

HIS567

America, France, and the Early Cold War

Fall 2010

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Office Hours: T 8:30-9:00; 3:15-3:45

And by Appointment

Course Description:

The focus of this course will be on how Europe experienced the early cold war, with special attention to the complex relations between France, the Soviet Union, and the United States. The course is divided into two roughly equal units. In the first unit we will focus on a narrative account of the dramatic events of the early cold war--from the announcement of the Truman Doctrine and the Marshall Plan, through the tense months of the Berlin blockade and airlift, to impact of the "fall" of China and the Korea War on the European cold war. At the end of the first unit we will look at the heated debates among historians surrounding the origins of the cold war.

In the second unit we will shift focus to the "intellectuals' cold war"--how leading writers, journalists, and academics on both sides of the Atlantic became passionately engaged in the controversies surrounding the cold war. As will become obvious, perspectives on the cold war sharply divided American and French intellectuals. The Americans tended to support the policies formulated by the Truman administration, while the majority of the French argued for a neutralist or pro-Soviet position. We will not only look at each side's arguments and at the differing political and intellectual cultures that conditioned their particular responses, but also pay some attention to dissenting voices within each camp. Finally, we will discuss the ways in which domestic anxieties weighed on the perceptions of the cold war: exaggerated fear of communism in the case of America, which led to the rise of McCarthyism, and exaggerated fear of "Americanization" in the case of France, which led to a wave of anti-Americanism.

Learning Goals:

At the successful completion of this a course a student should expect:

1. to have acquired a general knowledge of the early Cold War;
2. to know how to interpret primary source material and integrate such interpretations into a larger understanding of the period;
3. to be able to evaluate scholarship on the Cold War from a wide variety of perspectives;
4. to be able to analyze and synthesize historical material and to demonstrate these skills in the semester paper and the two essay exams.

Reading List:

1. Books to be purchased:

Camus, Albert. *The Plague* (Vintage Books)

Koestler, Arthur. *Darkness at Noon* (Bantam or Scribner)

Sartre, Jean-Paul. *No Exit and Three Other Plays* (Vintage International)

2. On Electronic Reserve:

All the other readings are on Electronic Reserve (ER) and can be downloaded through Blackboard.

Course Requirements:

Attendance. Attendance is required, not optional. The class depends on your regular attendance and participation. All unexcused absences will affect your grade.

Examinations. A mid-term and a final; both in essay format. The final examination will be given on the last day of class.

Semester Paper.

Requirements for Undergraduate Students. A historiographical essay based on secondary sources. Recommended length: eight to ten pages. All papers should be typed, double-spaced, and fully documented. The topic should be selected from those covered on the course syllabus, and approved by me. The vehicle for this approval will be a short but thoughtfully-conceived and well-written prospectus describing the interpretive issue you have selected. You should also include a short annotated bibliography indicating the sources that you intend to use. These sources must include at least one book and two articles or chapters beyond the assigned course reading. All sources must be serious pieces of historical scholarship (if in question, check with me). All "due dates" (see below), barring certified medical emergencies or family sickness, are to be taken seriously; late papers will be marked down at the discretion of the instructor.

Requirements for Graduate Students. A historiographical essay based on secondary sources. Recommended length: twelve to fifteen pages. All papers should be typed, double-spaced, and fully documented. The topic should be selected from those covered on the course syllabus, and approved by me. The vehicle for this approval will be a short but thoughtfully-conceived and well-written prospectus describing your interpretive problem. You should also include a short bibliography indicating the sources that you intend to use. These sources must include at least three books and three articles beyond the assigned course reading. All sources must be serious pieces of historical scholarship (if in question, check with me). All "due dates" (see below), barring certified medical emergencies or family sickness, are to be taken seriously; late papers will be marked down at the discretion of the instructor.

Discussion. The readings are keyed to syllabus topics. You should have the readings completed *before* the day a particular topic is scheduled to be addressed in class. Your discussion grade will be determined by the frequency and quality of your contribution to class discussion.

Grades. The following elements will determine the final grade:

mid-term exam--30%

final exam--30%

paper--30%

discussion grade--10%

Undergraduate Grading Scale. The undergraduate grading scale cut-offs are as follows:

A+	97	C	73
A	93	C-	70
A-	90	D+	67
B+	87	D	63
B	83	D-	60
B-	80	F	59
C+	77		

Graduate Grading Scale. The graduate grading scale is the same as the undergraduate scale with two exceptions: first, “A” is the highest possible grade; second, “C” is the lowest possible passing grade (anything below a “C” is recorded as an “F”).

Plagiarism and the Academic Honor Code. Plagiarism is a serious academic crime that occurs when someone uses the words or ideas of someone else without giving that person credit in a formal citation. Punishment for violations are outlined in the Academic Integrity Policy. For an explanation see the UNCG website under “Academic Integrity Policy.”

Class Schedule and Reading Assignments

* books to be purchased

** can be downloaded (use Library’s “Journal Finder”)

ER=reading on electronic reserve and can be downloaded from Blackboard

PART I: The “First” Cold War: Historical Narrative and Debates

Week 1

8/24: Introduction

8/26: Communism from the Bolshevik Revolution to the Popular Front

Reading: Brown, *Rise and Fall of Communism*, 40-77 ER

Week 2

8/31: The Fall of France: “Fulcrum of the 20th Century”

Reading: Conklin, et al., *France and Its Empire*, 208-241 ER

9/2: The “Grand Alliance” and the Seeds of the Cold War

Reading: Paxton, *Europe in the Twentieth Century*, 477-510 ER

Week 3

9/7: The Cross of Lorraine: Roosevelt, Churchill, and de Gaulle

Reading: Wall, *The United States and the Making of Postwar France*, 11-34 ER

9/9: A Study in Contrasts: The US and France in 1945

Reading: Augulhon, *The French Republic, 1879-1992*, 307-342 ER

Week 4

9/14: The Grand Alliance in Tension, 1945-1946

Reading: Gaddis, *The United States and the Origins of the Cold War*, 198-243 ER

9/16: The Cold War Erupts, 1947-1948

Reading: Leffler, *Preponderance of Power*, 141-181 ER

Week 5

9/21: The Cold War Intensifies, 1948-1949

Reading: Leffler, *Preponderance of Power*, 182-219 ER; Lundestad, "Empire by Invitation? The United States and Western Europe, 1945-1952," *Journal of Peace Research* 23, no. 3 (1986), 263-277 ER

9/23: Troubled Relations: the US, France, and the Early Cold War, 1944-1950

Reading: Hitchcock, *France Restored*, 1-132*

Week 6

9/28: The Cold War Turns Hot: The Korean War and Its European Impact

Reading: Patterson, *Grand Expectations*, 207-242

9/30: France, the US, and the Question of German Rearmament

Reading: Hitchcock, 133-209*

Week 7

10/5: Fall Break

10/7: Cold War Debates I

Reading: Schlesinger, "Origins of the Cold War," *Foreign Affairs*, XLVI (October 1967), 22-52 **; McCormick, *America's Half-Century*, 43-71 ER; Gaddis, "The Emerging Post-Revisionist Synthesis on the Origins of the Cold War," *Diplomatic History* 7 (Summer 1983), 171-190**

Week 8

10/12: Cold War Debates II

Reading:; Leffler, "The American Conception of National Security and the Beginnings of the Cold War, 1945-48," *American Historical Review* 89, no. 2 (April 1984), 346-81**; Gaddis, "Comments," *American Historical Review* 89, no. 2 (April 1984), 382-390**; Zubok, "Stalin's

Plans and Russian Archives,” *Diplomatic History* 21, no. 2 (Spring 1997), 295-305 **

10/14: Mid-Term Exam (bring blue book)

PART II: The Intellectuals' Cold War

Week 9

10/19: Intellectuals and Politics: French and American Traditions

Reading: Camus, *The Plague*, parts 1-2*

10/21: No Class (prepare prospectus)

Week 10

10/26: Postwar Paris: Existentialism, *Engagement*, and Revolution

Reading: Camus, *The Plague*, parts 3-5*; Sartre, “Introducing *Les Temps modernes*” ER

Due: Semester Paper Prospectus

10/28: Postwar New York: Progressives vs. Liberals

Reading: O’Neill, *A Better World: The Great Schism: Stalinism and the American Intellectuals*, 116-160 ER; Pells, *The Liberal Mind in a Conservative Age: American Intellectuals in the 1940s and 1950s*, 52-83 ER

Week 11

11/2: Arthur Koestler: From Communist to Cold Warrior

Reading: *Darkness at Noon*, complete*

11/4: A Tale of Two Receptions: Koestler’s *Darkness* in New York and Paris

Reading: Merleau-Ponty, *Humanism and Terror*, xiii-xlvi; 1-24

Week 12

11/9: American Intellectuals at Mid-Century: Cold War Liberalism Triumphant

Reading: Schlesinger, *The Vital Center: The Politics of Freedom*, 35-50; 219-243 ER

11/11: Parisian Intellectuals at Mid-Century: Cold War Liberalism Rejected

Reading: Sartre, “Dirty Hands,” in *No Exit and Three Other Plays**

Week 13

11/16: Menace in the West? Postwar French Visions of America

Reading: Kuisel, *Seducing the French: The Dilemma of Americanization*, 1-69 ER

11/18: The Rally of the “Atlanticists”: The Congress for Cultural Freedom

Reading: Berghahn, *America and the Intellectual Cold Wars in Europe*, 113-142 ER; Aron, *The Opium of the Intellectuals*, 35-65 ER

Week 14

11/23: "America Has Gone Mad": McCarthyism and the Second Red Scare

Reading: Schrecker, *Many Are the Crimes: McCarthyism in America*,
241-305 ER

Due: Semester Paper

11/25: Thanksgiving Day

Week 15

11/30: France and the US in the mid-1950s: The End of Ideology?

Reading: Aron, *The Opium of the Intellectuals*, 305-324 ER

12/2: Final Exam (bring blue book)