

History 362
Reading Seminar
Spring Semester
Betwixt and Between: Movements of National Liberation and the Superpowers,
Vietnam, Hungary, and the American Civil Rights Movement, 1944-1961
Prof. Karl Benziger

The Atlantic Charter which became the foundation of Allied war aims on January 1, 1942 offered a sense of hopefulness to peoples throughout the world system with its promise of self determination and the expansion of rational legal law at the end of World War II. The dreams of a quick ending to Jim Crow in the United States or independence across the world system was suborned however, by the contest between the United States and the Soviet Union as they battled for the hearts and minds of those within their sphere of influence and those of the fast disappearing colonial world. Though a direct war between the superpowers was avoided, an agonizing series of conflicts erupted throughout the developing world. Violence was not confined to the periphery. Hungarians under the hegemony of the Soviet Union battled for independence in 1956 and the demand for access to the law that lay at the heart of the Civil Rights movement in the United States was met with a resistance that seemed to tear at the fabric of the nation itself. What is the relationship between foreign and domestic policy in the construct of the Cold War?

This course emphasizes a global approach to American Foreign policy that includes an intensive look at the relationship between world politics and the American Civil Rights movement and emphasizes the importance of decision-making in the periphery and within the Soviet/PRC spheres on American actions at home and on the world stage.

Required Books

Karl P. Benziger, *Imre Nagy Martyr of the Nation: Contested History, Legitimacy, and Popular Memory in Hungary* (Latham, MD: Lexington Books, 2008).
Seth Jacobs, *Cold War Mandarin: Ngo Dinh Diem and the Origins of America's War in Vietnam* (Latham, MD: Rowman Littlefield, 2006).
Peter Kenez, *Hungary from the Nazis to the Soviets: The Establishment of the Communist Regime in Hungary, 1944-1948* (Cambridge: Cambridge University Press, 2006).
Mark Atwood Lawrence and Fredrick Logevall ed., *The First Vietnam War: Colonial Crisis and Cold War Crisis* (Cambridge: Harvard University Press, 2007).
Brenda Gayle Plummer, *Rising Wind: Black Americans and US Foreign Affairs, 1935-1960* (Chapel Hill: The University of North Carolina Press, 1996).

I will provide you with additional readings or refer you to materials available in Adams Library as needed.

Adams Library
Foreign Relations of the United States
The Congressional Record

The United States Government and the Vietnam War: Executive and Legislative Roles and Relationships
New York Times

Electronic Sources

Cold War International History Project www.wilsoncenter.org (go to programs)

National Archives and Records Administration www.nara.gov

Schomburg Center www.nypl.org/research/sc/sc.html

Student Assessment

Seminar Paper. Each student will be required to write a seminar paper based on the readings, materials presented in class, and specified primary sources found in the library. The paper should be at least 15-20 pages in length and conform to the *Chicago Manual of Style*.

Critique Essay. All students will be expected to critique one of the seminar papers prepared by their peers. Students critiquing a particular paper will write a three-page critique and be prepared to lead a discussion of the paper on the day of the assignment.

Précis and Presentations. All students will be required to write at least five précis on chapters and essays that we are reading in class and lead the discussion based on their work and critical questions derived from the assigned readings.

A separate instruction sheet for the assignments will be provided.

Class participation. Students are expected to attend all class meetings and fully participate in discussion. Accordingly, students should have all required reading completed before class discussion.

Course Grade

Seminar Paper **50%**

Critique and Précis **20%**

Class Participation **30%**

To all students enrolled in programs leading to social studies initial- licensure: Please remember that a grade of C+ in History 362 is required for entry into student teaching.

Outcomes Assessment

If you are enrolled in any of the following programs: History Secondary Ed., Social Studies, RITE, or History B.A. You must include this 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

Jan 26 **Introduction.** Required reading: None.

Background

Jan 28 Required reading: Plummer, Introduction, Chapter 1, and Chapter 2.

World War II and the Post War World

Feb 2-4 Required reading: Plummer, Chapter 3, Lawrence and Logevall, Chapters 1 and 2.

Required reading: Kenez, Introduction, Chapter 1, and Chapter 2, Lawrence and Logevall, Chapters 3.

Reality and Illusions

Feb 9-11 Required reading: Plummer, Chapter 4, Lawrence and Logevall, Chapter 4.

Required reading: Lawrence and Logevall, Chapter 5 and 6, Kenez, Chapters 3 and 4.

Feb 16-18 Required reading: Lawrence and Logevall, Chapters 7 and 8, Kenez, Chapters 5, 6, and 7.

Required reading: Kenez, Chapters 8, 9, 10, and 11, Plummer, Chapter 5.

Feb 23 Required reading: Kenez, Chapters 12, 13, and Conclusion, Lawrence and Logevall, Chapters 9 and 10.

Reaction from the Afro-Asian World

Feb 25 Required reading: Lawrence and Logevall, Chapters 11 and 12, Jacobs, Introduction and Chapter 1.

March 2 Required reading: Plummer, Chapter 6, Cary Fraser, "An America Dilemma: Race and Realpolitik in the American Response to the Bandung Conference, 1955."

The 1956 Hungarian Revolution and Other Global Realities

March 4-9 Required reading: Benziger, Chapters 1, 2, 3, and 4.

Required reading: Benziger, Chapter 5, Plummer, Chapter 7.

March 11 **Student Consultations: Students sign up for individual sessions to discuss progress on their papers.**

March 15-21 **Spring Break and Celebration of the Hungarian Revolution of 1848**

Movements of National Liberation, Vietnam, and the Civil Rights Movement

March 23-25 Required reading: Plummer Conclusion, Michael Krenn, "The Unwelcome Mat: African Diplomats in Washington D.C. during the Kennedy Years." Mary L. Dudziak, "Birmingham, Adis Ababa, and the Image of America: International Influence on U.S. Civil Rights Politics in the Kennedy Administration."

Required reading: Lawrence and Logevall, Chapter 13, Jacobs, Chapters 2, 3.

March 30 Required reading: Jacobs, Chapter 4, 5, and 6.

April 1 Required reading: Jacobs, Chapter 7-8, additional readings as needed.

History and Memory

- April 6-8 Required reading: Benziger, Chapters 6, 7, and 8.
Required reading: Benziger, Chapter 9 and Lawrence and Logevall,
Chapter 14.
- April 13-15 **Student Consultations: Students sign up for individual sessions to
discuss progress on their papers.**
- April 20 Student Presentations and Critique.
- April 22 Student Presentations and Critique.
- April 27 Student Presentations and Critique.
- April 29 Student Presentations and Critique.
- May 4 **All papers due.**
- May 6 **Wrap up: The Importance of a Global United States Narrative.**

Please remember that this is an outline and we will make adjustments during the semester.