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### HSTR 391.50: Cold War Europe and the World

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## Course overview:

Welcome to HSTR 391:50. This course explores the history of the Cold War in Europe and beyond from 1945 to 1991. During this period, Europe and the world underwent significant changes, including the reconstruction of Europe, the rise and fall of the Cold War order and communism, significant steps toward European integration, increasing Americanization and the growth of postwar consumer culture, decolonization and the reorientation of Europe's place in the "world order," postwar immigration, and economic expansion and contraction. This course will use social, cultural, political, diplomatic, and economic history to explore these and other historical developments. Through discussions, writing assignments, films, and other resources, the course will answer several important questions, such as:

- *how did Europe rebuild after World War II?*
- *how did the Cold War emerge and what was its impact?*
- *how did the Cold War's end impact Europe and the world?*
- *how and why did Europe "integrate"?*
- *to what extent has Americanization and consumer culture impacted Europe?*
- *what developments led to the fall of communism in Europe?*

## Expected learning outcomes and course goals:

Upon completion of this course, you will be able to:

- understand the origins of the Cold War
- evaluate the ways in which the Cold War shaped postwar European and global history
- understand the impact of the Cold War on social, cultural, political, economic, military, and diplomatic developments in Europe and throughout the world
- comprehend the impact of the Cold War on ordinary people and daily life throughout
- understand the connection between the Cold War and decolonization
- evaluate why the Cold War ended and consider its legacy

## Online Learning/Learning Online:

You might be someone who has taken many online courses or this might be your first online class. Regardless of your background in online learning, I am excited that you are taking this class. That said, while this is an online course, it will not necessarily be

an “easy” class. It should challenge you intellectually and academically, just as a traditional class would.

Please be aware that you are responsible for reading and understanding the course syllabus and knowing the due dates for all assignments. Please keep in mind that changes to the syllabus can occur. Remember to look for announcements concerning the class on the course Moodle page and through the news forum. Make sure that you check your **UM email account** regularly for announcements, notices, etc.

To stay current with the class, I expect you to log onto the course Moodle page several times per week to access readings, videos, discussion forums, assignments, and other information. This will enable you to remain engaged in the course materials and corresponding forums and assignments each week and throughout the semester. Remember to communicate regularly with me as the instructor, especially if you are experiencing challenges with the course material or with the technology that we are using (Moodle and various features in Moodle). Technology should assist you in completing and succeeding in this course – it should not be a barrier, nor should it be used as an excuse for incomplete coursework.

## **Expectations for student conduct: “netiquette” in an online class**

There are rules and etiquette that apply to the online realm, just as there are in the rest of society.

As such, it is important for you to maintain a friendly, open, and professional demeanor. The other students in the course and I are your colleagues and will serve as tremendous resources for you as we work through the course material together. To nurture your rapport with others in the class, remember to maintain a collegial and a professional demeanor throughout the semester. Here is a link to UM’s [Student Conduct Code](#) – please see especially the section on “General Misconduct.”

The following are good practices and expectations for student conduct in this online class. To quote [onlinecollege.net](#): *“Like all professional endeavors, successful performance in an online course depends on following certain standardized rules to achieve clear communication.”*

Please follow the [Student Conduct Code](#) and these rules and expectations throughout the semester:

- Participate frequently. Studies show that the more students participate in an online class, the better they do. Put your ideas out there so that others may read them, understand them, and respond to them.
- Complete your work on time and make sure that you're staying current with the syllabus each week.
- Conduct yourself on Moodle and in this online class as you would in real life. Respect others and remember that your fellow students are people. Be ethical, punctual, courteous, professional, compassionate, intellectually engaged, respectful, and enthusiastic.
- Remember that outside of a conference call, you cannot see facial expressions, gestures, and other mannerisms that are important in communication while on Moodle. Tread lightly – avoid all caps, exclamation points, and/or purposely provoking your fellow students (or the instructor). If you would not say it in person, please do not say it on Moodle, via email, or through other means of online, electronic communication.
- Represent yourself well online: make sure that your writing is grammatically correct and supported by sources offered through the class. Use clear, concise, academic, and professional language. Test for clarity – your paragraph might be clear to you, but it might not necessarily be clear to others. Stay focused on the topic at hand.
- Be collaborative and show a willingness to work with others. To quote [onlinecollege.net](http://onlinecollege.net): *“To be truly collaborative, it is important to share information, reveal tips you may have discovered, and respect the ideas of others.”*

Failure to abide by UM's Student Conduct Code and these rules of “Netiquette” will result in the appropriate penalties.

For further resources on online etiquette, which inspired the above list, see: [Albion netiquette rules](#)

## Technical Support:

Having trouble with Moodle? Unable to post or log in? Can't submit assignments?

Avoid waiting until the last minute to contact [the UM Solutions Center](#) or me. If you are experiencing technical difficulties and need immediate assistance, here are important resources:

Email: [umonline-help@mso.umt.edu](mailto:umonline-help@mso.umt.edu)

Phone: 406.243.4999 or 866.225.1641 (toll-free)

Web: [The UM Solutions Center](#)

## Academic honesty:

Issues with academic integrity, plagiarism, and/or cheating will be addressed according to the University of Montana-Missoula's [Student Code of Conduct](#) and, specifically, its policies regarding academic misconduct. See especially section V on academic misconduct.

The Academic Misconduct policy within the [Student Code of Conduct](#) defines misconduct as plagiarism, misconduct during an academic exercise, unauthorized possession or examination of course material, tampering with course materials, submitting false information, submitting work previously presented in another course, improperly influencing conduct, submitting or arranging substitution for a student during an examination or other academic exercise, facilitating academic misconduct, or altering academic documentation (transcripts, etc.).

I assume that you have read and understand these policies. I also assume that you will abide by them and conduct yourself in an ethical manner throughout the semester. I will be checking your essays for originality. Instances of academic misconduct will be dealt with swiftly and in accordance with UM's policies. If you have any questions, please contact me.

## Accessibility and accommodations:

The course materials, interactions, and policies are intended to accommodate all students. The University of Montana assures equal access to instruction by supporting collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that requires an accommodation, please contact me during the first week of the semester so that proper accommodations can be provided. For further information or if you feel that you have a disability for which you need accommodation, please contact:

### [Disability Services for Students \(DSS\)](#)

Lommasson Center, 154

Voice/text: (406) 243-2243

The University of Montana

Fax: (406) 243-5330

Missoula, MT 59812

Email: [dss@umontana.edu](mailto:dss@umontana.edu)

## Required Texts:

available for purchase at [The Bookstore at UM](#)

- Robert J. McMahon, *The Cold War: A Very Short Introduction* (textbook)
- Kovaly, *Under a Cruel Star*
- Nhu Tang, *A Vietcong Memoir*
- Kennedy, *Thirteen Days: A Memoir of the Cuban Missile Crisis*
- Drakulic, *How We Survived Communism and Even Laughed*

(Other assigned readings will be available through the course Moodle page.)

## Assignments and grading:

**Your final grade will be calculated based on the following categories:**

Moodle tutorial \_\_\_\_\_ 5% (due Monday, August 24)

Please complete the Moodle tutorial available on the course Moodle page under week 1 and under assignments by Monday, August 24 by 9:00 a.m. This will familiarize you with Moodle and online learning on Moodle and specifically with the “Snap” layout that we’re using. If you have used Moodle before, please use this as a refresher course – this is a required assignment and will count toward your final grade in the course.

Weekly discussion forum posts 25% (weekly)

The weekly discussion forums/threads are intended to give you the opportunity to discuss the assigned weekly course material, including readings and videos, with your fellow students. Each week, we will focus on the readings and online resources in the forum posts. In your forum posts and your responses to other students, you will draw on the course materials and discuss the readings and other materials specifically in your posts. There will be specific directions under each week’s forums that you will follow. Each forum post should be at least a paragraph in length. Remember to write with an academic tone and with the goal of positively and professionally engaging with your fellow students in an academic discussion.

**The weekly discussion forums will open by Monday morning and students will serve as discussion leaders at least once during the semester. Please see below for more information about leading discussion.**

The forum posts will be based on the assigned readings each week. Please complete your first substantive post by Thursday (while also following specific instructions for that week), and your second substantive post and your two responses to other students by the following Monday morning at 9:00 a.m. Each week, you will post a minimum of 3 times: 1 substantive post in response to the readings and 2 replies to other students. Please keep in mind that there might be required posts beyond these, including during week 1 (the introductory forum). Please be advised that all forums include required participation throughout the semester.

***Late forum posts will not be accepted without prior arrangement with the instructor.***

***Assessment of the weekly forums:***

Your forum posts will be graded each week on the following rubric:

**18-20: A**

**EXCEPTIONAL & EXCEEDS REQUIREMENTS SET FORTH:** Student's forum posts express critical thinking about the assigned readings for the week. The forum posts directly reference many of the readings and online course materials, bringing them together in a thoughtful, thorough, and exceptional manner. Forum posts further the discussion. The student has met and/or exceeded the required number of forum posts for that week, which often include pictures and additional resources. All forum posts are well-written using complete sentences and correct spelling and grammar. The forum posts are submitted on time.

**16-17: B**

**ABOVE AVERAGE & MEETS REQUIREMENTS SET FORTH:** Student's forum posts express critical thinking about the assigned readings for the week with direct references to some of the readings and other course materials, bringing the together in an above average manner. The student has met the required number of forum posts for that week. All forum posts are written in an above-average way in complete sentences and include correct spelling and grammar. The forum posts are submitted on time.

**14-15: C**

**AVERAGE: MEETS REQUIREMENTS SET FORTH:** Student's forum posts express critical thinking about topics from the week, but with few references to the assigned readings and other course materials while adequately connecting course concepts. The student meets the number of forum posts required for this week. Most forum posts are written in complete sentences with proper grammar and spelling. The forum posts are submitted on time or one day late.

**12-13: D**

**BELOW AVERAGE: DOES NOT MEET REQUIREMENTS SET FORTH:** Student's forum posts contain speculative comments without support from the content of the course (e.g., assigned readings, lectures, etc.) or comments are not relevant to the week's readings. The minimum number of forum posts was not met. Forum posts are not properly written in terms of paragraphing, sentence structure, and/or grammar and spelling. The forum posts are submitted one or two days late.

**0-11: F**



**DOES NOT MEET THE CRITERIA SET FORTH:** The forum posts have no bearing on the course, are without relevance to that week's topic, are completed after the due date(s), are poorly written, do not meet the criteria set forth, or are not completed for that week. Or, the forum posts were submitted more than 3 days late.

## DISCUSSION FACILITATION \_\_\_\_\_ 10%

At the start of the semester, please sign up to lead a discussion at least once during the semester on the course Moodle page.

As the discussion facilitator, you will write 6-7 discussion questions based on the assigned reading for one of our weekly discussion forums. You'll post them to your assigned forum by Monday noon, and then you will facilitate the discussion throughout the week on the discussion forum, replying to other students' posts and carrying the discussion forward. I'll be there to assist as well.

Please see the course Moodle page for an overview of the assignment and a resource on how to lead discussions.

Each discussion facilitator will be evaluated on the following scale:

9-10 = **Questions:** discussion leader or leaders have provided questions that lead the class to understand the significance of the readings. **Planning:** discussion is well planned demonstrating critical thinking about the assigned materials. **Content:** discussion questions require analysis rather than summary. **Form:** discussion leaders write clearly, express enthusiasm for the subject, and elicit active participation from the class. The discussion leader is prepared to lead the discussion throughout the week.

8 = Discussion was deficient in one of the four areas: questions, planning, content, and form.

7 = Discussion was deficient in two of the four areas: questions, planning, content, and form.

6 = Discussion was deficient in three of the four areas: questions, planning, content, and form.

0-5 = Discussion was deficient in all of the four areas: questions, planning, content, and form.

**NOTE:** Failure to submit questions to the assigned Moodle forum on time could result in a significant grade deduction in this category, up to and including failing the assignment.

## GLOSSARY ASSIGNMENT 10%

Throughout the semester, we'll be building a glossary of Cold War terms to create a sense of community and shared purpose in the class. At the start of the semester, you will sign up for a week in which you select, define, and post a term related to the Cold War. Each student's contribution will help us better understand key terms related to the Cold War.

Your glossary term should pertain to the theme of the week in which you post it. For example, if you are posting your term during Week 4, your term should pertain to Cold War developments in China and Korea. Please select a term that is interesting and specific-enough to define thoroughly.

Your glossary entry should be at least 1 paragraph long (5-7 sentences) and should answer key questions such as: Who? What? Where? When? Why? You should also include a sense of significance in your write-up. Why is this term significant, for example, and how does it pertain or relate to the Cold War? You may also use images or video in your glossary entry, keeping in mind that all images and videos need to be class appropriate.

To that end, please be sure to select a term that is class appropriate for your glossary entry and that will add knowledge and understanding to the class overall. For inspiration, please see the course readings, including the assigned books and documents on Moodle, videos, and other resources on Moodle, together with the discussion forums and other assignments.

Please complete the glossary entry by the end of the week in which it is assigned and by Monday morning at 9:00 of the following week at the latest.

Rubric:

A/9-10: The student selects a term critical to our understanding of the Cold War. The definition provided is thorough, thoughtful, accurate, and detailed. The length requirement is met and, in many instances, exceeded. The student shows a strong understanding of this term's importance to the Cold War. The glossary entry is free of grammatical and spelling mistakes. The entry is submitted on time.

B/8: The student selects a term that is important to our understanding of the Cold War. The definition provided is accurate and detailed. The length requirement is met. The student shows a solid understanding of the term's importance to the Cold War. The glossary entry is free of errors. The entry is submitted on time.

C/7: The student selects a term that is relevant to our understanding of the Cold War. The definition provides a general overview of the term. The length requirement is met. The student shows a general understanding of the term's importance to the Cold War. The glossary entry may include minor errors. The entry is submitted on time.

D/6: The student selects a term that is not necessarily directly relevant to our understanding of the Cold War. The definition does not provide a general overview of the term. The length requirement is not met. The student does not show a general understanding of the term's importance to the Cold War. The glossary entry contains errors. The entry is not made on time.

F/0-5: The student's term does not meet the criteria of this assignment or is submitted too late to be accepted.

## TWO (2) PAPERS 25%

Please see in-depth instructions for these papers on the course Moodle page.

Paper #1 (10%):      5 pages/in-class sources      due to Moodle by Monday, September 21

Paper #2 (15%):      5 pages/in-class sources      due to Moodle by Monday, October 26

## FINAL PAPER/PROJECT 25%

Paper/project #3 (25%) (see options below)      due to Moodle by Friday, November 20

Here are the options for the final paper or project:

1. write an 8-10 page paper
2. make a 10-minute documentary on a topic related to the Cold War
3. conduct an interview with someone who lived through the Cold War, transcribe it, and reflect on it in a 2-3 page write up beyond the transcription. Submit the audio file, the transcription, and the reflection to Moodle.
4. write a fictional short story or play based on a topic related to the Cold War.
5. See other options available on Moodle

- Whichever option you choose, you may use outside sources. But those outside sources need to be of a high quality, including scholarly secondary sources and strong, reputable primary sources. Translation: no Wikipedia or history.com allowed.
- Please cite your sources using the [Turabian/Chicago style citation method \(endnotes\)](#).

The Mansfield Library has [resources on Chicago-style citations](#).

[UM's Writing and Public Speaking Center](#) is a great resource when writing historical essays and film analyses.

Their motto: *visit early and visit often*. They have online appointments available for students who are off-campus and outside of Missoula.

Papers and projects will be graded on the following criteria:

- The student demonstrates an awareness of context, audience and purpose      15%
- The student demonstrates critical and creative thinking      30%
- The student develops ideas and claims with specific information and detail      25%
- The student finds, evaluates, integrates, and correctly cites information from appropriate in-class primary and secondary sources      10%
- The student creates an effective organization, in accord with the expectations of particular disciplines      10%
- The student creates clear, fluent, correct prose      10%

## Grade scale:

Based on your performance in this course, you will be evaluated on the following grade scale:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	59 and below

### **For students taking the course "credit/no credit":**

From the UM catalogue:

"Courses taken to satisfy General Education Requirements must be taken for traditional letter grade. Courses required for the student's major or minor must be taken for traditional letter grade, except at the discretion of the department concerned.

A grade of CR is assigned for work deserving credit (A through D-) and a grade of NCR is assigned for work of failing quality (F). CR and NCR grades do not affect grade point averages.

The grades of CR and NCR are not defined in terms of their relationship to traditional grades for graduate course work.

Election of the credit/no credit option must be indicated at registration time or within the first 15 class days on CyberBear. Between the 16<sup>th</sup> day and the last day of instruction before finals week, a student may request a change from credit/no credit enrollment to an enrollment under the A-F grade system, or the reverse, by means of a Course Add/Change Form; note that not all such requests are approved."

**To pass this class on the credit/no credit grade scale at UM, you need a “D” average** (a minimum of a 60% overall). From my perspective, that means that *you need to pass all elements of the class – participation and attendance, forums, leading discussion, writing assignments, etc.* Please see me if you have any questions.

## **Course Outline and Assignments**

### **Week 1: Course introduction and the Origins of the Cold War**

**(Wednesday, August 19-Sunday, August 23)**

To read:

- Robert J. McHahon, *The Cold War: A Very Short Introduction* (textbook), Ch. 1: World War II and the Destruction of the Old Order
- David McKnight, “Rethinking Cold War History” (Moodle)
- BBC: “Russia vs. the West: Is this a New Cold War” (Moodle)
- “Lenin to American Workers, 22 August 1918” (Moodle)
- “A. Mitchell Palmer on Eradicating Bolshevism in the United States, April 1920” (Moodle)

To watch (Moodle):

- “From World War II to the Cold War”

To do:

- Post your introduction in the [Week 1 Introductory Forum](#). Please complete your initial post by Thursday and your response post by Monday morning at 9:00 a.m.
- Complete Moodle 101 and upload your certificate by Monday morning at 9:00 a.m.
- Sign up for your glossary term week. See the course Moodle page for details and instructions.

### **Week 2: Early Cold War Developments**

**(Monday, August 24-Sunday, August 30)**

To read:

- McMahon, *The Cold War*, Ch. 2: The Origins of the Cold War in Europe, 1945-1950

- “The Nazi-Soviet Pact, August 1939” (Moodle)
- “Stalin, Roosevelt, and Churchill on the Future of Europe, December 1943” (Moodle)
- “The Atlantic Charter” (Moodle)
- Churchill’s Iron Curtain speech (Moodle)
- The Warsaw Security Pact (Moodle)

To watch: (Moodle)

- Clips of early Cold War developments

To do:

- Begin working on paper #1. See the assignment on Moodle and above under “assignments and grading.”
- Complete your forum posts for this week.
- Sign up for the week you will be leading discussion on Moodle. See the course Moodle page for details and instructions. Students will begin leading the discussions during Week 3.
- Be sure that you’ve signed up for your glossary term. Glossary entries begin during week 3.

### **Week 3: Life in the Soviet Union and the Eastern Block, part 1**

**(Monday, August 31-Sunday, September 6)**

To read:

- McMahon, *The Cold War*, Ch.4: A Global Cold War, 1950-1958
- Kovaly, *Under a Cruel Star* (available for purchase from the [Bookstore at UM](#))
- Excerpt from *Mastering the Art of Soviet Cooking* (Moodle)
- “The Kitchen Debate, 1959” (Moodle)
- “Nixon, Khrushchev, and a Story of Cold War Love” (Moodle)

To watch:

- [The Lost World of Communism \(part 1\) \(from the BBC\)](#)

To do:

- Finish the assigned readings and videos for this week.
  - Make sure that you've signed up to lead a discussion at least once during the semester. The sign up is available under Week 2 on the course Moodle page.
  - Discussion leaders: be sure you've posted your questions to the week 3 discussion board by Monday morning at 9:00 a.m. so that students may begin to respond to them.
  - Complete your week 3 forum posts. Your initial post is due by Thursday and your remaining posts are due Monday by noon.
- Be sure that you've signed up to lead discussion during 1 week this semester. The sign up is under week 2. Students will begin to lead discussion during week 3.
- Complete your glossary term posting this week if it's your week to do so. See the assignment in Moodle and on the syllabus.
  - Continue working on paper #1.

## **Week 4: Revolutions and Hot Conflicts in Asia, Part 1: China and Korea**

**(Tuesday, September 7-Sunday, September 13)**

(Note: Monday, September 7 is Labor Day. No classes are scheduled but you are welcome to log into and work on this one. We'll start the week on Tuesday, September 8.)

To read:

- McMahon, *The Cold War*, Ch.3: Towards a 'Hot War' in Asia, 1945-1950
- Excerpt from David Halberstam, *The Coldest Winter* (Moodle)
- Mao Proclaims the People's Republic of China, 1 October 1949 (Moodle)
- The Soviet-Chinese Friendship Treaty, February 1950 (Moodle)
- Statement by President Truman, 27 June 1950 (Moodle)
- Transcript of Armistice Agreement for the Restoration of the South Korean State (1953) (Moodle)

To watch: (Moodle)

- [Watch 45 minutes-1 hour of the documentary \*China, A Century of Revolution\*](#)
- Watch clips on the Korean War

To do:

- Continue working on paper #1.

- Complete your forum posts for this week. Your initial post is due by Thursday and your remaining posts are due Monday by 9:00 a.m.
- Complete your glossary entry this week if it's your assigned week to do so.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

## **Week 5: Revolutions and Hot Conflicts in the Cold War, Part 2: Vietnam**

**(Monday, September 14-Sunday, September 20)**

To read:

- McMahon, *The Cold War*, Ch. 5, From confrontation to détente (pgs. 99-104)
- Nhu Tang, *A Vietcong Memoir* (available for purchase from the [Bookstore at UM](#))
- The Gulf of Tonkin Resolution (Moodle)
- Lin Biao, "Long Live the Victory of People's War" (1965) (Moodle)

To watch:

- Johnson's Speech at Johns Hopkins University, 7 April 1965 (Moodle)
- Video testimonial of Clarence Sasser, Medal of Honor Recipient and Vietnam Veterans (Moodle)

To do:

- Complete and submit paper #1 to Moodle.
- Complete your forum posts for this week. Your initial post is due Thursday and the remaining posts are due by Monday morning.
- Complete your glossary entry this week if it's your assigned week to do so.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

**PAPER #1 is due to Moodle by Monday, September 21 by 9 a.m.**

## **Week 6: The Cold War in Sub-Saharan Africa**



## **(Monday, September 21-Sunday, September 27)**

To read:

- McMahon, *The Cold War*, Ch. 6: Cold Wars at Home
- Excerpt from: Sergey Mazov, *A Distant Front in the Cold War: the USSR in West Africa and the Congo* (Moodle)
- “Deconstructing Ujamaa” (Moodle)
- K. Nkrumah on the United States and the Third World (1958) (Moodle)
- Kennedy on US Policy in the Third World (1961) (Moodle)
- Lumumba’s Last Message and Death (1960) (Moodle)
- Kennedy and Mobutu (1963) (Moodle)
- Poem by Antonio Agostinho Negro (1960) (Moodle)
- Che Guevara on Revolution in Congo (1966) (Moodle)

To watch: (Moodle)

- Select and watch clips on decolonization in Sub-Saharan Africa.

To do:

- Complete your forum posts this week.
- Make sure that you have submitted paper #1. Begin working on paper #2.
- Complete your glossary entry this week if it’s your assigned week to do so.
- Post your discussion questions for this week if you are leading this week’s discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

## **Week 7: The Cuban Revolution and the Cuban Missile Crisis**

### **(Monday, September 28-Sunday, October 4)**

To read:

- McMahon, *The Cold War*, Ch. 5: From Confrontation to Détente, pgs. 88-99

- Kennedy, *Thirteen Days: A Memoir of the Cuban Missile Crisis* (available for purchase at the [Bookstore at UM](#))
- CIA Plan to Overthrow Castro, 12 April 1961 (Moodle)
- The Soviets and Che Guevara on Cuba's Prospects, 26 April 1961 (Moodle)

To watch: (Moodle)

- clips on the Cuban Revolution & the Cuban Missile Crisis

To do:

- Complete your weekly discussion forum posts.
- Continue working on paper #2.
- Complete your weekly discussion forum posts.
- Complete your glossary entry this week if it's your assigned week to do so.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

## **Week 8: Popular Culture and the Cold War: Americanization, Popular Culture, and Cold War Cultural Tensions**

**(Monday, October 5-Sunday, October 11)**

To read:

- Manifesto of the Congress for Cultural Freedom (1950) (Moodle)
- Neruda and Brecht on Justice, Freedom, and Art (Moodle)
- Walt Disney on Un-American Activities, 1947 (Moodle)
- Excerpt from Uta Poiger, *Jazz, Rock, and Rebels* (Moodle)
- Excerpt from Victoria de Grazia, *Irresistible Empire* (Moodle)
- Excerpt from Lisa Davenport, *Jazz Diplomacy: Promoting America in the Cold War* (Moodle)

To watch: (Moodle)

- Examples of music and popular culture in the Cold War

- Khrushchev in the US
- “Nixon, Khrushchev, and a Story of Love in the Cold War” from NPR

To do:

- Continue working on paper #2.
- Complete your weekly discussion forum posts.
- Complete your glossary entry this week if it's your assigned week to do so.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

## **Week 9: Sports, the Olympic Movement, and the Cold War**

**(Monday, October 12-Sunday, October 18)**

To read: (Moodle)

- Rob Beamish and Ian Ritchie, “The Specter of Steroids, Nazi Propaganda, Cold War Anxiety, and Patriarchal Paternalism” *The International Journal of the History of Sport* Vol. 22, No. 5 (2005): 777-795.
- Molly Wilkinson Johnson, “The ‘Friedensfahrt’: International Sports and East German Socialism in the 1950s” *The International History Review* Vol. 29, No. 1 (March 2007): 57-82.
- Jennifer Parks, “Verbal Gymnastics: Sport, Bureaucracy, and the Soviet Union’s Entrance into the Olympic Games, 1946-1952” in Stephen Wagg and David Andrews, eds., *East Plays West: Sport and the Cold War* (Routledge, 2007).

To watch: (Moodle)

- *Doping for Gold* (a documentary from PBS)
- Sport in the Cold War: A Podcast (episode 33)
- Tyler Hamilton on Lance Armstrong’s admission of doping

To do:

- Continue working on paper #2.
- Complete your weekly discussion forum posts.

- Complete your glossary entry this week if it's your assigned week to do so.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

## **Week 10: European Integration and the Cold War**

**(Monday, October 19-Sunday, October 25)**

To read:

- N. Piers Ludlow, "European Integration and the Cold War" in *The Cambridge History of the Cold War* (Moodle)
- The Schuman Declaration (1950) (Moodle)
- Treaty Establishing the European Economic Committee (Treaty of Rome/1957)/Part I: Principles (Moodle) (You are welcome to read more if you would like.)
- Letter to Jean Monnet from President John F. Kennedy (1963) (Moodle)

To watch: (Moodle)

- Videos on European integration and Brexit

To do:

- Complete and submit paper #2 to Moodle.
- Begin working on the final paper/project, which is due during finals week. Please see the assignment above under "assignments and grading" and on Moodle.
- Complete your weekly discussion forum posts.
- Complete your glossary entry this week if it's your assigned week to do so.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

Paper #2 is due to Moodle Monday, October 26 by 9:00 a.m.

## **WEEK 11: Spying, Surveillance, Interference, and the Cold War**

(Monday, October 26-Sunday, November 1)

To read: (choose 3-4 documents to read/all documents are available on Moodle)

- KGB Report on the US Atomic Bomb, October 1945

- The KGB's Plans to Assassinate Tito, Early 1953
- Covert Operation plans in Iran and Guatemala, 1953-1954
- American Spy Flights in the 1950s
- The KGB and Domestic Dissent, 1968-1975
- Aldrich Ames on Spying and Betrayal
- Excerpt from Timothy Garton Ash, *The File*
- "How James Bond Villains Reflect the Fears and Paranoia of their Era" (from *The Guardian*)

ALSO:

- Begin Drakulic, *How We Survived Communism and Even Laughed* (for week 14) (available for purchase at the [Bookstore at UM](#))

To watch: (Moodle)

- *Operation Infektion* (3-part documentary series from the *New York Times*)
- *History of the Berlin Wall*
- *Cold War Spies*

To do:

- Continue working on paper/project #3.
- Complete your weekly discussion forum posts.
- Complete your glossary entry this week if it's your assigned week to do so.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

## **WEEK 12: Life in the Eastern Block, Part 2**

(Monday, November 2-Sunday, November 8)

To read:

- McMahon, *The Cold War*, Ch. 7: The Rise and Fall of Superpower Détente, 1968-1979

- Drakulic, *How We Survived Communism and Even Laughed*
- Excerpt from Anna Funder, *Stasiland: Stories from Behind the Berlin Wall* (Moodle)
- The Berlin Tunnel (Moodle)

To watch: (Moodle)

- *Behind the Iron Curtain: Life in the Soviet Union*

To do:

- Continue working on the final paper/project.
- Complete your weekly discussion forum posts.
- Complete your glossary entry this week if it's your assigned week to do so.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

### **Week 13: The Fall of the Berlin Wall, the End of the Cold War, and the Return of the Cold War?**

(Monday, November 9-Sunday, November 15)

To read:

- McMahon, *The Cold War*, Ch. 8: The Final Phase, 1980-1990
- Excerpt from Timothy Garton Ash, *The Magic Lantern* (Moodle)
- Francis Fukuyama, "The End of History" (Moodle)
- "A New Cold War with Russia? Historians give their answers"

To watch (Moodle)

- [Documentary: \*After the Wall—A World United\*](#) (PBS)

To do:

- Continue working on the final paper/project.
- Complete your weekly discussion forum posts.

- Complete your glossary entry this week if it's your assigned week to do so.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

***Reminders for finals week:***

- Complete and submit the final paper/project.

**Week 14: FINALS WEEK**

Final paper/project: due Friday, November 20 by 5:00 p.m. to Moodle

- The final paper/project is due to Moodle by **Friday, November 20 by 5 p.m.** Late submissions will not be accepted without prior arrangement with the instructor.
- All coursework must also be submitted by Friday, November 20 by 5:00 p.m. in order to accommodate final grade submission deadlines.
- For more information, please see the assignment above under "assignments and grading" and on Moodle.