



## CIEE Prague, Czech Republic

<b>Course Name:</b>	Cold War Confrontation, 1941-1989
<b>Course Number:</b>	HIST 3006 PRAG/POLI 3014 PRAG
<b>Programs offering course:</b>	CES, CNMJ
<b>Language of instruction:</b>	English
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	Fall 2019

### **Course Description**

Cold War Confrontation, 1941-1989 traces the relationship between the United States and the Soviet Union, from the beginnings of their tense wartime alliance until the fall of Communism in Eastern Europe in 1989. The early part of the course will concentrate predominantly on the Soviet-US confrontation in Europe following the establishment and consolidation of Communist regimes in Eastern and Central Europe from 1944-48. Particular attention will be paid to the events of February 1948 in Czechoslovakia and to the Berlin Airlift crisis of 1949. The period of the relaxation of East-West tensions which followed Stalin's death in 1953 is examined through a focus on negotiations over the fate of Austria and Germany, and the upheavals in Poland and Hungary in 1956.

From its European beginnings, the course will branch out to consider the Cold War in its global context, especially in its relationship to Third World nationalism, non-alignment, and anti-imperialism. The final weeks will examine the crushing of the Prague Spring, the period of Détente, and the sudden and largely unanticipated end to the conflict in the 1980s, with a particular emphasis on the revolutions in Central and Eastern Europe in 1989.

### **Learning Objectives**

By the end of this course the students will be able to:

- Critically examine and discuss some of the more controversial topics relating to the Cold War period, such as the decision to drop the atomic bomb; whether the Soviet Union or the United States was primarily responsible for the Cold War; the reasons behind the triumph of Communism in Central and Eastern Europe in the 1940s and of its sudden, unexpected collapse in the 1980s; the Khrushchev thaw and the period of de-Stalinization in Eastern Europe; the Cuban Missile Crisis; the significance of Détente, etc. These scholarly controversies will be the main focus of the seminar program.
- Analyze the historical relationship between the United States and the Soviet Union, particularly as it developed after 1945.
- Critically discuss the main rival schools of thought regarding the causes and development of the Cold War: the "Orthodox School," the "Revisionists," the "Post-Revisionists," and the "Post-Soviets."



- Examine, write critically about, and discuss some of the key documentary sources relating to the Cold War.
- Identify the role of great power of strategic and economic interests, competing ideologies (capitalism, democracy, imperialism, communism, Pan-Slavism), nationalism, ethnic conflict, and anti-colonialism in shaping the Cold War conflict.

### **Course Prerequisites**

The course should be of particular interest to the following students:

- History majors; especially those interested in 20th century history.
- Political science and International Relations majors.

However, the course has been taken - and successfully completed - by engineering students, science majors, and business studies majors, among many others. Anybody with an interest in how the contemporary world order came to be should consider taking this course.

### **Methods of Instruction**

The course is taught through a combination of formal lectures (always presented with an extensive PowerPoint slide show), group student presentations (again, it is expected these will use PowerPoint or some other presentation software), and open-ended group discussions.

The Cold War era is one of the first periods in history to be extensively documented from beginning to end through film and television. Documentary films will feature prominently in the course, complementing the lectures and seminar discussions.

### **Assessment and Final Grade**

Participation - 25%

Seminar Research Paper - 25%

Two Group Seminar Presentations, 10% each = 20%

Mid-Term Take-Home Exam - 15%

Final Formal In-Class Exam - 20%

### **Course Requirements**

#### **Participation**

Assessment of students' participation in class is an inherent component of the course grade. Students are required to actively, meaningfully and thoughtfully contribute to class discussions and all types of in-class activities throughout the duration of the class. Students are responsible for following the course content and are expected to ask clarification questions if they cannot follow the instructor's or other students' line of thought or argumentation.

The use of electronic devices is only allowed for computer-based in-class tests, assignments and other tasks specifically assigned by the course instructor. Students are expected to take notes by hand unless the student is entitled to the use of computer due to his/her academic



accommodations. In such cases the student is required to submit an official letter issued by his/her home institution specifying the extent of academic accommodations.

Class participation also includes students' active participation in Canvas discussions and other additional tasks related to the course content as specified by the instructor. If missing a class, the student is expected to catch up on the class content and to submit well-reflected and in-depth contributions to Canvas discussions on the particular topic or reflections to the instructor to ensure that his/her absence from the class will not significantly affect his/her participation grade.

Students will receive a partial participation grade every three weeks.

### **Seminar Research Paper**

You will complete a written assignment of approximately 2000-2500 words, due during Week 11. This paper will be based upon topics presented and discussed in the class seminars. It will require students to utilize a variety of secondary sources and to interpret original documents.

### **Presentations**

Students will give two seminar presentations during the course: the first presentation on one of Seminars 1-4; the second presentation on one of Seminars 5-8. Presentations will be given in small groups and will be around 30-45 minutes long. It is expected that you will use PowerPoint or similar presentation software.

### **Exams**

There will be two examinations during the course:

1. A mid-term take-home exam, comprising two essays of approximately 750-1000 words each, based upon topics discussed in the seminar program for the first half of the course - Seminars 1-4.
2. A final formal in-class exam, comprising again of two essays of approximately 750-1000 words each, based upon topics discussed in the seminar program for the second half of the course - Seminars 5-8.

### **CIEE Prague Attendance Policy**

Regular class attendance is required throughout the program, and **all absences are treated equally regardless of reason** for any affected CIEE course. Attendance policies also apply to any required co-curricular class excursions or events, as well as Internship.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

**Missing classes** will lead to the following penalties:

***90-minute semester classes:***



<i>Number of 90-minute classes</i>	<i>Equivalent percentage of the total course hours missed</i>	<i>Minimum penalty</i>
<b>one to two</b> 90-minute classes	up to 10%	no penalty
<b>three</b> 90-minute classes	10.1–15%	reduction of the final grade by 3%
<b>four</b> 90-minute classes	15.1–17%	reduction of the final grade by 5%; <b>written warning</b>
<b>five</b> 90-minute classes	17.1–20%	reduction of the final grade by 7%; <b>written warning</b>
<b>six and more</b> 90-minute classes	more than 20%	automatic <b>course failure</b> and possible expulsion

**180-minute semester classes:**

<i>Number of 180-minute classes</i>	<i>Equivalent percentage of the total course hours missed</i>	<i>Minimum penalty</i>
<b>one</b> 180-minute class	up to 10%	no penalty
<b>two</b> 180-minute classes	10.1–20%	reduction of the final grade by 5%; <b>written warning</b>
<b>three and more</b> 180-minute classes	more than 20%	automatic <b>course failure</b> and possible expulsion

Persistent absenteeism (students approaching 20% of the total course hours missed, or violating the attendance policy in more than one class) will result in a written warning, a notification to the student’s home school, and possibly a dismissal from the program.

**Missing more than 20% of the total class hours** will lead to a **course failure**, and **potential program dismissal**. This is a CIEE rule that applies to all CIEE courses and is in line with the Participant Contract that each CIEE student signs before arriving on-site.

**Late arrival to class** will be considered a partial (up to 15 minutes late) or full (15 or more minutes late) absence. **Three partial absences due to late arrivals will be regarded as one full class absence.**

**Students must notify their professor and Program Coordinators (PC) beforehand if they are going to miss class for any reason** and are responsible for any material covered in class in their absence.



If missing a class during which a test, exam, the student's presentation or other graded class assignments are administered, **make-up assignment will only be allowed in approved circumstances**, such as serious medical issues. In this case, the student must submit a local doctor's note within 24 hours of his/her absence to the PC, who will decide whether the student qualifies for a make-up assignment. Doctor's notes may be submitted via e-mail or phone (a scan or a photograph are acceptable), however **the student must ensure that the note is delivered to the PC.**

Should a truly **extraordinary situation** arise, the student must contact the PC immediately concerning permission for a make-up assignment. Make-up assignments are not granted automatically! The PC decides the course of action for all absence cases that are not straightforward. **Always contact the PC with any inquiry about potential absence(s) and the nature thereof.**

**Personal travel (including flight delays and cancelled flights), handling passport and other document replacements, interviews, volunteering and other similar situations are not considered justifiable reasons for missing class or getting permission for make-up assignments.**

**For class conflicts** (irregularities in the class schedule, including field trips, make-up classes and other instances), **always contact the Academic Assistant** to decide the appropriate course of action.

Course attendance is recorded on individual Canvas Course Sites. **Students are responsible for checking their attendance regularly to ensure the correctness of the records.** In case of discrepancies, students are required to contact the Academic Assistant **within one week of the discrepancy date** to have it corrected. Later claims **will not** be considered.

CIEE staff does not directly manage absences at FAMU and ECES, but they have similar attendance policies and attendance is monitored there. Grade penalties may result from excessive absences.

### **CIEE Academic Honesty Policy**

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will preside. Three important principles are considered when defining and demanding academic honesty. These are related to the fundamental tenet that one should not present the work of another person as one's own.

**The first principle** is that final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information (unless



the professor has explicitly announced that a particular test is to be taken on an “open book” basis).

**The second principle** applies specifically to course work: the same written paper may not be submitted in two classes. Nor may a paper for which you have already received credit at your home institution be submitted to satisfy a paper requirement while studying overseas.

**The third principle** is that any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another’s work or including information told to you by another person. The general rule is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it.

The penalty ranges from an F grade on the assignment, failure in the course to dismissal from the program. The Academic Director is consulted and involved in decision making in every case of a possible violation of academic honesty.

### Weekly Schedule

Week 1                      Topic: Course Introduction; Unlikely Allies: Britain, the USA, and the USSR in World War II.

The first class will explain the requirements for completing the course. There will be a brief, ungraded test to determine the extent of the class' pre-existing knowledge of the Cold War.

The second class will be a lecture, which is intended to provide an introduction to the Cold War period. It looks at the world crisis of the 1930s and 40s, which brought the United States, Great Britain, and the USSR together in an unlikely alliance. We examine tensions in this wartime alliance; the relative contributions made by each ally to the victory against Nazi Germany, social revolutions in World War II Europe on the left and right, and the wartime treaties.

Required reading:

- Mazower (1998): 215-252.

Week 2                      Topic: Truman Takes Charge; The Yalta Conference.

The first class lecture examines the period from Yalta to Potsdam, and the growing tensions in the US-Soviet alliance over the postwar settlement. We examine Soviet and US postwar aims, and look at two of the early Cold War crises in the Middle East.

The second class presentation seminar will look at the controversies and mythology surrounding the Yalta Conference of February, 1945.

Required reading:

- Reynolds (2006): 235-87.

### Week 3

Topic: The Origins of the Cold War; The Dropping of the Atomic Bombs on Japan.

The lecture given in the first class focuses on growing tensions in Europe, especially over Berlin. Students will watch a documentary on the Marshall Plan.

The seminar presentation and discussion in the second class will look at one of the most heated controversies in American history: was it really necessary to drop the atomic bomb on Japan in 1945; and was this action the “opening shot of the Cold War,” as some historians have alleged?

Required readings:

- Leffler (2010): 67-89.

- Pechatnov, CHCW I: 90-111.

### Week 4

Topic: Early Cold War Crises in Europe; Who Started the Cold War?

The lecture for the first class focuses on the Berlin Airlift and its consequences for both Soviet foreign policy and the long-term division of Europe.

The seminar for the second class asks the question, “Who or what was ultimately responsible for the Cold War, and was the Cold War inevitable?”

Required reading:

- Roberts (2006): 296-320.

### Week 5

Topic: The Early Cold War in Asia; The Consolidation of Communist Rule in Central and Eastern Europe, especially Czechoslovakia.

The first class lecture shifts the course’s focus briefly to Asia, and looks at the Chinese Revolution and its geo-strategic consequences,

the Korean War, and the early stages of the Vietnam conflict.

The second class seminar examines the consolidation of Communist rule in Eastern Europe, with particular attention to the Communist coup in Czechoslovakia in February, 1948.

Required reading:

- Logevall (2010): 281-304.

Week 6  
Midterm Exam  
Week

Topic: New Look: Khrushchev and Eisenhower; De-Stalinization and its Limits.

The lecture for the first class departs from the death of Stalin in February 1953, possibly the pivotal moment of the early Cold War. Soviet armies withdrew from Austria, and Soviet diplomacy helped resolve crises in Korea and Vietnam. For a moment, a lasting peace settlement seemed within reach. But by 1956, the Iron Curtain was back in place. The lecture looks at the reasons why this happened. Students will watch sections of a documentary on the crushing of the Hungarian Uprising and the events in Poland in 1956.

Students will also watch Peter Watkin's classic 1965 documentary *The War Game*, which hypothesized about the circumstances in which a nuclear war between the superpowers might have broken out in the early 1960s, and what the likely consequences would have been for Britain.

The mid-term take home exam falls due at the beginning of the second class of the week. There will be a screening of Stanley Kubrick's *Dr. Strangelove* (1964).

Required readings:

- Judt (2005): 129-65.

Week 7

Topic: The Khrushchev Era; The Berlin and Cuban Missile Crises.

The first class lecture concentrates on Khrushchev's blustering "nuclear diplomacy," the increasing Soviet and US involvement in the 3rd World and the growing Sino-Soviet split.

The seminar and discussion in the second class looks at the most dangerous confrontation of the entire Cold War - the Cuban Missile

Crisis of October, 1962.

Required readings:

- Hershberg, CHCW II: 65-

Week 8

Topic: Johnson and Brezhnev Take Charge; The Prague Spring.

The lecture for the first class looks at the period following Kennedy's death in November 1963, which was followed a year later by a "palace coup" in the Soviet Union against Khrushchev. Both superpowers found themselves challenged by dissent within their own self-designated "spheres of influence." The lecture also examines crises in Europe and the 3rd World in the 1960s, and the hesitant move towards Détente in the late 1960s.

In the second class Students will watch and discuss sections of the documentary The Fog of War.

Required readings:

- Logevall (2010): 281-304. (From Week 5.)

Week 9

Topic: The Rise and Fall of Détente.

The lecture in the first class looks at the origins of Détente in the late 1960s and early 1970s, especially in relation to Willy Brandt's Ostpolitik and the Sino-Soviet split. European arms control agreements are a particular focus.

The seminar and discussion in the second class focuses on the critical period between 1977-1980, with the collapse of Détente and the development of the so-called "Second Cold War" of the 1980s.

Required readings:

- Schulzinger, CHCW III: 373-94.

- Njolstad, CHCW III: 135-55.

Week 10

Topic: The Second Cold War; 1977-80: The Pivotal Years of the Cold War? ; Assessing the Reagan Presidency.

The lecture for the first class dissects some of the inaccurate and unfair mythology regarding the Détente period, and President Carter's role in the late Cold War in particular. We examine the Camp

David Accords, the Chinese Alliance and the rise of Solidarity, and the Eastern European dissident movement.

The seminar and discussion for the second class examines the controversies surrounding the role of the Reagan administration in ending the Cold War.

Required readings:

- Mitchell CHCW III: 66-88.
- Fischer (2010): 267-288.

#### Week 11

Topic: The Gorbachev Phenomenon; the Revolutions of 1989 in Central and Eastern Europe.

The lecture for the first class of this final week focuses on the internal factors within the Soviet Union and its empire that led to the collapse of Soviet power in Eastern Europe, and to the ultimate collapse of Soviet communism itself. The personal role of Mikhail Gorbachev will be examined in some detail.

For the second class, students will watch and discuss two documentaries from the CNN series *The Cold War*, both related to the revolutions of 1989 and the collapse of Soviet Communism.

Seminar Research Papers fall due at the beginning of the second class for Week 11.

Required readings:

- Brown, CHCW III: 244-266.
- Roberts, CHCW III: 513-534.
- Levesque, CHCW III: 513-534.

#### Week 12

Topic: The Soviet Collapse, 1989-1991.

For the first class, the final lecture will examine the causes of the Soviet collapse from the 1980s to the early 90s.

The final seminar of the course - held in the second class - will examine the revolutions in Eastern and Central Europe in 1989: their causes, course, and consequences.

Required Readings:

As for Week 11.

Week 13                      Students will sit a final, formal in-class exam.  
Final Exam Week

### **Course Materials**

- Ambrose, Stephen E and Douglas G. Brinkley. *Rise to Globalism*. Penguin, 2010: 190-224.
- Brown, Archie. "The Gorbachev revolution and the end of the Cold War." In Leffler & Westad, *CHCW III*: 244-266.
- Fischer, Beth A. "United States Foreign Policy in the Era of Reagan and Bush." In Leffler, Melvyn P. & Odd Arne Westad, eds. *The Cambridge History of the Cold War III – Endings*. Cambridge: Cambridge University Press, 2010: 267-288.
- Hershberg, James G. "The Cuban Missile Crisis." In Leffler & Westad, *CHCW II*: 65-87.
- Judt, Tony. *Postwar. A History of Europe since 1945*. Penguin, 2005: 422-49.
- Judt, Tony. *Postwar: A History of Europe since 1945*. London: Allen Lane, 2005: 129-65.
- Leffler, Melvyn P. "The emergence of an American grand strategy, 1945-1952." In Leffler, Melvyn P. and Odd Arne Westad, eds. *The Cambridge History of the Cold War 1 – Origins*. Cambridge: Cambridge University Press, 2010: 67-89
- Levesque, Jacques. "The East European Revolutions of 1989." In Leffler & Westad, *CHCW III*: 513-534.
- Logevall, Fredrik. "The Indo-China Wars and the Cold War, 1945-1975." In Leffler, Melvyn P and Odd Arne Westad, eds. *The Cambridge History of the Cold War II – Crises and Détente*. Cambridge: Cambridge University Press, 2010: 281-304.
- Mazower, Mark. *Dark Continent: Europe's Twentieth Century*. London: Penguin Books, 1998: pp. 215-252.
- McMahon, Robert J. "US National Security Policy from Eisenhower to Kennedy." In Leffler & Westad, *CHCW I*: 288-311.
- Mitchell, Nancy. "The Cold War and Jimmy Carter." In Leffler & Westad, *CHCW III*: 66-88.
- Njolstad, Olav. "The Collapse of Superpower Détente 1975-1980." In Leffler & Westad, *CHCW III*: 135-55. Penguin, 2005.
- Pechatnov, Vladimir O. "The Soviet Union and the World, 1944-1953." In Leffler & Westad, *CHCW I*: 90-111.
- Reynolds, David. *From World War to Cold War: Churchill, Roosevelt and the International History of the 1940s*. Oxford: Oxford University Press, 2006: 235-87.
- Roberts, Adam. "An "incredibly swift transition": reflections on the end of the Cold War." In Leffler & Westad, *CHCW III*: 513-534.



- Roberts, Geoffrey. *Stalin's Wars: From World War II to the Cold War, 1939-1953*. New Haven and London: Yale University Press, 2006: 296-320.
- Schulzinger, Robert D. "Détente in the Nixon-Ford Years 1969-76." In Leffler & Westad, *CHCW III*: 373-94.

#### Recommended Readings

- Ambrose, Stephen E. & Douglas G. Brinkley. *Rise to Globalism: American Foreign Policy Since 1938*. London: Penguin Books, 1997: 126-170.
- Gaddis, John Lewis. *We Now Know: Rethinking Cold War History* Oxford: Oxford University Press, 1997: 1-52.
- Judt, Tony. *Postwar. A History of Europe since 1945*. Penguin, 2005: 165-96.
- Lafeber, Walter. *America, Russia and the Cold War, 1945-2002*. New York: McGraw-Hill, 2002: 104-129.
- Mazower, Dark Continent, pp. 367-401.
- Priestland, David. *The Red Flag: Communism and the Making of the Modern World* London: Penguin Books, 2010: 452-500.
- Zubok, Vladislav M. *A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev. New Cold War History*. Chapel Hill: University of North Carolina Press, 2007: 123-62.