

Instructor: Paul Mazgaj**Office:** 2121 MHRA**E-Mail:** pmmazgaj@uncg.edu**Office Hours:** M & W: 10:00-10:30 and 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 several topic areas. First, we will look at the roots of the Cold War before and during World War II as well as the relations between France and the United States during that period. Second, we will turn to a narrative account 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 several points, we will pause to discuss the often heated debates among historians on 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.

A third topic area will focus on the “intellectuals’ Cold War” in France and the United States. Here we will explore how leading writers, journalists, and academics on both sides of the Atlantic became passionately engaged in the controversies surrounding the Cold War. 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, deeper level, the debate focused on the Soviet Union as not only an actor on the world stage but 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. Finally, we will conclude with a last aspect of the Cold War: namely, how

France's colonial war in Indochina, increasingly supported by the United States, slowly morphed into America's war. In effect, the disastrous end of French colonialism in the Far East—interpreted through the optics of the Cold War—became the beginning of America's even more disastrous adventure in Vietnam.

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:

- 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)
Hitchcock, William. *France Restored: Cold War Diplomacy and the Quest for Leadership in Europe, 1944-1954* (University of North Carolina Press)
Aronson, Ronald. *Camus & Sartre: The Story of a Friendship and the Quarrel that Ended It* (University of Chicago Press)

2. On Electronic Reserve:

All the other readings are on Electronic Reserve (**ER**) or 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. Please note that certain days (labeled "**discussion**" on the class schedule below) will be devoted to an examination of the reading assignment for that day; it is especially important to have completed the reading on those days *before* coming to class. It is also highly recommended that you bring the assigned reading to class.

Grades. The following elements will determine the final grade:

mid-term exam--25%

final exam--25%

semester paper--25%

discussion grade--25%

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 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

Week 1

1/13: Introduction

1/15: Communism from the Bolshevik Revolution to the Popular Front

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

Week 2

1/20: The Fall of France: “Fulcrum of the 20th Century”

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

1/22: The “Grand Alliance” and the Seeds of the Cold War

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

Week 3

1/27: 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**

1/29: A Study in Contrasts: The US and France in 1945

Reading: Hitchcock, *France Restored*, 1-40*

Week 4

2/3: 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**

2/5: The Cold War Erupts, 1947-1948

Reading: Leffler, *Preponderance of Power*, 141-181 **ER**; Hitchcock, “Marshall Plan and the Creation of the West” **ER**

Week 5

2/10: 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**

2/12: Discussion: Troubled Relations: the US, France, and the Early Cold War, 1944-1950

Reading: Hitchcock, *France Restored*, 41-132*

Week 6

2/17: Discussion: Cold War Debates I

Reading: Schlesinger, "Origins of the Cold War," *Foreign Affairs*, XLVI (October 1967), 22-52 **JF**; McCormick, *America's Half-Century*, 43-71 **ER**; Maier, "Alliance and Autonomy," 273-298 **ER**;

2/19: The Cold War Turns Hot: The Korean War and Its European Impact

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

Week 7

2/24: Discussion: France, the US, and the Question of German Rearmament

Reading: Hitchcock, *France Restored*, 133-209*

2/26: Discussion: Cold War Debates II

Reading: Gaddis, *We Now Know: Rethinking Cold War History*, 11-53; 281-295 **ER**

Week 8

3/3: Discussion: Cold War Debates III

Reading: Leffler, "Review Essay: What Do 'We Now Know'?" *American Historical Review*, vol. 104, no. 2 (April 1999), 501-524 **JF**; Zubok, "Stalin's Plans and Russian Archives," *Diplomatic History*, vol. 21, no. 2 (Spring 1997), 295-305 **JF**

3/5: MID-TERM EXAM (bring blue book)

Week 9

3/9-3/15: SPRING BREAK

Week 10

3/17: Discussion: Arthur Koestler: From Communist to Cold Warrior

Reading: Koestler, *Darkness at Noon*, complete*

3/19: Discussion: 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 11

3/24: 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**

3/26: Postwar New York: Progressives vs. Liberals

Reading: O'Neill, *A Better World: The Great Schism: Stalinism and the American Intellectuals*, 116-160 **ER**

Due: Semester Paper Prospectus

Week 12

3/31: American Intellectuals at Mid-Century: Cold War Liberalism Triumphant

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

4/2: Postwar Paris: Existentialism, *Engagement*, and Revolution

Reading: Aronson, *Sartre & Camus*, 1-65*; Sartre, "Introducing *Les Temps modernes*" **ER**

Week 13

4/7: Discussion: Camus and *Engagement*

Reading: Camus, *The Plague*, complete*

4/9: Discussion: Sartre and *Engagement*

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

Week 14

4/14: Parisian Intellectuals at Mid-Century I: Sartre vs. Camus

Reading: Aronson, *Camus & Sartre*, 66-154*

4/16: 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

4/21: Indo-China: The Collapse of French Colonialism in Asia

Reading: Logevall, "The Indochina Wars and the Cold War" **ER**

4/23: Lessons Not Learned: Origins of America's Vietnam Nightmare

Due: Semester Paper

FINAL EXAM: Wednesday, May 6, noon-3:00