

History 335
American Foreign Policy: Cold War and Beyond
Fall, 2009
Prof. Karl Benziger

Office Hours: 10:00-10:45 A.M. Tues. and 12:30-1:30 P.M. Thurs., or by appointment.
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The twentieth century has been called the “American Century” as it marked the ascendancy of the United States onto the world stage. The exhaustion of the European powers at the end of World War II seemed only to confirm the success of the democratic model as embodied by the United States. Only the Soviet Union remained as a challenger to the United States dominance of the world stage.

The Cold War, which set the political and economic ideologies of the United States and the Soviet Union in vivid contrast, will occupy the majority of our time as world affairs, including the development of the former European colonies, was dominated by this contest. We will examine how American interest was projected through large-scale operations involving our military and financial institutions and at a more local level through covert operations, health and educational programs, among others. An examination of how the American Modernization School informed the construction of American foreign policy is pivotal to understanding this process.

The ending of the Cold War has revealed an uncertain world and the United States vulnerable to challenges only hinted at by events such as the Iran Hostage Crisis, 1979-81. We will examine the consequences of globalization, regional conflicts, and pay close attention to American policy towards Central Asia and its War on Terror in Iraq, Afghanistan, and elsewhere in the world. Throughout the course we will factor in the growing presence and ultimate recognition of the People’s Republic of China as a world power, covert ally and trading partner. In addition, we will study the role of international and regional organizations such as the United Nations, NATO, and the European Union in the formation and implementation of American foreign policy, which has been pivotal in legitimizing the international interests of the United States. Our study of policy will be further enhanced through an examination of the popular critiques of American foreign policy and how these interpretations have influenced the making of policy decisions.

Our class time will be split between brief lectures, class discussions of the readings, group work, and student presentations. Students are expected to attend all class meetings and fully participate in discussion. Accordingly, students should have all required reading completed before class discussion. All students will be required to lead at least two class discussions based on critical questions derived from the assigned readings. Each student will present a critical problem to the class and write a short 4-5 page paper addressing a key problem raised in one of the three books: *Total Cold War*, *Rethinking the Korean War*, or *Iraq, Vietnam, and the Limits of American Power*. Finally,

students will write an expanded 12-15 page research paper based on one of the foreign policy problems presented in class. I will provide you with a detailed instruction sheet regarding these assignments. In addition, we will have a mid-term, final exam, and several short writing assignments. The format for the exams will be short answer and essays. All papers must be typed or word-processed. Please keep a copy of this syllabus in your notebook, as you will need to refer to it frequently in regard to reading assignments and student presentations.

Required Texts:

Walter LaFeber, *America, Russia, and the Cold War, 1945-2006, Tenth Edition.*

Thomas G. Paterson, Dennis Merrill, *Major Problems in American Foreign Relations, Volume II: Since 1914, Sixth Edition.*

Vladislav M. Zubok, *A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev.*

Choose one from the following three:

Robert K. Brigham, *Iraq, Vietnam, and the Limits of American Power.*

Kenneth Osgood, *Total Cold War: Eisenhower's Secret Propaganda Battle at Home and Abroad.*

William Stueck, *Rethinking the Korean War: A New Diplomatic and Strategic History.*

Recommended:

Karl P. Benziger, *Imre Nagy Martyr of the Nation: Contested History, Legitimacy, and Popular Memory in Hungary.*

Robert K. Brigham, *Guerilla Diplomacy: The NLF's Foreign Relations and the Vietnam War.*

Anreas W. Daum, et al., *America, the Vietnam War and the World: Comparative and International Perspectives.*

Mary L. Dudziak, *Cold War Civil Rights.*

Robert Dallek, *Partners in Power: Nixon and Kissinger.*

Grzegorz Ekiert, *The State Against Society: Political Crises and Their Aftermath in East Central Europe.*

George Faludy, *My Happy Days in Hell.*

Lawrence Freedman, *Kennedy's Wars: Berlin, Cuba, Laos, and Vietnam.*

John Lewis Gaddes, *Origins of the Cold War.*

Douglas Little, *American Orientalism: The United States and the Middle East Since 1945.*

Seth Jacobs, *Cold War Mandarin: Ngo Dinh Diem and the Origins of America's War in Vietnam.*

Chen Jian, *Mao's China and the Cold War.*

Peter Kenez, *Hungary from the Nazis to the Soviets: The Establishment of the Communist Regime in Hungary, 1944-1948.*

Walter Laqueur, *Europe in Our Time: A History, 1945-1992.*

Michael E. Latham, *Modernization as Ideology: American Social Science and "Nation Building" in the Kennedy Era.*

Richard H. Schultz Jr. and Andrea J. Dew, *Insurgents, Terrorists, and Militias: The Warriors of Contemporary Combat*.
 Alvin Y. So, *Social Change and Development: Modernization, Dependency, and World-System Theories*.

Recommended Web Sites:

Cold War International History Project www.wilsoncenter.org (go to Programs)
 National Archives and Records Administration www.nara.gov
 Organization of American Historians www.oah.org
 Federal Government Resources Historic Documents
www.lib.umich.edu/govdocs/fedhis.html

Adams Library:

Foreign Relations of the United States
The Congressional Record

Additional Required Reading:

Throughout the semester I will hand out five to seven current articles that will supplement the texts and other materials we are reading. Suggested readings that may help you with your research will be placed on reserve at the library.

All assignments are due at the beginning of class on the date assigned. Student participation in class is essential. If you miss class, you must speak with me as soon as possible in order to determine what the proper course should be in regard to making up the work. Finally, if you have any questions about the assignments or the class in general, do not hesitate to contact me.

Grading:

Short paper:	15%
Research Paper:	25%
Mid-term exam:	20%
Final exam:	25%
Participation:	15%

Outcomes Assessment

If you are enrolled in any of the following programs: History Secondary Ed., Social Studies, RITE, or History B.A. You may choose to include your research paper for your student portfolio consequently the paper should demonstrate competence or mastery in the following departmental learning outcomes:

1. Understand how historians gather, interpret and analyze a wide range of primary and secondary source data/material (including literary, geographical, political and socio-economic material) and how historians construct a coherent narrative from this

information (NCSS standards 1.1,1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 and 2.1 and RIBTS 1.1, 1.2, 1.3, 2.1).

2. Demonstrate the skills of historical analysis and interpretation, such as compare and contrast, differentiate between historical facts and interpretation, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretation and analyze the influence of the past (NCSS standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 and RIBTS 1.1, 1.2, 1.3, 2.2).

3. Think chronologically and comprehensively, identifying temporal structures of historical narratives and comprehending the meanings of historical texts, monographs and documents, including their audiences, goals, perspectives and biases (NCSS standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 and RIBTS 1.1, 1.2, 1.3, 2.2).

4. Develop research capabilities that enable them to formulate historical questions and themes, obtain and question historical data, identify the gaps in available records, place sources in context, and construct reliable historical interpretations (NCSS 1.1, 1.2, 1.4 and 2.1 RIBTS 1.1, 1.2, 1.3, 2.3).

5. Demonstrate their knowledge of the history, culture and values of diverse peoples and traditions throughout the world and compare patterns of continuity and change (NCSS standards 1.1, 1.4, 1.5, 1.6, 1.9, and 2.1 RIBTS 1.1, 1.2, 1.3, 2.7).

7. Formulate and explain their own interpretations of the past by examining and communicating them with clarity and precision in a variety of oral and written assignments (NCSS standards 2.1 RIBTS 2.1).

8. Demonstrate research skills utilizing the full-range of available materials including those found in libraries, archives, museums and electronic resources (NCSS standards 1.2 and 2.1 RIBTS 1.1, 1.2, 1.3, 2.4).

9. Demonstrate the skills necessary to be an independent and lifelong learner (NCSS standards 2.1, RIBTS 1.3, 7.1, 10.2, 10.4, 11.5).

Class Schedule:

American Foreign Policy From 1945 Through the 1950's

9/1 **Introduction**

9/3 **“Planning for a Post-War World” and the Formation the United Nations;** Read: LaFeber pp. 1-32; Zubok pp. 1-28; Patterson pp. 157-164; Essays pp. 166-176 (critique 176-184). **Book Selection: Brigham, Osgood, Stueck.**

- 9/8 **The Alliance Comes Apart: Cold War in Europe;** Read: LaFeber pp. 35-54; Zubok pp. 29-61; Patterson pp. 190-197; Essay pp. 208-218.
- 9/10 **The Marshall Plan, “Shaping the World for Democracy,” and New Alliances;** Read: LaFeber pp. 57-95; Zubok pp. 62-78; Patterson pp. 197-204; Essay pp. 226-242.
- 9/15 **Confrontation: Two China Policy: A New Role for Japan;** Read: LaFeber pp. 95-105; Patterson pp. 205-207, 248-253; Essay pp. 280-286.
- 9/17 **Korea: War in Asia and its Global Impact;** Read: LaFeber pp. 107-131; Zubok pp.78-93; Patterson pp. 254-263; Essays pp. 264-274, 274-280.
- 9/22 **“I like Ike” and a “New Look” Policy for Europe and the World;** Read: LaFeber pp. 133- 160; Zubok pp. 123-137; Patterson pp. 291-301; Essays pp. 313-322.
- 9/24 **The Third World and Peace Offensives: 1956, and After;** Read: LaFeber pp. 161-199, 201-206; Zubok pp. 94-122; Patterson pp. 296-301, 328-332, 545-546; Essay pp. 302-313.
- American Foreign Policy in the 1960’s: Optimism and Defeat*
- 9/29 **Post-War Colonialism: The American Response and the Question of Competence;** Read: LaFeber pp. 206-208; Patterson; pp. 417-418, 332-335; Essay pp. 340-348, 348-355 and Laura Bohannon, “Shakespeare in the Bush.”
- 10/1 **Lecture: “Empire, Modernization, Contest, and the Origins of 9/11”**
Professors Karl Benziger and David Thomas
Fortes Room, Adams Library 11:00 – 1:20 P.M.
- 10/6 **John F. Kennedy and the Danger of “Falling Dominoes” in Latin America, Europe, and Asia;** Read: LaFeber pp. 208-228; Patterson pp. 369-373, 418-421.
- 10/8 **Mid Term Exam**
- 10/13 **Student Presentations and Classroom Discussion (Osgood and Stueck).**
- 10/15 **The Cuban Missile Crisis: The World Waits Anxiously;** Read: LaFeber pp. 231-239; Zubok pp. 137-153; Patterson; pp. 373-388; Essays pp. 388-401, 401-412. **All Short Papers are Due.**

- 10/20 **“All the Way With L.B.J.,” Vietnam, Latin America, and the Congo;**
Read: LaFeber pp. 241-265; Patterson pp. 419-427; Essay: 429-437.
- 10/22 **The Costs of Vietnam and the Limits of Empire: Perception and Policy;** Read: LaFeber pp. 267-280; Patterson pp. 457-460; Essays: 437-446, 446-452.
- American Foreign Policy in the 1970’s: New Opportunities, New Dangers*
- 10/27 **Détente: The People’s Republic of China, The Soviet Union and Triangulation;** Read: LaFeber pp. 280-287; Zubok pp. 192-226; Patterson pp. 460-464; Essays pp. 471-480, 480-489.
- 10/29 **The Middle East: Arab-Israeli Wars: Consequences For Détente With the Soviet Union;** Read: LaFeber pp. 288-293; Zubok pp.227-247; Patterson pp. 541-548 and selected documents; Essay Douglas Little, “Cold War, Domestic Politics, and American Strategic Ties with Israel, Iran, and Saudi Arabia.”
- 11/3 **Chile and the Crisis in Angola: In Whose Interest?** Read: LaFeber pp. 287-288, 294-298; Zubok pp. 247-254; Patterson pp. 464-470; Essay pp. 489-494.
- 11/5 **The Camp David Accords: Jimmy Carter Ascendant;** Read: LaFeber pp. 301-307; Selected readings will be made available.
- Confrontation Heats Up: The Last Years of the Cold War 1979-1985*
- 11/10 **Iran, Afghanistan, and a “Window of Vulnerability”** Read: LaFeber pp. 307-318; Zubok pp. 254-264; Patterson pp. 548-550; Essay Daniel Yergin, “Oil, Revolution, and Jimmy Carter’s Iran Debacle.”
- 11/12 **Of Star Wars and Freedom Fighters: America and Her Allies Face Off with the “Evil Empire”** Read: LaFeber pp. 318-337; Zubok pp. 265-302; Patterson pp. 499-505; Selected readings will be made available.
Short papers for those presenting on 11/24 Due.
- “A Change is Going to Come: 1986-1989”**
- 11/17 **Of Communists and Coke: The People’s Republic of China: Breakthrough with the Soviet Union;** Read: LaFeber pp. 338-344; Zubok pp. 163-191; Patterson pp. 505-508; Selected readings.

1989 and Beyond

- 11/19 **1989: The Year of the Turn in Europe;** Read: LaFeber pp. 344-361; Zubok pp. 303-335; Patterson pp. 508-510; Essays pp. 513-520, 520-528.
- 11/24 **Student Presentations and Classroom Discussion (Brigham)**
- 11/27 **Thanksgiving Holiday**
- 12/1 **The New World Order and The Gulf War, Bosnia, and Kosovo: America and Her Allies;** Read LaFeber pp. 361-399; Patterson, pp. 550-551, and selected readings.
- 12/3 **The Post-Cold War World: “American Exceptionalism” and the Problem of Blowback;** Read: LaFeber pp. 401-450; Zubok pp.336-344; Essays in Patterson, pp. 528-533, 558-573, 573-584. **All Papers Are Due.**
- 12/8 **Crisis Policy: The War on Terror, Can the United States Act Alone on the World Stage? Foreign Policy in the 21st Century;** Selected readings will be made available.
- 12/10 **Review for Final Exam.**

Our final exam will take place during exam week. Date to be announced.

Please remember that this is an outline and we will make adjustments during the semester to make room for student presentations. Finally, if there is interest, I would be happy to show several films salient to the time period we are studying.