

HIST 5383  
 US Diplomatic History: America and the Global Cold War (Online)  
 Fall 2017  
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 Sam Houston State University

**\*\* I strongly urge you to print out this syllabus and keep it handy as it includes detailed assignment instructions.**

**Book List:**

- Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of Our Times* (Cambridge University Press, 2006). ISBN-13 978-0-52170-314-7. \$16
- John Lewis Gaddis, *The Cold War, A New History* (Penguin, 2005). ISBN-13 978-0143038276. \$4
- (Optional) Melvyn P. Leffler and David S. Painter, *Origins of the Cold War:: An International History*, 2<sup>nd</sup> Edition (Routledge, 2005). The handful of essays assigned from this anthology will be uploaded and available through Bb. If you would prefer your own print copy of the book, it is available for about \$10.
- Robert J. McMahon, ed., *The Cold War in the Third World* (Oxford, 2013). ISBN-13 978-0199768691. \$20
- Kenneth Osgood, *Total Cold War: Eisenhower's Secret Propaganda Battle at Home and Abroad* (Univ. Press of Kansas, 2006). ISBN-13 978-0700615902. \$7
- Richard H. Immerman, *The Hidden Hand: A Brief History of the CIA* (Wiley and Sons, 2014). Either purchase or **free access through NGL**
- David Ekbladh, *The Great American Mission: Modernization and the Construction of an American World Order* (Princeton, 2010). Either purchase or **free access through NGL**
- Thomas Borstelmann, *The Cold War and the Color Line: American Race Relations in the Global Arena* (Harvard University Press, 2001). ISBN-13: 978-0674012387. \$8
- Mark Atwood Lawrence, *The Vietnam War: A Concise International History* (Oxford University Press, 2010). ISBN-13: 978-0199753932. \$7

All listed prices are approximate and are for used books in good condition. All books are also be available at the SHSU Bookstore. Additional required readings are listed throughout the syllabus.

**Course Description**

For four decades, the Cold War forcefully drove American foreign policy. At base, an ideological battle between the United States and Soviet Union, taken comprehensively, the Cold War played out globally, in Europe, Asia, Latin America, the Middle East, and Africa as a complex vision of a postwar order. This graduate-level readings seminar, organized both chronologically and topically, will familiarize students with the major themes and historiographical questions raised by placing the history of the Cold War in a broad international context.

**GRADE ASSESSMENT**

A. WRITE: 5 detailed summaries of readings	50
B. MODERATE: Jointly guide one Bb discussion	10
C. DISCUSSION: 5 extended discussions of readings	30
D. Q&A: Post 1 original question; others reply	5
E. OTHER DBs: Introductions	5
	<b>100%</b>

Final grades are based on students':

- quality of writing and improvement over the course of the semester

- analytical rigor
- participation in discussion boards
- quality of moderated questions/responses

## ASSIGNMENT DESCRIPTIONS:

### INTRODUCTIONS DISCUSSION BOARD

In the designated Bb forum, introduce yourselves in a brief paragraph. Also discuss your motivation for taking this course.

### HANDLING THE READING LOAD

Students are to read the required works closely. If you would like some suggestions on how to efficiently read history monographs for graduate courses, please watch the optional video in Bb under “Start Here” in the left menu.

### READINGS DISCUSSION BOARDS: MODERATING, PARTICIPATING, AND QUESTIONING

All students are expected to participate in all 5 moderated discussion boards either as contributors or moderators. In addition, all students should respond, albeit in less detail, to the Q&A discussion board.

#### **Moderators:**

Select one week (out of the five in which a discussion board is due) during which you will jointly moderate a discussion via Blackboard Discussion Board Forums. Sign up in the designated folder in Blackboard; this will be on a first-come, first-choice basis. If your preferred week/topic/readings is taken, select a different one.

Moderator partners are responsible for creating and posting 4 discussion threads (2 per moderator) before that week’s opening discussion date. During the open discussion time window, moderators are to engage in online discussion equally in all four discussion boards throughout the open dates. Respond to other students’ comments and post further thoughts for reflection, as necessary.

#### **Participants:**

All other students are responsible for posting original comments and replies in these threads before the listed closing date. In most cases, this provides 3 days of discussion, though in the final week of class, only 2 days are allotted. For every discussion board, students are expected to:

- Begin posting on the opening date of discussion. Have your readings completed by the opening date and be prepared to engage in discussion as if you were attending a face-to-face seminar.
- Respond to the moderator’s question but also post replies to other students’ posts
- Continue participating in the discussion board for one more day (either day 2 or 3)
- Post at least 6 comments of 150 words each
- Post in 3 of the 4 threads (you can pass over one thread of your choice each time)

I would like to see students engage in robust dialogue through Bb discussion boards. By adhering to the expectations listed above, I hope that we can approximate the organic, back-and-forth structure of a classroom discussion.

#### **Question and Answers:**

Each week of the semester has a corresponding Bb module in which a DB has already been set up. Just once during the semester, you should post one original question as a new thread on the reading of your choice. Once you do so, inform the class via Bb email so that students can respond with short answers. There is no need to sign up for this ahead of time. Just check to make sure that no one else has already posted a question for that week, and if it is available, click “Create thread,” post your question, and let the class know.

*The purpose of the discussion boards is to encourage student interaction but equally, to provide a forum in which to think critically about and provide clarification of the readings.*

### **OPEN DISCUSSION BOARD FORUMS (OPTIONAL)**

Students are encouraged to communicate with each other about the course readings through student-generated discussion boards, outside of the assigned discussion board forums. You might encounter a particularly compelling idea in one of the texts that you’d like to discuss or share with your classmates. Feel free to do so. Often, such “spontaneous” intellectual exchanges are revelatory.

For every week that does not have an assigned discussion board, an open discussion board forum will be available in the weekly Bb module for any student to create a thread on a topic of their choice. **Open forums are not graded.**

### **PAPER/BOOK SUMMARY INSTRUCTIONS**

#### **Structure:**

Papers will be straightforward but detailed “summaries” of the books and essays under consideration, adhering to the following, specific format: You will begin each summary with a brief introduction that thematically connects the readings together (when applicable). In your summary of each reading, clearly state the author’s main thesis and then proceed by detailing the *evidentiary arguments that the author uses to prove her/his thesis*. I do not expect to see a recap of the table of contents (i.e. “in chapter one, the author writes about...,” etc.). Such a simplistic retelling of the structure of the book will result in points deducted. Finally, end with a brief conclusion that reflects on the readings.

The paper should focus more heavily on the longer texts and less so on the shorter ones but all readings should be addressed.

In addition, your paper will *not* be an op-ed piece on whether or not you liked the book, how you thought the author did a particularly “good” or “bad” job, or what you think the author should have written about. Rather, focus on the main themes—the ways in which the author poses an argument and then backs it up, and possibly, fails to do so.

#### **Format:**

Full papers summarizing the readings should not exceed 6 pages in total.

Papers should be typed in 12-point font, 1-inch margins, double-spaced, and include header information (full name, date, and page number) on each page. Each paper’s title, included on the first page, should include the authors’ names and titles of the books/articles under review.

The first footnoted citations for each book should be **full, Chicago-style footnotes**. All subsequent footnotes (and you should include plenty of these—I want to see what pages you’re pulling from) should be abbreviated with the author’s last name or *ibid* (as applicable), comma, and a page number. If there are two readings by the same author, the footnotes should also include the referenced title.

**Submission:**

Reviews should be submitted in the appropriate Turnitin assignment folder in Blackboard. Make sure that you do not run your paper through another institution's Blackboard prior to submission in this assignment's Blackboard folder. Since that would result in a 100% plagiarism rate and cast doubt on the integrity of your work, your enrollment and final grade would consequently be subject to ethical review and censure.

*The purpose of these papers is to provide you with a valuable resource in preparing for your comprehensive examinations.*

**COMMUNICATION POLICY**

Use Blackboard Virtual Office for course-related questions that might be useful for other students. For private matters, please email me. I will do my utmost to respond in a timely manner during standard business hours. We can also schedule phone meetings, as needed. My office number is (936) 294-1478 though I urge you to rely on Virtual Office or email for general communication.

**ONLINE ETIQUETTE**

Students are expected and required to engage each other professionally and respectfully. All exchanges should be free of profanity and personal attacks. Breach of conduct will result in disciplinary consequences.

**THE FINE PRINT****Learning Outcomes:**

Students will learn to analyze and critically evaluate ideas, arguments, and points of view. In addition, they will develop skill in expressing themselves in writing and acquire an interest in learning more by asking questions and seeking answers.

**Skill Objectives:**

A) Critical Thinking: Students will be taught to think critically and analytically, and to ask appropriate historical questions about American society and cultures, integrating and synthesizing knowledge they gain in the course, forming conclusions, and building an informed world view based on the complex information presented in the course content.

B) Personal Responsibility: Personal responsibility will be addressed in this course as students strive to fulfill weekly course expectations in the form of weekly discussion and writing.

See [www.shsu.edu/syllabus](http://www.shsu.edu/syllabus) for information on the university's policies concerning:

University Code of Conduct

Americans with Disabilities Act

Absences for Religious Holy Days

Academic Dishonesty: Don't cheat. Don't steal someone else's words. Really, just don't.

## READING SCHEDULE FOR HIST 5383

Students should purchase or check out books as noted in the reading list above. Reading marked [NGL] can be accessed through the library website or through Bb→ Library Resources (in left menu). Readings marked BB below can be found on Blackboard.

### WEEK 1 (Aug. 23–31) : The United States and the Origins of the Cold War

**\*\*\*Discussion Board on Introductions: DUE Aug. 23-25 (Wed.–Fri.) by midnight**

- [NGL] Melvyn P. Leffler, “The American Conception of National Security and the Beginnings of the Cold War, 1945-1948,” plus “Comments” (John Lewis Gaddis and Bruce Kuniholm) and “Reply” (Leffler), *American Historical Review*, 89 (April 1984), 346-400
- Gaddis, *The Cold War, A New History*. Prologue and part of Ch. 1 (pgs. 1-34)
- Westad, *The Global Cold War: Third World Interventions and the Making of Our Times* Introduction and Ch. 1 (pgs. 1-38)
- [BB] Martin Sherwin, “The Atomic Bomb and the Origins of the Cold War,” in Leffler and Painter (eds.)

**\*\*\*Readings Discussion Board #1: DUE Aug. 29–31 (Tuesday–Thursday) by midnight**

### WEEK 2 (Sept. 1-9): The United States and Europe

- [NGL] Geir Lundestad, “Empire by Invitation? The United States and Western Europe, 1945-1952,” *Journal of Peace Research*, 23 (Sept. 1986), pgs. 263-277
- [BB] David Reynolds, “The European Dimension of the Cold War,” in Leffler and Painter (eds)
- Westad, Ch. 2 (pgs. 39-72): “The Empire of Justice: Soviet Ideology and Foreign Interventions”
- Greg Grandin, “What Was Containment?: Short and Long Answers from the Americas,” Ch. 2 in McMahon, ed., *The Cold War in the Third World*

### WEEK 3 (Sept. 10-16): The Cold War in Asia I: The Korean War

- Gaddis: pgs. 35-60
- [NGL] Paul G. Pierpaoli Jr., “Truman's Other War: The Battle for the American Homefront, 1950-1953,” *OAH Magazine of History*, Vol. 14, No. 3, The Korean War (Spring, 2000), pp. 15-19.  
[http://www.jstor.org/stable/25163359?seq=1#page\\_scan\\_tab\\_contents](http://www.jstor.org/stable/25163359?seq=1#page_scan_tab_contents)
- [BB] Kathryn Weathersby, “Stalin and the Korean War” (pgs. 265-282) in Leffler and Painter (eds)

**\*\*\*Paper #1: Saturday, Sept. 16 before midnight**

### WEEK 4 (Sept. 17-23): Decolonization

- Westad, Ch. 3
- [BB] Jason Parker, “Small Victory, Missed Chance: The Eisenhower Administration, the Bandung Conference, and the Turning of the Cold War” in *The Eisenhower Administration, the Third World, and the Globalization of the Cold War*, Kathryn Statler and Andrew Johns, eds., New York NY: Rowman & Littlefield Publishers, 2006, p. 153-175.

- [Web] Jason Parker speech, "The Empires Who Came in from the Cold: Decolonization and the Cold War," LOC Webcast: [https://www.loc.gov/today/cyberlc/feature\\_wdesc.php?rec=4950](https://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=4950)
- [Web] Christopher J. Lee speech, "The Indian Ocean as a Zone of Peace: Decolonization & the Politics of the Cold War Between Africa & Asia," LOC Webcast: [https://www.loc.gov/today/cyberlc/feature\\_wdesc.php?rec=5682](https://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=5682)

**\*\*\*Readings Discussion Board #2: Sept. 22-24 (Friday-Sunday by midnight)**

WEEK 5 (Sept. 24-30): The Cold War and the "Third World"

- Westad, Ch. 4 (pgs. 110-157)
- Jeffrey James Byrne, "Africa's Cold War," (Ch. 6) in McMahon
- Salim Yaqub, "The Cold War and the Middle East," (Ch. 1) in McMahon
- Nick Cullather, "The War on the Peasant: The United States and the Third World, (Ch. 11) in McMahon

WEEK 6 (Oct. 1-7): The Cold War in Asia (II) and Latin America

- David C. Engerman, "South Asia and the Cold War," (Ch. 4) in McMahon
- Chen Jian, "China, the Third World, and the Cold War," (Ch. 5) in McMahon
- [BB] Leslie Bothell and Ian Roxborough, "The Impact of the Cold War on Latin America" in Leffler and Painter

**\*\*\*Paper #2: DUE Sunday, Oct. 8 before midnight**

WEEK 7 (Oct. 8-14): American Public Diplomacy

- Kenneth Osgood, *Total Cold War: Eisenhower's Secret Propaganda Battle at Home and Abroad* (Univ. Press of Kansas, 2006).

WEEK 8 (Oct. 15-21): U.S. Covert Operations

- [NGL] Richard H. Immerman, *The Hidden Hand: A Brief History of the CIA*. Chapters 1-4. E-book available for free through NGL: <https://ebookcentral.proquest.com/lib/shsu/reader.action?ppg=1&docID=1650836&tm=1499877648103>

**\*\*\*Paper #3: DUE Sunday, Oct. 22 before midnight**

WEEK 9 (Oct. 22-28): The United States and Modernization Theory

- David C. Engerman and Corinna R. Unger, "Introduction: Towards a Global History of Modernization," *Diplomatic History*, 33, 3 (June 2009): 375-385
- Brad Simpson, "Indonesia's 'Accelerated Modernization' and the Global Discourse of Development, 1960-1975," *ibid.*, 467-486 *Diplomatic History*, 33, 3 (June 2009)

- [NGL] David Ekbladh, *The Great American Mission: Modernization and the Construction of an American World Order*. Chapters: Introduction, 3, 4, and 5. E-book available for free through NGL:  
<https://ebookcentral.proquest.com/lib/shsu/detail.action?docID=804858>

**\*\*\*Readings Discussion Board #3: Oct. 27-29 (Friday-Sunday by midnight)**

WEEK 10 (Oct. 29-Nov. 4): Race and Gender

- [NGL] Kathryn S. Olmsted, "Blond Queens, Red Spiders, and Neurotic Old Maids: Gender and Espionage in the Early Cold War," *Intelligence and National Security*, 19 (Spring 2004): 78-94
- Thomas Borstelmann, *The Cold War and the Color Line: American Race Relations in the Global Arena* (Harvard University Press, 2001)

**\*\*\*Paper #4: DUE Monday, Nov. 6 before midnight**

WEEK 11 (Nov. 5-11): Nuclear Proliferation

- [NGL] Richard Hanania, "Tracing the Development of the Nuclear Taboo: The Eisenhower Administration and Four Crises in East Asia." *Journal of Cold War Studies* 19, no. 2: 43-83 (2017). Via Academic Search Complete
- [BB] David Holloway, "Stalin and the Bomb," in Leffler and Painter (eds.)
- Gaddis, pgs. 61-82
- Westad, Ch. 5, "The Cuban and Vietnamese Challenges"

WEEK 12 (Nov. 12-18): The Vietnam War

- Mark Atwood Lawrence, *The Vietnam War: A Concise International History* (OUP, 2010)

**\*\*\*Paper #5: DUE Monday, Nov. 20 before midnight**

WEEK 13 (Nov. 19-25): The Cold War in Africa and the Middle East

- Westad, *The Global Cold War*. Ch. 6-8
- Carol Anderson, "The Histories of African Americans' Anticolonialism during the Cold War, Ch. 10 in McMahon

WEEK 14 (Nov. 26-Dec. 2): The 1970s and Détente

- Gaddis, *The Cold War, A New History*, Pp. 138-214

**\*\*\* Readings Discussion Board #4: Nov. 30-Dec. 2 (Thursday-Saturday by midnight)**

WEEK 15 (Dec. 3-7): The End of the Cold War

- Westad, Ch. 9-10 and Conclusion

- Gaddis, *The Cold War, A New History* (pgs. 214-266)
- [Web] James Goldgeier, “End of the Cold War,” LOC webcast:  
[https://www.loc.gov/today/cyberlc/feature\\_wdesc.php?rec=4004](https://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=4004)

\*\*\* *Readings Discussion Board #5: Dec. 6-7 (Wednesday-Thursday by midnight)*

**FOR FURTHER READING:**

Melvyn P. Leffler and Odd Arne Westad, eds., *The Cambridge History of the Cold War* (Cambridge University Press, 2010)

Melvyn P. Leffler, *The Specter of Communism: The United States and the Origins of the Cold War, 1917-1953* (Hill and Wang, 1994)

Melvin P. Leffler, *For the Soul of Mankind: The United States, the Soviet Union, and the Cold War* (New York Univ. Press, 2007)

Ralph B. Levering et al, eds., *Debating the Origins of the Cold War: Russian and American Perspectives* (Rowman & Littlefield, 2002)

Robert J. McMahon, *A Short History of the Cold War* (Oxford, 2003)

Masuda Hajimu, *Cold War Crucible: The Korean Conflict and the Postwar World* (Harvard University Press, 2015)

Campbell Craig and Frederik Logevall, *America's Cold War: The Politics of Insecurity* (Harvard University Press, 2009)

Margaret E. Peacock, *Innocent Weapons: The Soviet and American Politics of Childhood in the Cold War* (UNC, 2014)

Penny Von Eschen, *Satchmo Blows Up the World: Jazz Musicians Play the Cold War* (Harvard Univ. Press, 2004)

Jeremy Kuzmarov, “Modernizing Repression: Police Training, Political Violence, and Nation-Building in the ‘American Century,’” *Diplomatic History* 33, 2 (April 2009): 191-221

Michael Dobbs, *One Minute to Midnight: Kennedy, Khrushchev, and Castro on the Brink of Nuclear War*

Daniel J. Sargent, *A Superpower Transformed: The Remaking of American Foreign Relations in the 1970s* (Oxford University Press, 2015)

Chen Jian, *Mao's China and the Cold War* (UNC, 2001)

Tanya Harmer, *Allende's Chile and the Inter-American Cold War* (UNC, 2014)

David S. Painter, *The Cold War: An International History* (Routledge, 1999)