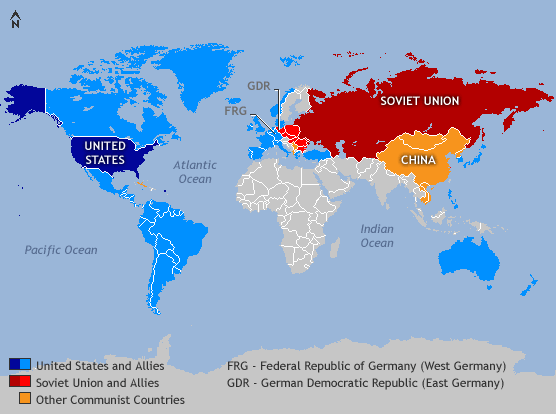
*University of North Carolina, Chapel Hill  
Department of History***HIST 577 -- Spring 2014**

**U.S. Foreign Relations in the 20th Century:   
The Long Cold War  
  
Prof. Klaus Larres**



***Class: Tuesdays & Thursdays, 2.00pm-3.15pm (New East, Rm 0102)***

**Office hours: Tuesdays, 4.00-5.00pm & Thursdays, 4.00-5.00pm & best by appointment   
Office: 416 Hamilton Hall ---- Email: k.larres@unc.edu**



**THE COLD WAR WORLD, 1949-1991**

**Course Overview**

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| **DATE** | **TOPIC** | **DEADLINES & Talks:** |
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| Week 1: Jan 9, 2014 (Thursday) | “Introduction – Organization of course”  (shorter initial session) |  |
| Week 2: Jan 14 & 16 | Overview - the U.S. in World Affairs in the 20th and 21st centuries: from the Cold War to the ‘unilateral moment’ and the pivot to Asia. |  |
| Week 3: Jan 21 & 23 | The Re-definition of America’s Role in the World (1897-1921): from McKinsey and Theodore Roosevelt to Woodrow Wilson |  |
| Week 4: Jan 28 & 30 | From ‘Isolationism’ to World Power, 1920s to 1945 | **Talk by Prof. R. McMahon, Jan. 30** |
| Week 5: Feb. 4 & 6 | Overview: the Phases of the Cold War, 1945-1991 | **Book review, Feb. 6** |
| Week 6: Feb. 11 & 13 | The Origins of the Cold War | **Talk by Prof. Randall Woods, Feb. 11** |
| Week 7: Feb 18 & 20 | The Strategy of Containment |  |
| Week 8: Feb 25 & 27 | The Cold War and the German Question |  |
| Week 9: March 4 & 6 | The Militarization of the Cold War | **Talk by Prof. Gunter Bischof, March 4  Student session with Ambassador Thomas Pickering on March 6.** |
| Week 10: March 11 & 13 | **SPRING WEEK** |  |
| Week 11: Thur, March 20 | Attempts at Overcoming the Cold War in the 1950s | **Mid-term essay, March 20** |
| Week 12: March 25 & 27 | Years of Crisis: Berlin and Cuba | **Talk by Prof. John Bew, March 25** |
| Week 13: April 1 & 3 | The Rise and Fall of Detente | **Talk by Prof. Svetlana Savranskaya, April 3** |
| Week 14: April 8 & 10 | The U.S. and Western Europe during the Cold War |  |
| Week 15: April 15 & 17 | The End of the Cold War and its Legacy | **Talk by Prof. George Herring, April 15.** |
| Week 16: April 22 & 24 | The U.S. and China during the Cold War and After | **FINAL SESSIONS** |
| Late April/early May: | CLASS EXAM ( 3 hours – same room )  *Precise date and time to be announced* | **CLASS EXAM** |

**BRIEF COURSE DESCRIPTION:**

This is both a wide-ranging and detailed course which looks at the rise of the U.S. to world power status and the evolution of U.S. foreign relations from the late 19th century to the very present (c. 1897-2014).

The course is based on an international and multinational perspective. Thus, U.S. foreign policy in the 20th and 21st centuries is not only seen from an American centered perspective but also from the perspective of America’s major allies and foes. The course proceeds chronologically but a number of more thematic issues and some of the more important bilateral relationships will also be examined. The role of underlying structures, economic forces and domestic pressure as well as the role of personalities in U.S. foreign relations will be analyzed.

**AIMS AND OBJECTIVES:**

It is the aim of this course to give students an analytical overview of the development of U.S. foreign relations from the Spanish-American war of the late 19th century to America’s current role in world affairs in the post-9/11 period. The main stages of the development of America’s increasingly important and, gradually, hegemonic role in world affairs will be covered, such as the annexations pursued in the wake of the Spanish-American war, the U.S. role in World War I, World War II and in the Cold War. The role of the U.S. in the post-1990 world and in the “war against terrorism” will be considered toward the end of the semester as well as during the very first sessions.

Students are expected to obtain an understanding of the way historians and political scientists have dealt with the many complex problems of U.S. foreign relations in the 20th and 21st centuries. Students will be introduced to the major themes and key figures in U.S. foreign relations during the last and the current century and will develop a critical ability to analyze the various political approaches and the importance of individual actors and structural forces during this time. **COURSE REQUIREMENTS:**

**General requirements:**

* Students are expected to attend regularly, do the required reading, and participate actively in class.
* Students are also expected to attend most if not all of the lectures with outside speakers organized by the Richard M Krasno Professorship and the History Department’s lecture series ***“The U.S. In World Affairs: from the Cold War and Beyond”*** (all talks take place in Hamilton Hall, Room 569, at 4pm on either Tuesdays or Thursdays). Lecture schedule will be handed out.

**More specific requirements:**

To enable students to benefit from a ‘learning curve’ during the semester, students will have to submit three pieces of written work of differing lengths (two assignments during the semester and a final class exam) as well as give at least one oral presentation in class.

* **Students are expected to give at least one oral presentation in class (usually during our Thursday class; c. 10 min.).**Each week there will be two student presentations in class.
* **Students are expected to write two assignments during the semester:**  
  **Assignment 1:**  **submission of a book review of c. 900 to 1000 words (c. 3 pages)** of a book of your choice related to the themes of the course. Please select a book ― a monograph, not a student textbook ― of at least 200 pages which was published between the year 2000 and the present. *Please consult your professor regarding the book you wish to select.*  
  A book review often consists of the following sections:
* Brief summary of the content of the book
* Assessment of the qualities of the book (the good and the bad things, content, style, etc.)
* Recommendation: if you can recommend the book for purchase and which audience would benefit from reading it and why.

**Assignment 2:** **a midterm essay of c. 2000 words (c. 7 pages)** on a topic of your choice dealing with the themes of the course and covering the years from 1945 to the mid-1970s (the chosen topic should be different from the main topic covered by the book review). T*he chosen topic needs to be agreed with your professor.* For suggestions see below at the end of this syllabus. Naturally, the essay has to include footnotes/endnotes and a bibliography of the books/articles you have used.  
  
The essay should include the following features:

* clear and logical thesis statement
* substantive detail and knowledge of the subject
* clear and coherent structure (logical transitions from one section to the next)
* the use of two to four sensible sub-headings is recommended
* grammar and spelling to a high standard
* presentation and referencing system (footnotes/endnotes) to a high standard
* bibliography at the end of the material used

* **Final exam in class (in late April/early May 2013; three-hour exam; same room)**

**GRADING:**

* Oral presentation and general participation: 10%
* Attendance of lecture series “The U.S. in World Affairs” & Ambassadors Forum: 10%
* Book review: 20%
* Mid-term exam: 30%
* Final exam in class: 30%

**DEADLINES:**

* Book review: February 6
* Mid-term essay: March 20
* Final class exam: Late April/early May 2013.

**READING REQUIREMENT:**  
In general students are expected to read c. 60-70 pages per week (or more). Please read the material indicated on the syllabus for each week. In particular, the class discussion we will be guided by three or four main textbooks. Please read the relevant chapters in each of these textbooks in preparation for the classes for each week as indicated.  
  
For each week - in addition to the reading listed - students are required **to find and read at least one other relevant article or chapter from a scholarly book (of a minimum of 12/13 pages) which has not been listed on the syllabus**. Please browse in the libraries and/or make use of online databases, etc, to “discover” this article or book chapter for yourself. **In class you often will be asked to introduce this article to the other class members.**

Students are strongly encouraged to browse in the libraries in the contemporary history section (American, European including British, Russian/Soviet history) and thus discover many other good books and articles by themselves.

**The following five books are the main textbooks for this course:  
(it will be sufficient to purchase no more than two books)**

* George C. Herring, *From Colony to Superpower: U.S. Foreign Relations since 1776* (Oxford University Press, 2008).
* Klaus Larres and Ann Lane (eds), *The Cold War: Essential Readings* (Blackwell, 2001)
* Howard Jones, *Crucible of power: a history of American foreign relations from 1897* (Rowman & Littlefield, 2008).
* Fraser J. Harbutt, *The Cold War Era* (Blackwell, 2002)
* Michael J. Hogan and Thomas G. Paterson (eds), *Explaining the history of American foreign relations*, new ed. (Cambridge University Press, 2004).

**Other books you may wish to peruse and look at are, for instance,**

* Anthony Best et al (eds), *International History of the Twentieth Century* (Routledge, 2004).
* W.R. Keylor, *The Twentieth Century World. An International History*, 4th ed. (OUP, 2001).
* W. LaFeber, *America, Russia and the Cold War, 1945-2002*, updated 9th ed., (McGraw   
   Hill, 2003)
* J.L. Gaddis, *We Now Know. Rethinking Cold War History* (OUP, 1997).  
  J.W. Young & J. Kent, *International Relations since 1945* (OUP, 2004)
* J.P.D. Dunbabin, *The Cold War: The Great Powers and their Allies* (London, 1994).
* Dennis Merrill and Thomas G. Paterson (eds), *Major Problems in American Foreign Relations, Vol. II: since 1914, new ed.* (Houghton Mifflin, 2005).

**General format of the course**

The Tuesday sessions will largely consist of one or several mini lectures about the main themes of the topic under discussion. However, my lecture will be interspersed with questions for class room discussion and it will be expected that students are ready to attempt answering these questions and contribute to the class discussion.

The Thursday sessions will be used to clarify any questions students may have about the content of the lecture the previous Tuesday and any questions which may have come up during the reading students have done for the week. Two student class presentations (of c. 10 minutes each) will also mostly take place during the Thursday sessions. **I will also attempt to show a number of videos on the Cold War on Thursdays as the basis for further discussion.**

**Themes & Topics**

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| **DATE** | **CLASS THEME & READING** | **SESSION CONTENT** | **Things to keep in mind** |

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| WEEK 1  Thursday, Jan. 9, 2014 | **Introduction to the course Course Organization**  [this will be a shorter initial session] | General introductions Learning objectives Requirements Brief discussions  Main journals in the field.  Main primary source material. |  |

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| WEEK 2  Tue./Thur.  Jan. 14 & 16 | **Overview - the U.S. in World Affairs in the 21st century: from the ‘unipolar moment’ to the pivot to Asia.**  Required Reading (select 60-70pp.) plus one relevant additional article **on Obama’s foreign policy** to be discovered by students:  Articles can be downloaded from the net:  Nye, Joseph S, Jr., “The Future of American Power,” *Foreign Affairs*, Vol.89/6 (Nov./Dec., 2010), pp.2-12.  Krauthammer, Charles, “The Unipolar Moment Revisited,” *National Interest* 70 (winter 2002), pp.5-17.  Rice, Condoleezza, “Promoting the National Interest,” *Foreign Affairs* 79/1 (Jan/Feb. 2000) & “Rethinking the National Interest: American Realism for a New World,” *Foreign Affairs* (July/August 2008).  Fukuyama, Francis, “The End of History?” *National Interest* (summer 1989), pp.3-18.  Huntington, Samuel, “The clash of civilizations,” *Foreign Affairs*, 72/3 (summer, 1993). | Lecture  Discussion of the main issues under consideration  Discussion of your reading  Student presentation |  |

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| WEEK 3  Tue & Thur: Jan. 21 & 23 | **The Re-Definition of America’s Role in the World (1897-1921): from McKinsey and Theodore Roosevelt to Woodrow Wilson**  Required Reading (c. 60-70pp.) plus one relevant additional article to be discovered by students:  Herring, Chp.8; 9; 10 Jones, Chp.1; 2, 3-4 Hogan & Paterson, Chps 2 and 3 and 4. | Lecture  Discussion of the main issues under consideration  Discussion of your reading  Student presentation |  |

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| WEEK 4  Tue & Thur: Jan.28 & 30 | **From ‘Isolationism’ to World Power, 1920s to 1945**  Required Reading (c. 60-70pp.) plus one relevant additional article to be discovered by students:  Herring, Chp.11; 12; 13. Jones, Chp. 5-8. Merrill & Paterson, Chp.3-5. | Lecture  Discussion of the main issues under consideration  Discussion of your reading  Student presentation | **Talk by Prof. R. McMahon,  Jan. 30** |
| WEEK 5  Tue & Thur,  Feb. 4 & 6 | **Overview: the Phases of the Cold War**  Required Reading (select 60-70pp.):  Best et al (eds), *International History of the Twentieth Century* (Routledge, 2004), pp.212ff.; W.R. Keylor, *The Twentieth Century World. An International History*, 4th ed. (OUP, 2001), pp.251ff.  Or the relevant initial chapters from any of the main textbooks listed further above.  Plus one relevant additional article to be discovered by students. | Lecture  Discussion of the main issues under consideration  Discussion of your reading  Student presentation  Discussion regarding the availability of and access to primary sources. | **Deadline:**  **book review on February 6.** |

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| WEEK 6  Tue & Thur., Feb. 11 &13 | **The Origins of the Cold War**  Questions to be addressed:   * Who should be blamed for the East-West Conflict? * Assess the orthodox, revisionist and post-revisionist theories of the beginning of the Cold War.   Required Reading (select c. 70-80pp.):  Larres & Lane (eds), chapters 2 and 3 (pp.21ff.); Young & Kent, chapters 1, 2 and 3 (pp.19ff.); Harbutt, chapter 1 (pp.1ff.); Dunbabin, chapter 3 (pp.53ff.); LaFeber, chapters 1 and 2 (pp.8ff.).  *See also:* J Gaddis, 'The Emerging Post-Revisionist Thesis on the Origins of the Cold War', *Diplomatic History*, 7 (Summer 1983), pp 171-90; G F Kennan, 'The sources of Soviet Conduct', *Foreign Affairs*, July 1947; J L Gaddis, 'Was the Truman Doctrine the Real turning Point?', *Foreign Affairs*, vol 52 (1973-74), pp 386ff.; D Reynolds, 'The origins of the Cold War. The European Dimension 1944-51', *Historical Journal*, vol 28 (1985), pp 497ff.  Plus one relevant additional article to be discovered by students. | Lecture  Discussion of the main issues under consideration  Discussion of your reading  Student presentation | **Talk by Prof. Randall Woods on Feb. 11** |

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| WEEK 7  Tue & Thur., Feb. 18 & 20 | **“The Strategy of Containment, 1946-1950”**  Questions to be addressed:   1. What was the strategy of containment? Explain this concept and demonstrate if and how it was implemented in practice. 2. Why did George Kennan become unhappy with the Truman administration’s implementation of his strategy of containment? Explain Kennan’s role in American cold War policy by considering the ups and downs of Kennan’s career within the State Department.   Required Reading (select 70-80pp.):   LaFeber, chapters 3 and 4 (pp.54ff.); J L Gaddis, 'The objectives of Containment ', Ch 1 in J L Gaddis, *The United States and the End of the Cold War: implications, reconsiderations and provocations* (1992), pp 18-46.  Also feel free to check J.L. Gaddis, *The Strategy of Containment: A Critical Appraisal of Postwar American Security Policy* (Oxford UP, 1982); George F. Kennan, *American Diplomacy*, 1900-1950 (1951, 1970); George F. Kennan, *Memoirs, 1925-1950* (Hutchinson, 1968); Wilson D. Miscamble, *George F. Kennan and the Making of American Foreign Policy, 1947-1950* (Princeton UP, 1992).  Most interesting: J.L. Gaddis’ new book *George F. Kennan: An American Life* (Penguin, 2011).  Plus one relevant additional article to be discovered by students. | Lecture  Discussion of the main issues under consideration  Discussion of your reading  Student presentation  Discussion of the value of “Memoirs” and oral history sources in Cold War history. |  |

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| WEEK 8  Tue & Thur., Feb. 25 & 27 | **“The Cold War and the German Question (1945-1975)”** Questions for Presentations:  1. Why did Germany play such a crucial role throughout the East-West conflict? Did the German Question cause the Cold War?   2. Assess the declining importance of the German Question within the Cold War framework since the late 1950s/early 1960s. What were the consequences? Required Reading (select c. 70-80pp.):  Gaddis, chapter 5 (pp.113ff.); Rolf Steininger, 'Germany after 1945: divided and integrate or United and Neutral?', *German History* (1989); Thomas A. Schwartz, 'The Skeleton Key' - American Foreign Policy, European Unity and German Rearmament, 1945-55', *Central European History*, 19 (1986); E May, 'The American Commitment to Germany', *Diplomatic History*, 12 (1989); K Larres, 'Germany and the West: the 'Rapallo Factor' in German Foreign Policy from the 1950s to the 1990s', in K Larres & P Panayi, eds, *The Federal Republic of Germany since 1949* (1996), pp. 278-326.  Plus one relevant additional article to be discovered by students. | Lecture  Discussion of the main issues under consideration  Discussion of your reading  Student presentation  Working with Primary Sources: Practical Experiments. |  |

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| WEEK 9  Tue & Thur., March 4 & 6 | **“The Militarization of the Cold War, 1950-1962”**  Questions to be addressed:  1. Assess the importance of NSC-68 and its   author Paul Nitze. Why did Truman  hesitate to sign the document?  2. Assess the importance of the outbreak of   the Korean War for changing the nature of   the Cold War. What is the new information  we have obtained since the end of the   Cold War regarding the outbreak of the   Korean War?  Required Reading:  Young & Kent, chapters 4, 5, 6 and 7 (pp.121ff.); Gaddis, chapter 9 (pp.160ff.); Harbutt, chapter 2 (pp.62ff.); LaFeber, chapters 4-9 (pp.80ff.).  Also: Curt Cardwell, *NSC 68 and the political economy of the early Cold War* (2011); available electronically.  John Lewis Gaddis and Paul Nitze, “NSC 68 and the Soviet Threat reconsidered,” *International Security*, Vol. 4/4 (April 1981), pp.164-176.  Samuel F. Wells, “Sounding the Toscin: NSC 68 and the Soviet Threat,” *International Security* Vol. 4/2 (October 1979), pp.116-158.  Plus one relevant recent additional article on the outbreak of the Korean War to be discovered by students. |  | **Talk by Prof. Gunter Bischof on March 4**  **Student session with Ambassador Tom Pickering on March 6.** | ***Mid-term essay due, March 5 (Tuesday)***  **March 5: talk by Prof. Kimball,  5pm, Hamilton Rm 569.** |  | **Deadline:** mid-term essay due, March 6**.** |

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| WEEK 10  Tue & Thur., Mar 11 & 13 | **NO CLASS** | **SPRING WEEK** |  |

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| WEEK 11  Thur., March 20 | **“Attempts at Overcoming the Cold War in the 1950s”**  Seminar Questions:  1. Assess Churchill’s attempt to embark on on negotiations with the USSR in 1953/54. Was this a constructive way forward? Why did his policy fail or didn’t it?  2. Assess Macmillan’s attempt to improve relations with the USSR in the late 1950s. Was this a realistic policy? Why did it fail?   Required Reading (select c. 70-80pp.):  *Klaus Larres, Churchill’s Cold War (Yale UP, 2002), pp.155ff.; K. Larres & K. Osgood (eds), The Cold War after Stalin’s Death (2006) (chapters of your choice); Harold Macmillan and Britain’s World Role* (St. Martin’s Press, 1996); D.R. Thorpe, *Supermac: the Life of Harold Macmillan* (Chatto & Windus, 2010).  Please also read my article in the above book edited by Larres & Osgood, as well as M. Steven Fish, “After Stalin’s Death: The Anglo-American Debate over a new Cold War,” *Diplomatic History* 10 (1986), pp. 333-55; and Klaus Larres, “Eisenhower and the First Forty Days after Stalin’s Death: The Incompatibility of Détente and Political Warfare,” *Diplomacy & Statecraft* Vol.6/2 (1995), pp431-469.  Plus one relevant additional article to be discovered by students. | Student presentations. Discussion of weekly topic & discussion of the subject of the presentations.  Working with Primary Sources: Practical Experiments. | **Deadline: mid-term essay, March 20.** |  |  |

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| WEEK 12  Tue & Thur., Mar 25 & 27 | **“Years of Crisis: Berlin and Cuba, 1958-1962”**  Questions to be addressed:   Assess the importance of the Second Berlin Crisis, including the building of the Wall.  2. Assess the Cuban missile crisis – who was more reckless, Kennedy or Khrushchev?   Required Reading:  Relevant chapters from Frederick Kempe, *Berlin 1961: Kennedy, Khrushchev, and the most dangerous place on earth* (G.P. Putnam’s, 2011); Lawrence Freedman, *Kennedy’s Wars: Berlin, Cuba, Laos and Vietnam* (OUP, 2000); Mark J. White, *The Cuban Missile Crisis* (Macmillan, 1996); Ernest R. May & Philip Zelikow, *The Kennedy Tapes: inside the White House* (Harvard UP, 1997).  Stephen G. Walker, “Bargaining over Berlin: a re-analysis of the first and second Berlin crises,” *Journal of Politics* 44/1 (Feb. 1982), pp.152-164.  Priscilla Roberts (ed.), *The Cuban Missile Crisis: The Essential Reference Guide* (2012); electronic book.  Plus one relevant additional article to be discovered by students. | Lecture  Discussion of the main issues under consideration  Discussion of your reading  Student presentation | **Talk by Prof. John Bew on March 25.** |

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| WEEK 13  Tue & Thur., April 1 & 3 | **“The Rise and Fall of Détente (early 1960s to late 1970s)”** Questions to be addressed:  1. Explain the rise of superpower détente and compare this development with détente in Europe in the 1970s.  2. Why did Détente fail? What were the main factors for its failure and to what extent did American domestic issues and the rise of neo-conservatism play a role?  Required Reading (select c. 70-80pp.):  Larres & Lane (eds), chapter 6 and 7 (pp.135ff.); LaFeber, chapter 11 (pp.266ff.); Dunbabin, chapters 9 and 11 (pp.270ff., and 300ff.); Young & Kent, chapters 12, 13, 14 and 15 (pp.389ff.);   J L Gaddis, 'The Rise and Fall of Detente', *Foreign Affairs*, 62, 1983-84), pp.354-77; P. Williams, 'Detente and US Domestic Politics', *International Affairs* (1985).  See also the relevant chapter in Henry Kissinger, *Diplomacy, as well as the relevant volume of Kissinger’s memoirs White House Years and also Richard Nixon’s memoirs.*  Plus one relevant additional article to be discovered by students. | Lecture  Discussion of the main issues under consideration  Discussion of your reading  Student presentation | **Talk by Prof. Svetlana Savranskaya on April 3** |

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| WEEK 14  Tue & Thur., April 8 & 10 | **“The United States and Western Europe during the Cold War”**  Questions to be addressed:   1. Assess the ‘empire by invitation’ thesis (Geir Lundestad) and explain the nature of the American-European relationship between 1945 and the late 1960s. 2. Did the nature and structure of transatlantic relations change permanently in the 1970s? If so, who was or which factors were responsible?   Required Reading (select 70-80pp.):  Gaddis, chapter 2 (pp.26ff.); Dunbabin, chapters 13 and 14 (pp.343ff.); Larres & Lane, chapters 4 and 5 (pp.69ff.).  Geir Lundestad, “Empire by invitation? The United States and Europe, 1945-1952”, *Journal of Peace Research*, 23/3 (1986), 263-277; Michael Hogan, 'The search for a creative peace: the United States, European Unity and the Origins of the Marshall Plan', *Diplomatic History* 6 (1982).  Read also Klaus Larres, "The United States and European Integration, 1945-1990,"  in Klaus Larres (ed.), *Blackwell Companion to History since 1945* (2009), pp.151-182.  See also: Geir Lundestad, T*he US and Western Europe since 1945* (Oxford UP, 2003).  Plus one relevant additional article to be discovered by students. | Lecture  Discussion of the main issues under consideration  Discussion of your reading  Student presentation |  |

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| WEEK 15  Tue & Thur., 15 & 17 | **The End of the Cold War, 1989/90 & its Legacy”**  **On End of the Cold War:** Questions for Presentations:  1. Why did very few people expect the end of the Cold War in the late 1980s? Why were most historians and political scientists taken by surprise?   2. Assess the policies and responses of the US, Britain, France, Poland and the Soviet Union to the development of the process of German unification in 1989 and 1990.  Required Reading (select c. 70-80pp.):  Larres & Lane (eds), chapter 8 and 9 (pp.181ff.); Harbutt, chapter 6 (pp.264ff.); Young & Kent, chapters 16 and 19 (501ff., 578ff.); LaFeber, chapters 12 and 13 (pp.298ff.);  Jeremi Suri, “Explaining the End of the Cold War. A New Historical Consensus?” *Journal of Cold War Studies*, Vol.4/4 (fall 2002), pp.60-92.  Plus one relevant additional article to be discovered by students.  **On Legacy of the Cold War:**  Questions to be addressed:   Assess whether there are any structural similarities between the Cold War world  and the post-Cold War years.  2. Assess the most crucial differences between the Cold War years and the post- Cold War era and ‘speculate’ about the legacy and long-term implications the Cold War has.    Required Reading (select c.70-80pp.):  Gaddis, chapter 10 (pp.281ff.);Dunbabin, chapter 17 (pp.475ff.); Geir Lundestad, *The United States and Western Europe since 1945* (Oxford UP, 2003); Young & Kent, chapters 20, 21 and 22 (pp.605ff.);   Also chapters in Michael Hogan (ed), *The End of the Cold War: its meaning and implications* (1992); J.L. Gaddis, *The United States and the End of the Cold War: Implications, Reconsiderations, Provocations* (Oxford UP, 1992).  See also the lecture by Mark Kramer on our you tube channel: [www.youtube.com/KrasnoUNC](http://www.youtube.com/KrasnoUNC)  Plus one relevant additional article to be discovered by students. | Lecture  Discussion of the main issues under consideration  Discussion of your reading  Student presentation | **Talk by Prof. George Herring on April 15** |

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| WEEK 16  Tue & Thur., April 22 & 24 | **“The United States and China during the Cold War and After”**  Questions to be addressed:  1. Assess the American policy towards China (both mainland China and Taiwan) in   the 1950s and 1960s and compare it with Britain’s China policy.   2. Assess the reasons and analyze the complex diplomacy that led to the Nixon administration’s ‘opening to China.’ Also attempt to assess its long-term consequences.    Required Reading (select 70-80pp.):  Gaddis, chapter 3 (pp.54ff.); Dunbabin, chapter 10 (pp.282ff.); Jian Chen, *Mao’s China and the Cold War* (University of North Carolina Press, 2001); Evelyn Goh, “Nixon, Kissinger and the ‘Soviet card’ in the US opening to China, 1971-74”, *Diplomatic History*, Vol. 29/3 (2005), pp.475-502.  See also: S. Mahmud Ali, *US-China Cold War Collaboration, 1971-1989* (Routledge, 2005); Xiaobing Li & Hongshan Li (eds), *China and the United States: A New Cold War History* (University Press of America, 1997); Henry Kissinger, *On China* (2011); Henry Kissinger, *Diplomacy* (1999). |  | **Final sessions**  **Social Outing?** |