

History 381/PA 388K The Long Cold War, 1919-1991

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University of Texas at Austin

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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:

http://deanofstudents.utexas.edu/sjs/acint_student.php.

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.

August 29

Introductory Seminar Meeting

What was the Cold War?

Discuss American Experience Documentary on

“The Great Famine” of 1921 in Russia:

<http://video.ipvtv.org/video/1853678422>

September 5

Revolutionary Origins

Edmund Wilson, *To the Finland Station*

(New York: NYRB Classics, reprint 2003), v-xvi, 79-484.

September 12

Between the Wars

George Kennan, *American Diplomacy* (Chicago: Univ. of Chicago Press, 1985 edition).

***Dean Acheson, *Present at the Creation*, 254-90, 371-81.

***George F. Kennan, *Memoirs*, 7-23, 342-72, 419-37, 474-96.

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

<http://academic.brooklyn.cuny.edu/history/johnson/lippcoldwar.htm>.

September 19

Interpretations: The Open Door

William Appleman Williams, *The Tragedy of American Diplomacy*

(New York: W.W. Norton, 2009 edition).

September 26

Interpretations: National Security

John Lewis Gaddis, *Strategies of Containment*

(New York: Oxford University Press, 2005 edition).

October 3 The Cold War in Europe

Tony Judt, *Postwar: A History of Europe since 1945*
(New York: Penguin, 2006), 1-323.

October 10 The Soviet Union and the Cold War

Vladimir Zubok, *A Failed Empire*
(Chapel Hill: University of North Carolina Press, 2009).

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

Thomas Schelling, *Arms and Influence* (New Haven: Yale Univ. Press, 2008 edition).

CNN Cold War Documentary Series Papers Due at Start of Class

October 31 The Cold War in Asia

Chen Jian, *Mao's China and the Cold War*
(Chapel Hill: University of North Carolina Press, 2001).

November 7 Détente and Ostpolitik

Jeremi Suri, *Power and Protest* (Cambridge, Mass.: Harvard University Press, 2005).

***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*

(New York: Penguin, 2006), 453-633, 701-831.

November 21 The Global Cold War

Odd Arne Westad, *The Global Cold War*

(Cambridge, Cambridge University Press, 2005), 110-407.

November 28 The End of the Cold War

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

(Baltimore: Johns Hopkins University Press, 1998).

December 5 Cold War Legacies

James Mann, *Rise of the Vulcans* (New York: Penguin, 2004).

Wednesday, December 12

Final Papers due by 4:PM

SRH 3.384A