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 the impact of the “fall” of China and the Korean 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. At the center of this debate is the interpretation of Stalinist foreign policy. Some historians view Soviet policy under Stalin as provocative, deceptive, and, ultimately, expansive. Other historians argue that Stalin's foreign policy was essentially cautious, defensive, and accommodating, and represented no threat to either Western Europe or the United States.

In the second unit we will shift focus to the “intellectuals’ cold war” in France and the United States. Here we explore how leading writers, journalists, and academics on both sides of the Atlantic became passionately engaged in the controversies surrounding the cold war. As with later historians, the central issue for postwar intellectuals on both sides of the Atlantic was the role of the Soviet Union. At one level, this debate was an early version of the later debate among historians--namely, how to interpret Soviet moves on the international stage. Were Soviet intentions and actions essentially benign or aggressive? At another and more profound level, the debate focused on the Soviet Union not only as an actor on the world stage but as a model of a new kind of society. The Soviet Union proclaimed that it was constructing a new kind of classless society based on "social justice." To some intellectuals, in both France and the United States, the Soviet attempt, whatever its defects, was an experiment from which lessons could be drawn in the reform of Western societies. Other intellectuals in both countries were convinced that Soviet efforts to realize socialism had badly misfired, and any attempt to derive lessons from Soviet practice was misguided, and perhaps dangerous, to the liberal-democratic West. This intermingling of domestic and international concerns--along with the threat posed by the fact that the cold war might at any moment explode into a deadly hot war fought with atomic weapons--gave the intellectuals' debate both its intensity and its sense of urgency.
LEARNING GOALS:
At the successful completion of this 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:
   Koestler, Arthur. *Darkness at Noon* (Bantum 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) or and can be downloaded through Journal Finder on Blackboard (JF).

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 midterm and a final; both in essay format.

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 one letter grade.

**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; unexcused late papers will be marked down one letter grade.

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

**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 offense 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
JF=can be downloaded (use Library’s “Journal Finder”)
ER=reading on electronic reserve and can be downloaded from Blackboard

PART I: The Early Cold War: Historical Narrative and Debates

Week 1
1/14: Introduction
1/16: Communism from the Bolshevik Revolution to the Popular Front
  Reading: Brown, *Rise and Fall of Communism*, 40-77 ER

Week 2
1/21: Martin Luther King Day: No Class
1/23: The Fall of France: “Fulcrum of the 20th Century”
  Reading: Conklin, et al., *France and Its Empire*, 208-241 ER

Week 3
1/28: The “Grand Alliance” and the Seeds of the Cold War
  Reading: Paxton, *Europe in the Twentieth Century*, 477-510 ER
1/30: The Cross of Lorraine: Roosevelt, Churchill, and de Gaulle
  Reading: Wall, *The United States and the Making of Postwar France*, 11-34 ER; Reynolds, "Power and Superpower" ER

Week 4
2/4: A Study in Contrasts: The US and France in 1945
  Reading: Hitchcock, 1-40*
2/6: The Grand Alliance in Tension, 1945-1946
  Reading: Gaddis, *The United States and the Origins of the Cold War*, 198-243 ER; Applebaum, "Introduction: Iron Curtain" ER

Week 5
2/11: The Cold War Erupts, 1947-1948
  Reading: Leffler, *Preponderance of Power*, 141-181 ER; Hitchcock, "Marshall Plan and the Creation of the West" ER
2/13: The Cold War Intensifies, 1948-1949

Week 6
  Reading: Hitchcock, *France Restored*, 41-132*
Reading: Patterson, Grand Expectations, 207-242

Week 7
2/25: France, the US, and the Question of German Rearmament
Reading: Hitchcock, 133-209*

2/27: Cold War Debates I

Week 8
3/4: Cold War Debates II

3/6: MID-TERM EXAM (bring blue book)

PART II: The Intellectuals’ Cold War

Week 9
3/11-3/15: Fall Break (indecent suggestion: two novels, Camus’s The Plague and Koestler’s Darkness at Noon, will be discussed in the weeks just after fall break; you might want to get started reading them, as you relax, over the break)

Week 10
3/18: Intellectuals and Politics: French and American Traditions
Reading: Pells, The Liberal Mind in a Conservative Age: American Intellectuals in the 1940s and 1950s, 52-83 ER

3/20: Postwar New York: Progressives vs. Liberals
Due: Semester Paper Prospectus

Week 11
Reading: Aronson, Sartre & Camus, 1-65*; “Introducing Les Temps modernes” ER
3/27: Camus and Engagement
Reading: Camus, *The Plague*, complete*

Week 12
4/1: Sartre and Engagement
Reading: Sartre, “Dirty Hands,” in *No Exit and Three Other Plays* *
4/3: American Intellectuals at Mid-Century: Cold War Liberalism Triumphant

Week 13
4/8: Arthur Koestler: From Communist to Cold Warrior
Reading: *Darkness at Noon*, complete*
4/10: Koestler’s *Darkness* and the Debate among Intellectuals
Reading: Merleau-Ponty, *Humanism and Terror*, xiii-xlvi; 1-24 ER; Judt, "The Blind Force of History" ER

Week 14
4/15: Parisian Intellectuals at Mid-Century I: Sartre vs. Camus
Reading: Aronson, *Camus & Sartre*, 66-154*
4/17: Parisian Intellectuals at Mid-Century II: Sartre vs. Camus
Reading: Judt, "The Sacrifices of the Russian People" and "About the East We Can Do Nothing" ER

Week 15
Reading: Berghahn, *America and the Intellectual Cold Wars in Europe*, 113-142 ER; Aron, *The Opium of the Intellectuals*, 35-65 ER
Due: Semester Paper
4/24: America Has Gone Mad”: McCarthyism and the Second Red Scare
Reading: Schrecker, *Many Are the Crimes: McCarthyism in America*, 241-305 ER

Week 16
4/29: The Debate on McCarthyism and Anti-Communism

FINAL EXAM Wednesday, May 8, noon-3:00: (bring blue book)