History 381/PA 388K The Long Cold War, 1919-1991
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University of Texas at Austin
Fall 2012
Wednesdays, 2:00-5:00pm

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Course Aims
The Cold War continues to influence contemporary global politics and policy-making. The institutions that govern our world today – from domestic national security structures to international organizations like the United Nations, NATO, and even international financial institutions – were largely shaped by the Cold War. Our ways of understanding international relations were likewise influenced by the omnipresence of military threats, real or imagined, to our security and well-being, which may help explain the over-militarized U.S. response to many post-Cold War security challenges.

Today’s students and policy-makers must understand the key elements of the Cold War in order to manage contemporary institutions and challenges. This seminar will study the "long history of the Cold War," going back to the early twentieth century and up to the present, for the purpose of illuminating powerful political, economic, social, cultural, and ideological dynamics that continue to shape global power. The course will seek to offer knowledge of origins, an appreciation for inherited legacies, and a recognition of often overlooked opportunities, born of prior experiences. As a whole, this course will use close historical analysis to build a foundation for looking to the future of domestic and especially foreign policy.
Academic Accommodations and Academic Integrity

Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259 or 471-6441.

Academic integrity is central to the mission of the university. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person without proper acknowledgement of that source. This means that you must use footnotes and quotation marks to indicate the source of any phrases, sentences, paragraphs, or ideas found in published volumes, on the Internet, or created by another student. For more information about the university’s expectations for academic integrity, see:


Reading Assignments

This course includes a heavy load of weekly reading – generally a full book per week. Students are expected to read all of the assigned materials carefully and critically before each seminar meeting. Focus on each author’s key arguments and how they relate to larger historical concerns and debates – how is the author trying to change the way we think about strategy and policy? Interrogate narrative strategies – how does the author assemble his or her argument for the purpose of convincing the reader? Pay close attention to sources – how does the author “prove” his or her point? As the semester progresses think about how the assigned readings relate to one another – how is each author responding to other scholars? Most important, how do these readings inform our understanding of the long Cold War and its legacies?
**Weekly Response Essays**

Each week by **5:PM on the Tuesday before class**, all students should post a short response essay on the course website (available through UT’s Blackboard):

https://courses.utexas.edu/webapps/portal/frameset.jsp.

This response essay should include 3 basic paragraphs. The **first paragraph** should summarize the key arguments in the readings and their significance. The **second paragraph** should analyze how the week’s readings relate to other course and outside texts. The **third paragraph** should offer the student’s critical assessment of the week’s readings: What was most persuasive? What was least persuasive? Which are the issues and questions that need more attention? What kind of new research do the readings inspire?

Students are expected to read each other’s weekly essays before class. They are also expected to comment substantively on each other’s essays. The weekly essays and comments will provide a starting point for each week’s class discussion.

**CNN Cold War Documentary Series Analysis (due October 24)**

Each student should watch at least two full episodes from the monumental twenty-four episode CNN Cold War documentary series, released in 1998. The series covers the key Cold War events in depth, from multiple points of view. Each episode includes historical narrative, original interviews, and archival video footage.

Each student should submit a 5-page double-spaced paper that analyzes two episodes from the CNN Cold War series, written from the point of view of a knowledgeable scholar/policy-maker assessing the worth of the documentary: How accurate are the episodes? What do they add to our knowledge of the period and the events? What do we learn for contemporary policy issues?

Students should write for a learned audience, but they should present clear, concise, and accessible prose. As a model for this assignment, students might look to film reviews published in the *New Yorker* and the *New Republic* magazines. These papers are due, in hard copy, at the start of seminar on **October 24**.
Final Paper on Contemporary Policy Lessons from the Long Cold War
(Due December 12 by 4:PM in SRH 3.384A)

This course is designed to bring historical scholarship and contemporary policy-making together. Students should complete the course with a set of original insights about how to improve contemporary U.S. foreign policy, based on lessons, experiences, and wisdom derived from the Cold War. Students should think long and hard about how what they have studied sheds new light on specific twenty-first century foreign policy priorities. We expect students to “play to their strengths,” applying historical insights to the contemporary issues they know best.

Each student should write an elegant, persuasive, and learned 15-page double-spaced paper (with footnoted citations) that answers one basic question: How can the next presidential administration use knowledge of the Cold War to improve some critical elements of U.S. foreign policy? What would some of the historically-informed improvements entail? How should policy change? Who should change policy and how? Please bring two hardcopies of each paper to Professor Hutchings’ office (SRH 3.384A) by 4:PM on Wednesday, December 12.
**Course Schedule**

All books are available at the University Co-op.

*** Indicates these readings are available in electronic form on the course Blackboard website.

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**August 29**  
**Introductory Seminar Meeting**

What was the Cold War?

Discuss American Experience Documentary on “The Great Famine” of 1921 in Russia:

[http://video.iptv.org/video/1853678422](http://video.iptv.org/video/1853678422)

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**September 5**  
**Revolutionary Origins**

Edmund Wilson, *To the Finland Station*  

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**September 12**  
**Between the Wars**


Walter Lippman’s critique of the X article in *Foreign Affairs* (1947):

[http://academic.brooklyn.cuny.edu/history/johnson/lippcoldwar.htm](http://academic.brooklyn.cuny.edu/history/johnson/lippcoldwar.htm)

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**September 19**  
**Interpretations: The Open Door**

William Appleman Williams, *The Tragedy of American Diplomacy*  

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**September 26**  
**Interpretations: National Security**

John Lewis Gaddis, *Strategies of Containment*  
October 3       The Cold War in Europe

October 10      The Soviet Union and the Cold War

October 17      The Cuban Missile Crisis
Ernest May and Philip Zelikow, *The Kennedy Tapes: Inside the White House During the Cuban Missile Crisis* (New York: W.W. Norton, 2002).

October 24      The Nuclear Arms Race

CNN Cold War Documentary Series Papers Due at Start of Class

October 31      The Cold War in Asia

November 7      Détente and Ostpolitik

***Vaclav Havel, “Power of the Powerless,” in *Open Letters*, 127-71***
November 14       The Receding Cold War
Tony Judt, *Postwar: A History of Europe since 1945*

November 21       The Global Cold War
Odd Arne Westad, *The Global Cold War*

November 28       The End of the Cold War
Robert Hutchings, *American Diplomacy and the End of the Cold War*

December 5        Cold War Legacies

Wednesday, December 12
Final Papers due by 4:PM
SRH 3.384A