

HIST 4V32
The United States and the Cold War

Winter 2006
Tuesdays, 5-8 p.m.
Thistle 306 [hopefully subject to change]
Brock University

Instructor: Tami J. Friedman
Office: Mackenzie Chown D436
Phone: (905) 688-5550, ext. 3709
Email: tfriedma@brocku.ca
Office hours: Tuesdays, 11 a.m. – 1 p.m., or by appointment

COURSE DESCRIPTION

What was – or is – the Cold War? For most, it was defined by the nearly 50-year standoff between two competing superpowers: the United States and the Soviet Union. Some saw the Cold War as an ideological clash between freedom and totalitarianism, while others defined it as an economic conflict between capitalism and state control. However we interpret the Cold War, surely we can agree that it had a profound impact not only on its principal protagonists but on all of the peoples of the world as well.

This course is not simply a chronological survey of the key historical developments in the Cold War – the Berlin blockade, the Korean War, the Cuban missile crisis, and so on – though certainly we will examine some of these important events. Rather, we will view the Cold War (largely from a U.S. perspective) through a thematic lens, considering how it intersected with such issues as atomic science, domestic politics, sex and gender, and civil rights. We will also consider some of the major historiographic debates surrounding the Cold War, such as how and why it started, how it influenced U.S. foreign policy toward Third World countries, and how it played out within the United States.

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

UNIVERSITY DEADLINES

Please note the following important deadlines.

Monday, January 16 – last day for late registration and course changes without instructor's permission; last day to add; last day to drop without financial penalty

Friday, March 3 – last day to withdraw without academic penalty; last day to change from Credit to Audit

See the *Undergraduate Calendar* for other important deadlines.

ACCOMMODATIONS

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

COURSE REQUIREMENTS, GRADING, AND LOGISTICAL ISSUES

Course structure

This course consists of one three-hour small-group seminar each week. There will be a 20-minute break in the middle (except for the day we watch *The Manchurian Candidate*, when we will take our break after the film), and we will adjourn at ten minutes before the hour.

Requirements

25% *Seminar participation*

The seminar is discussion-driven and student-led. As such, its success depends entirely on your level of preparation, attention, and engagement. Attendance, needless to say, is mandatory. If you fail to attend a seminar, you will receive a grade of zero for that week.

Attendance alone, however, will not count significantly toward your participation grade. So, please take responsibility not only for doing the assigned readings each week but also for thinking carefully about those readings. What are the author's perspectives, and what are the main ideas they are trying to convey? In what ways do the readings enhance – or, for that matter, obscure – our understanding of the Cold War? What do you find puzzling or surprising or disturbing about the readings? Be prepared to contribute your insights each week.

15% *Seminar facilitation*

For each seminar, two of you will be responsible for facilitating discussion of key issues that emerge from the week's readings. Co-facilitators must work together ahead of time to develop an outline – including an overview of key themes and a list of questions – for use in guiding discussion. Co-facilitators should meet with me before the seminar to talk over any concerns.

While I realize that some of you may be “shopping around” during the first two weeks of class, you must sign up for a seminar facilitation slot no later than January 16, the day before our third meeting. Otherwise, you will forfeit that portion of your grade – that is, you will receive a grade of zero for seminar facilitation – and may wish to drop the course.

15% *Secondary-source analysis*

For this assignment, you can choose any scholarly article from our course reading list (not including historiographic essays). The assignment is a 3-5 page analysis of the article, due in class on **January 31**.

45% Paper proposal and annotated bibliography (15%) and paper (30%)

For this assignment, you can choose any aspect of the Cold War that interests you (and preferably, has sparked some debate among historians). The first part of the assignment is a paper proposal (no more than one page) and annotated bibliography, due in class on **February 28**. The second part of the assignment is a final paper, 15-20 pages, due in class on **April 4**.

You *must* discuss your paper topic with me before handing in your paper proposal and annotated bibliography.

For further details, see “Assignment Guidelines” at the end of the syllabus.

Turning in assignments

Written assignments are to be turned in at the beginning of seminar on the due date. Late assignments will be accepted only with my authorization, and then only if you have requested and received such authorization *before the assignment is due*. If your assignment is late without prior authorization, the grade for the assignment will be reduced by 5% per day for each day past the due date (including weekends).

Paper guidelines

Please follow these guidelines for all written work:

- Put your name and the course number (or name) on either a title page or the first page of your paper.
- Type and double-space your paper.
- Number the pages and staple them together.
- Proofread your paper, and correct any spelling, grammar, or other writing errors before turning it in.
- Use one-inch margins (so I have space to write in the margins).

Plagiarism

Whenever you take information from a source (a book, website, etc.), you must cite that source. If you use someone else’s words or ideas without attribution, thus making it appear as though you came up with the words or ideas yourself, you are committing plagiarism – a very serious form of academic misconduct. Don’t do it! Please familiarize yourself with this problem by consulting Mary Lynn Rampolla, *A Pocket Guide to Writing History*, 4th ed. (New York: Bedford/St. Martin’s, 2004), chapter 6. And check out these sites:

www.brocku.ca/webcal/2004/undergrad/acad.html

www.brocku.ca/library/plagiarism.htm
www.brocku.ca/history/resources.html

Grading scale

Final grades for this course will be based on the following criteria.

- A – 80-100 Sophisticated understanding of course material, thoughtful contributions to discussion, excellent writing skills, strong capacity for analytical thinking, ability to express ideas clearly and persuasively, originality, creativity
- B – 70-78 Strong grasp of course material, occasionally insightful contributions to discussion, very good writing skills, some evidence of analytical thinking, good ability to express ideas
- C – 60-68 Some grasp of course material, some contributions to discussions, average writing skills
- D – 50-58 Minimal comprehension of course material, minimal contribution to discussion, minimal capacity for analytical thinking, poor writing skills
- F – 45 or less No grasp of course material, little or no contribution to discussion, no evidence of analytical abilities, poor writing skills

Getting in touch

If you have any questions or concerns about the class, please get in touch with me. If you're not able to see me during office hours, I'll be happy to make other arrangements to meet with you.

On occasion I may need to contact you by email. I will send email to your Brock address. If you use a different email account, please either forward your Brock email to that account or make a habit of checking your Brock account regularly.

COURSE READINGS

Required and recommended texts are available for purchase at the University Bookstore. They are also on reserve in the James A. Gibson Library.

Required

Robert Meeropol, *An Execution in the Family: One Son's Journey* (New York: St. Martin's Griffin, 2003). A memoir by a son of Julius and Ethel Rosenberg.

Graham Greene, *The Quiet American*, Penguin Classics deluxe ed. (New York: Penguin, 2004). A novel about early U.S. involvement in Vietnam, first published in 1955. Any edition is fine.

All **additional course readings** (journal articles and book chapters) are on reserve in the library.

Recommended

For those of you who have little or no background in the history of the Cold War, I strongly suggest that you read this short book, which outlines the central features of the U.S.-Soviet conflict. It is available at the bookstore and also on reserve in the library.

Thomas G. Paterson, *On Every Front: The Making and Unmaking of the Cold War*, revised ed. (New York: W.W. Norton & Co., 1992).

For guidance in every aspect of history reading and writing (including citations), I highly recommend this little book, also available in the bookstore and on library reserve.

Mary Lynn Rampolla, *A Pocket Guide to Writing History*, 4th ed. (New York: Bedford/St. Martin's, 2004).

COURSE OUTLINE

Week 1: January 3

Introduction

Sign up for seminar facilitation

Week 2: January 10

The origins of the Cold War

Week 2 reading

* Selections from Robert J. McMahon and Thomas G. Paterson, eds., *The Origins of the Cold War*, 4th ed. (New York: Houghton Mifflin, 1999), xi-xix, 3-25, 40-76, 109-125, 175-189.

Week 3: January 17

Science and society in the atomic age

Week 3 reading

* Michael J. Hogan, "The Enola Gay Controversy: History, Memory, and the Politics of Presentation," in Michael J. Hogan, ed., *Hiroshima in History and Memory* (Cambridge, UK: Cambridge University Press, 1996), 200-232.

* Bruce Cumings, "On the Strategy and Morality of American Nuclear Policy in Korea, 1950 to the Present," *Social Science Japan Journal* 1, no. 2 (1998): 57-70.

* Joseph Manzione, “ ‘Amusing and Amazing and Practical and Military’: The Legacy of Scientific Internationalism in American Foreign Policy, 1945-1963,” *Diplomatic History* 24, no. 1 (2000): 21-55.

* Paul Boyer, “From Activism to Apathy: The American People and Nuclear Weapons, 1963-1980,” *Journal of American History* 70, no. 4 (1984): 821-844.

Week 4: January 24

Multiple battlegrounds

Week 4 reading

* Carolyn Eisenberg, “Working-Class Politics and the Cold War: American Intervention in the German Labor Movement, 1945-49,” *Diplomatic History* 7, no. 4 (1983): 283-306.

* Martin Evans and Emmanuel Godin, “The Great Fear of 1947: Could France Have Gone Communist?” *History Today* 55, no. 1 (2005): 21-27.

* Wendy L. Wall, “America’s ‘Best Propagandists’: Italian Americans and the 1948 ‘Letters to Italy’ Campaign,” in Christian G. Appy, ed., *Cold War Constructions: The Political Culture of United States Imperialism, 1945-1966* (Amherst: University of Massachusetts Press, 2000), 99-109.

* Reinhold Wagnleitner, “The Irony of American Culture Abroad: Austria and the Cold War,” in Lary May, ed., *Recasting America: Culture and Politics in the Age of Cold War* (Chicago: University of Chicago Press, 1989), 285-301.

* Greg Castillo, “Domesticating the Cold War: Household Consumption as Propaganda in Marshall Plan Germany,” *Journal of Contemporary History* 40, no. 2 (2005): 261-288.

Week 5: January 31

Due in class: secondary-source analysis

Domestic threats and counter-threats

Week 5 reading

* John Earl Haynes and Harvey Klehr, “The Historiography of American Communism: An Unsettled Field,” *Labour History Review* 68, no. 1 (April 2003): 61-78.

* Maurice Isserman and Ellen Schrecker, “ ‘Papers of a Dangerous Tendency’: From Major Andre’s Boot to the VENONA Files,” in Ellen Schrecker, ed., *Cold War Triumphalism: The Misuse of History After the Fall of Communism* (New York: The New Press, 2004), 149-173.

* Bernice Schrank, “Reading the Rosenbergs After Venona,” *Labour/Le Travail* no. 49 (2002): 189-210.

* Ellen Schrecker, "Immigration and Internal Security: Political Deportation during the McCarthy Era," *Science & Society* 60, no. 4 (1996-97): 393-426.

* Gerald Zahavi, "Uncivil War: An Oral History of Labor, Communism, and Community in Schenectady, New York, 1944-1954," in Robert W. Cherny et al., eds., *American Labor and the Cold War: Grassroots Politics and Postwar Political Culture* (New Brunswick, N.J.: Rutgers University Press, 2004), 25-57.

Week 6: February 7

Cold War culture

Week 6 reading

* Thomas Doherty, *Cold War, Cool Medium: Television, McCarthyism, and American Culture* (New York: Columbia University Press, 2003), chapters 1-3 (pp. 1-59).

* Andrew J. Falk, "Reading between the Lines: Negotiating National Identity on American Television, 1945-1960," *Diplomatic History* 28, no. 2 (April 2004): 197-225.

* Richard M. Fried, "Springtime for Stalin: Mosinee's 'Day Under Communism' as Cold War Pageantry," *Wisconsin Magazine of History* 77, no. 2 (1993-94): 82-108.

READING WEEK: February 13-17 – no class

Week 7: February 21

Surviving McCarthyism: voices of the children

Week 7 reading

* Meeropol, *An Execution in the Family* (entire) [primary source]

* Kim Chernin, *In My Mother's House* (New Haven: Ticknor & Fields, 1983), 206-229, 234-260. [primary source]

Week 8: February 28

Due in class: paper proposal and annotated bibliography

Sex, gender, and the Cold War

Week 8 reading

* Elaine Tyler May, "Cold War—Warm Hearth: Politics and the Family in Postwar America," in Steve Fraser and Gary Gerstle, eds., *The Rise and Fall of the New Deal Order, 1930-1980* (Princeton: Princeton University Press, 1989), 153-181.

* Elaine Tyler May, "Explosive Issues: Sex, Women, and the Bomb," in May, ed., *Recasting America*, 154-170.

* Dee Garrison, " 'Our Skirts Gave Them Courage: The Civil Defense Protest Movement in New York City, 1955-1961,'" in Joanne Meyerowitz, ed., *Not June Cleaver: Women and Gender in Postwar America, 1945-1960* (Philadelphia: Temple University Press, 1994), 201-226.

* Daniel Horowitz, "Rethinking Betty Friedan and *The Feminine Mystique*: Labor Union Radicalism and Feminism in Cold War America," *American Quarterly* 48, no. 1 (1996): 1-42.

* Amy Swerdlow, "Ladies' Day at the Capitol: Women Strike for Peace versus HUAC," *Feminist Studies* 8, no. 3 (1982): 493-520.

Week 9: March 7

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

No reading!

Week 10: March 14

The Third World: nationalism and nonalignment

Week 10 reading

* John Foran, "Discursive Subversions: *Time* Magazine, the CIA Overthrow of Musaddiq, and the Installation of the Shah," in Appy, ed., *Cold War Constructions*, 157-182

* Cary Fraser, "An American Dilemma: Race and Realpolitik in the American Response to the Bandung Conference, 1955," in Brenda Gayle Plummer, ed., *Window on Freedom: Race, Civil Rights, and Foreign Affairs, 1945-1988* (Chapel Hill: University of North Carolina Press, 2003), 115-140.

* Matthew Connelly, "Taking Off the Cold War Lens: Visions of North-South Conflict during the Algerian War for Independence," *American Historical Review*, 105, no. 3 (2000): 739-769.

* Elizabeth Cobbs Hoffman, "Diplomatic History and the Meaning of Life: Toward a Global American History," *Diplomatic History* 21, no. 4 (1997): 499-518.

Week 11: March 21

The Cold War and the color line

Week 11 reading

* Carol Anderson, "Bleached Souls and Red Negroes: The NAACP and Black Communists in the Early Cold War, 1948-1952," in Plummer, ed., *Window on Freedom*, 95-113.

* Mary Dudziak, "Brown as a Cold War Case," *Journal of American History* 91, no. 1 (2004): 32-42.

* Penny von Eschen, "Who's the Real Ambassador? Exploding Cold War Ideology," in Appy, ed., *Cold War Constructions*, 110-131.

* Brenda Gayle Plummer, "Castro in Harlem: A Cold War Watershed," in Allen Hunter, *Rethinking the Cold War* (Philadelphia: Temple University Press, 1998), 133-153.

* Thomas Borstelmann, "'Hedging Our Bets and Buying Time': John Kennedy and Racial Revolutions in the American South and Southern Africa," *Diplomatic History* 24, no. 3 (2000): 435-463.

Week 12: March 28

The Vietnam War: a turning point?

Week 12 reading

* Greene, *Quiet American* (entire) [primary source]

* Robert Buzzanco, "The United States and Vietnam, 1950-1968: Capitalism, Communism, and Containment," in Peter L. Hahn and Mary Ann Heiss, eds., *Empire and Revolution: The United States and the Third World since 1945* (Columbus: Ohio State University Press, 2001), 94-120.

* Ron Kovic, *Born on the Fourth of July* (New York: Simon & Schuster, 1976), 96-110. [primary source]

Week 13: April 4

Due in class: final paper

The end of the Cold War: how did it happen?

Week 13 reading

* Selections from Michael J. Hogan, ed., *The End of the Cold War: Its Meanings and Implications* (Cambridge, UK: Cambridge University Press, 1992), TBA.

HIST 4V32 PAPER ASSIGNMENTS

I. Secondary-source analysis (3-5 pages; due in class on January 31)

For this assignment, choose any scholarly article that interests you from our course reading list (not including historiographic articles) and analyze it. (You may want to choose an article related to your major paper topic.)

In your analysis, you should seek to answer the following questions:

- What is the author's thesis/argument?
- What motivated the author to write this piece?
- What types of sources does the author use?
- How effectively does the author use the evidence to support her/his claims?
- What are the work's strengths and weaknesses overall? For example, how well does it explain what it sets out to explain? What questions does it leave unanswered? How does it enhance – or obscure – our understanding of important historical issues?

NOTE: If you choose an article that is excerpted from a larger work and does not include the original sources, I encourage you to locate the original work so you can clearly identify the types of sources used.

II. Paper

Choose any aspect of the Cold War that interests you (and hopefully has sparked some debate among historians!). You are expected to use at least seven secondary works of historical scholarship that weigh in on the issue/question of your choice. At least two of these works must be book-length studies. (More on sources below.)

NOTE: You must discuss your paper topic with me before handing in your paper proposal and annotated bibliography.

A. Paper proposal and annotated bibliography (due in class on February 28)

The proposal should include a clear statement of the historical question you wish to explore or, preferably at this stage, your thesis. It should be no more than one page long.

The annotated bibliography should include:

- Correct citations for each of your proposed sources
- A brief (no more than one paragraph) explanation of each author's thesis and an explanation of how you plan to utilize each source in your paper (e.g., how it will support your thesis, provide background information relevant to your topic, etc.)

Evaluating your paper proposal

Here are some questions to ask yourself about your proposal:

- Do I have a strong, clearly articulated thesis? (If your thesis seems too vague, broad, unfocused, imprecise, narrow, or ambitious, you will need to work on it further.)
- If I don't yet have a thesis, do I have a strong, clearly articulated question?
- Is my proposal well organized and clearly written?
- Is my proposal free of grammar and spelling errors?

Evaluating your annotated bibliography

Here are some questions to ask yourself about your bibliography:

- Are my citations presented properly?
- Have I clearly stated the author's thesis?
- Have I clearly stated how I will utilize the source in my paper?
- Is my bibliography free of grammar and spelling errors?

B. Final paper (15-20 pages, due in class on April 4)

Source requirements

- You must use at least seven secondary works of published historical scholarship that address the issue/question you wish to explore.
- *At least two* of your sources must be book-length; the rest can be articles, essays, etc.
- You may use primary sources *in addition to* your secondary sources, if you wish.
- Many of the authors whose work we will be reading have written entire books on their subject, and you are encouraged to read them. But if you use a book, you cannot also count – as one of your secondary sources – an article that is an excerpt from or summary of that same book.
- Pay close attention to secondary sources. If you can answer “yes” to any of the following questions, you probably have a good source on your hands:
 - Is it a scholarly work (as opposed to a magazine article, newspaper story, etc.)?
 - Is it written by a historian, or at least from an historical perspective?
 - Is it recent enough that the author's work has been informed by important new archival sources or debates?
 - If it is not recent, is it important for your paper because it represented a noteworthy piece of scholarship for its time, continues to inform contemporary debates, etc.? (If not, try to find recent sources. Avoid just pulling any old book off the library shelf that was published before the 1970s or so, just because it seems related to your topic. Chances are, it may tell you more about the period in which it was written than the subject about which it was written. On the other hand, don't dismiss older books just because they are older; often their insights have stood the test of time, and they can be much better overall than some of the newer, trendier stuff.)
- The following are not acceptable sources for your paper, though you may find them useful as reference materials:

- Encyclopedia entries
- Book reviews
- Textbooks
- Newspaper or magazine articles
- Websites (this does not include published scholarly articles accessible through an online database)

Finding sources

The best place to start is with an article on the syllabus that deals with your topic. See if the author has written other articles or books about the topic. Look at the footnotes and/or bibliography to see what other articles and/or books the author has used. See if you can find those sources or other work written by these authors.

Places to look:

- Brock Library online catalogue (for books and journals) – I have placed a number of books on one-day reserve for this course, for use in paper-writing
- “America: History and Life” database (for journal articles)
- University of Toronto online catalogue (this can be useful because you can click on “subject heading” and see what books are available at other libraries)
- Amazon.com (for books by a particular author or about a particular subject – this can be useful because you can usually see a short publisher’s summary or back-cover blurb and decide the book will be helpful to you).
- St. Catharine’s Public Library online catalogue
- Interlibrary Loan: You can borrow books from other universities (if Brock doesn’t own them), and you can even get journal articles that are unavailable through the Brock library.
- H-Diplo discussion list at <www.h-net.msu.edu>

Citations

All assignments should include proper footnotes (or endnotes) and bibliographic references in accordance with Rampolla, *A Pocket Guide to Writing in History*, 4th ed., chapter 7.

Evaluating your paper

Here are some questions to ask yourself about your paper:

- Does my paper begin with a strong, clearly articulated thesis?
- Does my evidence convincingly support my argument?
- Do I demonstrate sophisticated thinking about my subject matter?
- Is my paper well organized and clearly written?
- Do my paragraphs begin with topic sentences?
- Are my citations correctly footnoted?
- Is my bibliography correctly presented?
- Does my paper demonstrate original thinking?
- Is my paper free of grammar and spelling errors?