History 3307
The Long Twilight Struggle:
The United States and the Cold War, 1941-1989
Taos August Session 2019

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Basic Components of the Course:
August 6-23, 2019
1. Eleven 4.5 hour-long classes, divided into two Lecture and two Discussion sections, with four In-Class films followed by discussion.
2. Daily Reading, 70-page per-day average
3. Examinations--two take-home essays (2-4 pages each) and a final exam.
5. Grading—active participation in discussion (25%), take-home essays (20% each), final exam (35%).

Goals of the Course: In this course, students will learn the basics of the history of American foreign policy in the era of the Cold War. Specifically, they will gain an understanding of the Cold War as a transformative conflict, one that shaped the postwar United States (particularly the American Southwest) both inwardly and outwardly. Students will be able to analyze its effect on American politics and culture, particularly through its representation in film. They will also have the opportunity, through their studies, to improve their reading and writing skills; to enhance their ability to think analytically and critically; and to debate and exchange ideas with one another.

Student Learning Outcomes: Upon completing this course—
--Students will be able to analyze both secondary and primary historical evidence.
--Students will be able to develop and support extended historical discussions in their own prose, based both on critical understanding of specific historical problems and on evaluation of secondary and primary evidence.
--Students will be able to identify and analyze problems, events, documents, and artifacts of the past.

Attendance: Faithful attendance is crucial. Chronic absences (at any point in the semester) will put your continuation in the course in jeopardy. You will be expected to keep up with the common reading assignments day-by-day, and come to class prepared to draw on readings.

No books need be purchased for the course; all readings will be provided by instructor.
Additional Class Policies:

1. **Attendance**: Attendance is mandatory and students are expected to come to class on time. Each class will have a short break at approx. the 2 hour mark.

1. **Disability Accommodations**: Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit [http://www.smu.edu/alec/dass.asp](http://www.smu.edu/alec/dass.asp) to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4)

2. **Electronic Devices**: Laptop computers ARE PERMITTED for note-taking purposes during lecture, but must be turned off during in-class videos and discussion. You must also turn off all other electronic devices, most especially iPhones, before class begins and keep them turned off until it is over. Texting or leaving the room during class to take a phone call is not permitted.

Schedule of Lectures and Readings:

**Day 1:**

Lecture Topic #1: **The Origins of the Cold War, 1939-1947**

Discussion Questions
- Who started the Cold War? Why did it begin? What was at stake for the United States? For the Soviet Union? For Europe? For the post-colonial world?


Discussion Questions
- How did the Marshall Plan protect the United States? How did it serve U.S. economic interests?
- Did the US “lose” China?
- How did the Korean War change the scope of the Cold War? What did it prove to the United States?

Documents, pp. 115-33, 155-165
Day 2:
Lecture Topic #1  **The Cold War and the Making of the Modern West**

Discussion Questions
- What was the most profound change brought by the Manhattan Project? Was it economic? Cultural? Social? Political?

Lecture Topic #2  **The Red Scare, McCarthyism and Hollywood**

Discussion Questions
- In-Class Film: “The Manchurian Candidate,” Frankeneheimer, 1962
- Post-Film discussion: did Hollywood make the Cold War worse?

Readings:  
Hunner, *Oppenheimer, the Cold War, and the Atomic West*, 1-38  
George Orwell, “You and the Atomic Bomb,” 1945  

Day 3:
Lecture Topic #1 **The Cold War and Oil**

Discussion Questions
- The United States was a major oil producer: why then did it want to control oil resources in the Third World?

Lecture Topic #2  **The Cold War Abroad: Revolution, Revolt and Realignment in Asia, Africa and Latin America, 1949-1960**

Discussion Questions
- Activity: draw up a revolutionary manifesto for North Vietnam (1954), Egypt (1952), Iran (1951) and Cuba (1959). What do you hope to gain? What/who are you revolting against?

Readings:  
*Major Problems*, Essays by Sherry and Zubok, 293-311  
Fink, *Cold War*, 90-121  
Little, *American Orientalism*, 43-58  

Day 4:
Lecture Topic #1 **Intercontinental: The Arms Race, Atomic Panic, and the Cuban Missile Crisis**

Discussion Questions
- What drove the US-USSR arms race? By 1962, who was winning?  
- What was the impact on the domestic United States and the Southwest? Was it positive? Negative?
In-Class Film: “Dr. Strangelove,” Stanley Kubrick, 1964

Discussion Questions
- What does the film reveal about the emotional toll of the Cold War? What does it highlight about the strategy of nuclear warfare?

Readings:
- Major Problems, Documents, 279-92
- McMahon, The Cold War, 56-77
- Paul Boyer, “From Activism to Apathy,” 821-844

Day 5:

Lecture Topic #1  
**Quagmire: The United States and Vietnam**

Discussion Questions
- Why did the U.S. enter the war in Vietnam? Why did it remain?

Lecture Topic #2  
**The Home Front: Race, Protest, and Anti-Communism in the 1960s**

Discussion Questions
- Activity: as a class, watch “Red Nightmare,” a film produced by the U.S. Department of Defense, 1962 (Link: https://www.youtube.com/watch?v=bHv-83x58B8)
  - Separate into two groups, debate the following: “Communism is the most important threat facing American society.”

Readings:
- Major Problems, Essays by Buzzanco and Woods, 422-439
- Mary Dudziak, Cold War Civil Rights (2002), 3-46
- Jeremi Suri, Power and Protest, 7-43

Day 6:

Lecture Topic #1  
**Exporting “America”: The United States Development and Aid Effort Abroad**

Discussion Questions
- What was the point of overseas development (Point Four, Peace Corps, US AID)? Was it economic? Philanthropic? Strategic?

Lecture Topic #2  
**In-Class Film: “The Ugly American,” Englund, 1963**

Discussion Question
- Activity: split into two groups, discuss the film’s portrayal of U.S. diplomats and the making of U.S. foreign policy.

Readings:
- Penny von Eschen, “Satchmo Blows up the World,” 163-178
- Engerman, “Development Politics and the Cold War,” 1-20
Day 7:
Lecture Topic #1  **Nixon, the End of Vietnam and “Détente”**

Discussion Question
- Activity: split into two groups, one the USSR and the other the US
  - Answer this question: Are you winning the Cold War? Why or why not? Do you see a reason to embrace détente? Why or why not?

Lecture Topic #2  **Shock to the System: Energy and the Cold War in the 1970s**

Discussion Question
- Was the energy crisis a Cold War crisis? Was it a crisis of the Third World? Was it a domestic US crisis? Was it all three?

Readings
- Venn, *The Oil Crisis*, 1-18
- *Major Problems*, Essays by Suri, Eisenberg, and Yaqub, 472-97, Documents, 503-23
- Fink, *The Cold War*, 148-95

Day 8:
Lecture Topic #1  **Ronald Reagan and the Second Cold War**

Discussion Question
- How as the “second” Cold War different from the first?

Lecture Topic #2  **In-Class Film: The Day After, Meyer, 1983**

Discussion Question
- Compare this film’s tone and message to the previous films (*Manchurian Candidate*, *Doctor Strangelove*, *The Ugly American*). How has the representation of the Cold War conflict changed from the 1950s to the 1980s?

Readings
- *Major Problems*, Essays by Leffler, Westad, and Hunt, pp. 523-48
- Lafeber, *America, Russia, and the Cold War*, Chapters 13-15

Day 9:
Lecture Topic #1  **Soviet Decline, 1970-1990**

Discussion Questions
- What as the Soviet goal in the Cold War? Was it an equal match to the United States, and could it have won the conflict?

Lecture #2  **The End of the Cold War**

Discussion Questions
- Why did the USSR fall apart? Was it because of its competition with the United States, or was it due to internal reasons? Both?
Day 10:

Lecture #1  
**Aftermath: Post-Cold War Transformations in Europe, the Middle East and Africa**

**Discussion**
- Why was the United States more successful at halting conflict in some cases (Kuwait, 1991) than in others (Rwanda, Somalia, the Balkans?)
- If the “Cold War” defined global politics between 1945 and 1991, what came to define it after that date?

Lecture #2  
**Retrospective: Did the United States “Win” the Cold War?**

**Discussion**
- Is the unipolar world more stable than the bipolar world?
- Did the War on Terror replace the Cold War?

**Readings**
- Jervis, “Legacies of the Cold War,” 21-27
- Westad, *Global Cold War*, 396-407
- Lafeber, *America, Russia, and the Cold War*, Chapter 20

Day 11:

**Final Exam (1.5 hours)**

**Final Discussion**
- What was the Cold War fought over? What was at stake?
- How do we measure the impact of the Cold War in film? Music? TV?
- Did the conditions of the Cold War (fear, paranoia, the national security state) disappear when the conflict ended?