April 14th, 1950): <https://digitalarchive.wilsoncenter.org/document/116191.pdf?v=2699956db534c1821edefa61b8c13ffe>
- The Baruch Plan for Control of Atomic Energy (June 14th, 1946): <http://www.atomicarchive.com/Docs/Deterrence/BaruchPlan.shtml>
- NATO founding treaty, April 4th, 1949: http://www.nato.int/cps/en/natohq/official_texts_17120.htm

- Excerpt from Michihiko Hachiya, M.D., *Hiroshima Diary: The Journal of a Japanese Physician August 6-September 30, 1945*, translated by Warner Wells, M.D. (1955) (available on the OWL course website under “Resources”)
- Col. Richard P. Taffe, “I’m not afraid of the A-bomb” (January 26th, 1952): <http://historymatters.gmu.edu/d/6451/>
- 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)
- Carrye Putz, “Recollections of a U.S. Atomic Veteran,” in *The Journal of the National Atomic Testing Museum* (Fall 2016), pp. 14-15 (available on course website)
- RADM Daniel W. McKinnon, USN (Ret.), “When Night Becomes Day,” in *Naval History* (August 2022), pp. 40-45.
- “The Nuclear Refugees of the Marshall Islands,” in *Exposure: Victims of Radiation Speak Out* / The Chugoku Newspaper, translated by Kirsten McIvor (1991) (available on course website)

Week 3

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.**

- 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

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 OWL.** 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, *The Nuclear Delusion: Soviet-American Relations in the Atomic Age* (1982)
- 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)
- Herbert Feis, *Churchill, Roosevelt and Stalin: The War They Waged and the Peace They Sought* (1957) (available online)
- Thomas A. Bailey, *America Faces Russia: Russian-American Relations from Early Times to Our Day* (1950)
- William Appleman Williams, *American-Russian Relations, 1781-1947* (1952)
- William Appleman Williams, *The Tragedy of American Diplomacy* (1959)
- Walter LaFeber, *America, Russia, and the Cold War, 1945-1966* (1967)

- Gar Alperovitz, *Atomic Diplomacy: Hiroshima and Potsdam: The Use of the Atomic Bomb and the American Confrontation with Soviet Power* (1965)
- Joyce and Gabriel Kolko, *The Limits of Power: The World and U.S. Foreign Policy, 1945-1954* (1972)
- Thomas G. Paterson, *The Origins of the Cold War* (1974)
- Thomas G. Paterson, *Meeting the Communist Threat: Truman to Reagan* (1988) (available online)
- Lloyd Gardner, *Architects of Illusion: Men and Ideas in American Foreign Policy, 1941-1949* (1970)
- John Lewis Gaddis, *The United States and the Origins of the Cold War, 1941-1947* (1972) (available online)
- Howard Zinn, *Postwar America: 1945-1971* (1973)
- John Lewis Gaddis, *We Now Know: Rethinking Cold War History* (1997)
- Melvyn P. Leffler, *A Preponderance of Power: National Security, the Truman Administration, and the Cold War* (1992) (available online)
- Marc Trachtenberg, *A Constructed Peace: The Making of the European Settlement 1945-1963* (1999) (available online)
- Tony Smith, *Thinking Like a Communist: State and Legitimacy in the Soviet Union, China, and Cuba* (1987)
- Tony Smith, *America's Mission: The United States and the Worldwide Struggle for Democracy in the Twentieth Century* (1994) (available online)
- Vladislav Zubok and Constantine Pleshakov, *Inside the Kremlin's Cold War: From Stalin to Khrushchev* (1996) (available online)
- Wilson Miscamble, *From Roosevelt to Truman: Potsdam, Hiroshima, and the Cold War* (2007)
- Campbell Craig and Sergey Radchenko, *The Atomic Bomb and the Origins of the Cold War* (2008)

Week 5

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.**

- David M. Oshinsky, *A Conspiracy so Immense: The World of Joe McCarthy* (1983)
- Curt Gentry, *J. Edgar Hoover: The Man and The Secrets* (1992)
- Neal Gabler, *Winchell: Gossip, Power, and the Culture of Celebrity* (1994)
- Victor S. Navasky, *Naming Names* (1980)
- Ellen Schrecker, *Many are the Crimes: McCarthyism in America* (1998)
- Ellen Schrecker, *No Ivory Tower: McCarthyism and the Universities* (1986)
- Myra McPherson, *"All Governments Lie": The Life and Times of Rebel Journalist I.F. Stone* (2006)

Week 6

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)
- 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

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): <https://www.ourdocuments.gov/doc.php?doc=90&page=transcript>
- 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)
- One essay of your choice from: Len Scott and R. Gerald Hughes, eds., *The Cuban Missile Crisis: A Critical Reappraisal* (2015) (available online through Weldon website) (EBSCO database)
- “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

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)
- John Loughery, “Purge of the Perverts,” in *The Other Side of Silence: Men’s Lives and Gay Identities: A Twentieth Century History* (1998) (available on course website)

- Caleb Crain, “An Accidental Activist: The Gay-Rights Movement’s Unradical Pioneer,” in *The New Yorker*, June 29th, 2020, pp. 55-60. (Available on course website.)
- Kevin M. Kruse, ““Government Under God,”” in *One Nation Under God: How Corporate America Invented Christian America* (2015) (available on course website)
- Kevin M. Kruse, “Pledging Allegiance,” in *One Nation Under God: How Corporate America Invented Christian America* (2015) (available on course website)
- Andrew Preston, “The Faith of Harry Truman and the Theology of George Kennan,” in *Sword of the Spirit, Shield of Faith: Religion in American War and Diplomacy* (2012) (available on course website)
- Chapter 2: “Telling Stories about Race and Democracy,” in Mary L. Dudziak, *Cold War Civil Rights: Race and the Image of American Democracy* (2000) (available on course website)

Week 9

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.**

- 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)
- Greg Barnhisel, *Cold War Modernists: Art, Literature, and American Cultural Diplomacy, 1946-1959* (2015) (available online through Weldon website)
- Robert J. Corber, *Cold War Femme: Lesbianism, National Identity, and Hollywood Cinema* (2011) (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)
- Michael L. Krenn, *Fall-Out Shelters for the Human Spirit: American Art and the Cold War* (2005) (Weldon)
- Ferenc Morton Szasz, *Atomic Comics: Cartoonists Confront the Nuclear World* (2012) (Weldon)
- Nathan Hodge and Sharon Weinberger, *A Nuclear Family Vacation: Travels in the World of Atomic Weaponry* (2008) (see instructor for this book)
- Tom Vanderbilt, *Survival City: Adventures among the Ruins of Atomic America* (2002) (Weldon)

Also please read the following short newspaper article:

- Julie McDowell, “Radioactive ice-cream and penis graffiti: how toxic TV tourists took over Chernobyl,” *The Guardian*, December 20th, 2019. (Available on course website.)

Week 10

1. Cold War culture (continued).
 - A film will be assigned for viewing this week.

Week 11

1. Cold War culture: music.

Readings (available on the OWL course website):

- Aaron Copland, “Effect of the Cold War on the Artist in the U.S.” (1949), in *Aaron Copland: A Reader: Selected Writings, 1923-72*, ed. Richard Kostelanetz (New York: Routledge, 2004), 128-131.
- Emily Abrams Ansari, “Introduction,” “The Disillusioned Nationalist: Roy Harris,” and “The Thwarted Progressive: Leonard Bernstein” in *The Sound of a Superpower: Musical Americanism and the Cold War* (NY: Oxford UP, 2018).
- Arthur Miller, “Why I Wrote ‘The Crucible,’” October 14th, 1996

Week 12

1. The Space Race.
2. The Cold War in the 1970s and 1980s.

Readings:

- Excerpt from: William E. Burrows, *This New Ocean: The Story of the First Space Age* (1998) (available on course website)
- Excerpt from: Howard E. McCurdy, *Space and the American Imagination* (1997) (available on course website)
- 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>
- “Impact of U.S. and Soviet Space Programs on World Opinion,” July 7th, 1959:
<http://history.nasa.gov/sputnik/july59.html>
- Space Race Progress Memo, VP Johnson to President Kennedy, April 28th, 1961: available at
<https://history.nasa.gov/Apollomon/docs.htm>
- Reitler-Feldman Letters, 1962: <https://www.jfklibrary.org/asset-viewer/reitler-feldman-letters>
- 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/>
- President Reagan’s speech at Moscow State University (May 31st, 1988):
<https://millercenter.org/the-presidency/presidential-speeches/may-31-1988-address-moscow-state-university>

- Ralph B. Levering, “The Roller-Coaster Years, 1973-1984,” in *The Cold War: A Post-Cold War History* (1994/2005) (available on course website)
- Paul Boyer, “The Reagan Era: The Freeze Campaign and After,” in *Fallout: A Historian Reflects on America’s Half-Century Encounter with Nuclear Weapons* (1998) (available on course website)

Week 13

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

Readings:

- Excerpt from Sherry Sontag and Christopher Drew, *Blindman’s Bluff: The Untold Story of American Submarine Espionage* (1998) (available on course website)
- 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)
- Joshua Wheeler, “Children of the Gadget,” in *Acid West* (2018) (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)
- H.W. Brands, “Who Won the Cold War? 1984-1991,” in *The Devil We Knew: Americans and the Cold War* (1993) (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)
- Chalmers Johnson, “China: The State of the Revolution,” in *Blowback: The Costs and Consequences of American Empire* (2000) (available on course website)
- “Conclusion: History, Memory, and the Cold War,” in Jon Wiener, *How We Forgot the Cold War: A Historical Journey Across America* (2012) (available online through Weldon website)
- Jill Lepore, “Autumn of the Atom: How arguments about nuclear weapons shaped the climate-change debate,” in *The New Yorker*, 30 January 2017, pp. 22-28 (available on course website)
- Alexander Cockburn, “Spent Fuel: The risky resurgence of nuclear power,” in *Harper’s Magazine*, January 2020, pp. 34-43.