

The End of the Cold War: Assignment Help Notes

Target Objective

The target objective for this essay is for students to evaluate the range of causal factors associated with the end of the Cold War and the collapse of the Soviet empire. Students should arrive at a substantiated judgment regarding the primary causes of these processes.

Brief Indicative Content

Themes for analysis include:

- *Economic*. The decline of Soviet bloc economic prosperity, especially relative to the United States and its allies.
- *Ideological*. The growth of nationalist identity and desire for independence on the part of Eastern European satellite states and Soviet republics.
- *Political*. The domestic context of the foreign policy debate in the United States (party politics, bureaucratic politics, public opinion, media opinion and the military-industrial-congressional complex) and in the Soviet Union (Communist party politics, bureaucratic politics, new impact of public opinion, and military politics).
- *Psychological*. The personalities and (mis)perceptions of policy makers, especially Ronald Reagan (U.S. President) and Mikhail Gorbachev (Soviet President), but potentially including George H. W. Bush (U.S. Vice President), Boris Yeltsin (Chairman of the Russian Supreme Soviet), Margaret Thatcher (British Prime Minister), and Pope John Paul II.

The best answers will demonstrate *connections* between these explanations and consider their *relative* significance. Students will need to take care to select material that will provide some range, depth, and cohesion in their answers. Students are *required* to use the excerpts in the assignment sheet to explain and evaluate competing interpretations of the collapse of Soviet power and the (largely) peaceful end of the Cold War during 1989-1991. Students will need to formulate their own informed opinion on the *most significant* reason for the end of the Cold War. Students may, in conclusion, reflect on the legacy of the Cold War.

Suggested Resources

To sustain a well-informed and analytical discussion, students will need to go beyond the material in the extracts by using a variety of books, including those from which the extracts are taken, e.g.:

(a) Books [Check Google Books: <https://books.google.com/>]

Beschloss, M.R. & Talbott, S. (1993) *At the highest levels: the inside story of the end of the Cold War* (Boston: Little, Brown and Company)

Bush, G. & Scowcroft, B. (1998) *A world transformed* (New York: Alfred A. Knopf)

Dockrill, S. R. (2005) *The end of the Cold War era: the transformation of the global security order* (New York: Oxford University Press)

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FitzGerald, F. (2000) *Way out there in the blue: Reagan, Star Wars, and the end of the Cold War* (New York: Simon & Schuster)

Friedman, N. (2000) *The fifty-year war: conflict and strategy in the Cold War* (Annapolis, MD: Naval Institute Press)

Gaddis, J. L. (1997) *We now know: rethinking Cold War history* (Oxford: Clarendon Press)

Gaddis, J. L. (2005) *The Cold War: a new history* (New York: The Penguin Press)

Gates, R. (1996) *From the shadows: the ultimate inside story of five presidents and how they won the Cold War* (New York: Simon & Schuster)

Gorbachev, M. (1995) *Memoirs* (New York: Doubleday)

Hanhimaki, J. & Westad, O. A. (2003) *The Cold War: a history in documents and eyewitness accounts* (New York: Oxford University Press)

Herrmann, R. K. & Lebow, R. N. (2004) *Ending the Cold War: interpretations, causation, and the study of international relations* (New York: Palgrave Macmillan)

Judge, E. H. & Langdon, J. W. (2011) *The Cold War: a global history with documents, 2nd Ed.* (New York: Prentice Hall)

Kaiser, R. G. (1992) *Why Gorbachev happened: his triumph, his failure, and his fall* (New York: Simon & Schuster)

Larres, K. & Lane, A., eds. (2001) *The Cold War: the essential readings* (Malden, MA: Blackwell Publishers)

Leffler, M. P. & Westad, O. A. (2010) *The Cambridge history of the Cold War, Vol. III: endings* (New York: Cambridge University Press)

O'Sullivan, J. (2006) *The president, the pope, and the prime minister: three who changed the world.* (Washington, D.C.: Regnery Publishing, Inc.)

Pons, S. & Romero, F. (2005) *Reinterpreting the end of the Cold War: issues, interpretations, periodizations* (New York: Frank Cass)

Prados, J. (2011) *How the Cold War ended: debating and doing history* (Washington, D.C.: Potomac Books, Inc.)

Schweizer, P. (1994) *Victory: The Reagan administration's secret strategy that hastened the collapse of the Cold War* (New York: Atlantic Monthly Press)

Schweizer, P. (2002) *Reagan's war.* (New York: Doubleday)

Westad, O. A. (2008) *The global Cold War: Third World interventions and the making of our times* (New York: Cambridge University Press)

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Wohlforth, W., ed. (2003) *Cold War endgame: oral history, analysis, debates* (University Park, PA: The Pennsylvania State University Press)

(b) Articles, Chapters and Papers

Gaddis, J. L. "The Cold War, the Long Peace, and the Future", *Diplomatic History*, Vol. 16, No. 2 (Apr. 1992), pp. 234-46. [Blackboard]

Garthoff, R. L. (1992) "Why Did the Cold War Arise, and Why Did It End?" *Diplomatic History*, Vol. 16, No. 2, pp. 287-93. [Blackboard]

Kegley, Jr. C. W. (1994) "How Did the Cold War Die? Principles for an Autopsy", *Mershon International Studies Review*, Vol. 38, No. 1, pp. 11-41. [Blackboard]

Lebow, R. N. (1994) "The Long Peace, the End of the Cold War, and the Failure of Realism", *International Organization*, Vol. 48, No. 2, pp. 249-277. [Blackboard]

Pipes, R. (1995) "Misinterpreting the Cold War", *Foreign Affairs*, 74, pp. 154-61. [Blackboard]

(c) Web Sites

Institute of Historical Research, "History in Focus Issue 10: The Cold War", available at: <http://www.history.ac.uk/ihr/Focus/cold/websites.html>

The Cold War International History Project, Woodrow Wilson International Center for Scholars, <http://www.wilsoncenter.org/program/cold-war-international-history-project>

The Miller Center, University of Virginia, http://millercenter.org/academic/dgs/primaryresources/cold_war

The National Security Archive, George Washington University, <http://www.gwu.edu/~nsarchiv/index.html>

Santa Clara University, "Cold War Electronic Information Resources", available at: http://www.scu.edu/docs/SCU/Library/Orradre/research/political_science/coldwar.html

Students are not required to conduct internet-based research for this assignment, and indeed are discouraged from using electronic sources except those listed above. However, if students find an electronic source that they wish to use and have any questions about the reliability of the material found online, they should consult their instructor.

Technical Requirements

Students must follow the advice given in (a) the *History Study Skills* guide on "Researching, planning and writing essays"; and (b) the *Student Guide for History Courses On Ground*, which contains writing exemplars. In brief, essays must conform to the following requirements:

- Between 2,000 and 2,500 words i.e. 8-10 double spaced pages with one-inch margins, and font size of 11 or 12. A word count must be provided at the end of the paper.
- Referenced using APA (Harvard) system. See Indiana University Bloomington, Campus Writing Program, 'APA Style: A Quick Guide', available at:

<http://www.indiana.edu/~citing/APA.pdf>

- Bibliography of sources used (which is the convention for APA).
- A clear structure with an obvious introduction, middle section, and conclusion.
- The introduction must establish a thesis and indicate the content that will be discussed.
- Each subsequent paragraph should discuss only one analytical point, or two closely-related points.
- The conclusion should reiterate the line of argument and should highlight what is most significant.

Late Assignment Policy

Research essays that have not been through the structured drafting and review process (further details below) will not be accepted for submission, and any research essay submitted after the deadline will receive zero points. If there are extenuating circumstances that are properly documented, you will be permitted to write another research assignment on a completely different topic to the first submission (i.e. you will have to start all over again).

Plagiarism Policy

Students are reminded about Baker College policies on academic honesty (syllabus, p.2):

“Academic honesty, integrity, and ethics are required of all members of the Baker College community. Academic integrity and acting honorably are essential parts of professionalism that continue well beyond courses at Baker College. They are the foundation for ethical behavior in the workplace. There are four possible consequences for violating Baker College's Honor Code:

1. Failure of the assignment
2. Failure of the course
3. Expulsion from the College
4. Rescinding a certificate or degree”

Your instructor may require you to submit your essay to Turnitin, as stated in the syllabus:

“Baker College utilizes plagiarism detection services and has the authority to submit any papers or assignments to such services to determine authenticity. Some assignments may need to be submitted electronically for this purpose.”

Assessment

Essays will be assessed on the basis of three criteria:

- *Analysis and evaluation* (80 points). The significance of the information deployed must be analyzed consistently and a clear line of argument maintained throughout the essay.
- *Factual knowledge and understanding* (80 points). The information deployed must be accurate and relevant to the question.
- *Communication and presentation* (40 points). The essay must be properly structured, free of spelling and grammatical errors, and supported by a sufficient number of references and a bibliography consistent with the APA style guide.

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In addition, 50 points are available for the structured drafting and review process, which will be assessed EITHER by using the “Milestones” rubrics, OR the submission of a prospectus. Your instructor will advise you which method will be used. Students should familiarize themselves with the detailed descriptors in the rubrics, which are available on Blackboard under “Course Information”.