

Course Organisation

FUBiS Term 2: The Cold War

Type:	B Track
Instructor(s):	Dr. Arne Kislenko (akislenk@ryerson.ca / www.kislenko.com)
Language:	English
Contact hours:	48 (6 contact hours per day)
Credit Points:	
Capacity:	
Class hours:	Tuesday & Friday 9 a.m. - 10.30 a.m. / 11 a.m. - 12.30 p.m. / 2 p.m. - 3.30 p.m.

- Weekly seminars based on readings 30%
- one small essay 20%
- one final exam 50%

Course Description

Many of the certainties of post-World War II international relations are vanishing or altering beyond recognition. This course will introduce students to the institutions, issues, and ideas that have shaped international relations since the end of World War II. We start by looking at the world in 1945, with the collapse of German and Japanese power and the origins of the super-power rivalries in the so-called "Cold War". Using case studies, we will discuss such issues as the nuclear arms race, de-colonisation, and super-power conflict by proxy in the years between 1945 and 1990. Important, specific events and crises in this regard will receive special attention; such as the Korean War, the Berlin crises, the Cuban missile crisis, and the conflict in Vietnam. In addition, we look at the division and reconstruction of Europe as well as the emergence and disintegration of the "Third World". Economic issues in international relations, such as trade and competition for resources, will also be studied. Attention will be given to the role of international organisations such as the United Nations in world affairs. The course is designed to provide historical knowledge of world affairs in the second half of the 20th century, but we will also investigate changes brought about by the collapse of communism in the Soviet Union and Eastern Europe; the disintegration of nation-states in the post-Cold War order; the Gulf War; and continuing conflict in the Middle East. In this way, the roots of contemporary crises will be examined. Students will gain an understanding of the recent past, which will help equip them to evaluate the current and emerging international order.

Course Organisation

This course uses lectures, participatory seminars, and field excursions in Berlin. Material is drawn from a wide array of secondary sources and Dr. Kislenko's own primary research as an historian of the Cold War.

Seminars and Assigned Readings

Scholarly readings are an essential component of any course and this will be no different. All the seminars will involve chapters from a book by a renowned academic in the field. They will also entail the reading of primary documents on various events in the Cold War put together in an edited text. This will provide students an opportunity to be “closer” to some of the dramatic events covered in the course and be exposed to the true craft of historians. Participation in seminars will be marked, but it is sincerely hoped that you will actually get something out of it beyond grades. The overall objective is to have everyone apply critical, reasoned analysis to the study of international relations history. However, engaging in scholarly discourse need not be terribly intimidating, boring, or formal. To prove this point your humour, passion, experiences, and opinions are essential ingredients in this course. As long as everyone and their perspectives are treated with respect, and a relative decorum is maintained, you are strongly encouraged to voice your interpretations. In this kind of an environment everyone will gain greater intellectual self-confidence, as well as better knowledge of intelligence issues and international relations. In addition, drawing connections to current events, such as the U.S. occupation of Iraq or the “war on terror,” is not only welcome – it may in fact be quite useful in better understanding other topics in the course material. Just be prepared to *think* things through.

Seminar 1: The Cold War Expands: Berlin to Cuba

READ:

- William R. Keylor, A World of Nations: The International Order Since 1945 (Oxford: Oxford University Press, 2003): chapters 1-4
- Documentary reader (Kislenko and MacMillan): sections 5,6,10

Seminar 2: Nationalism or Communism?: The Wars in Indochina and the Reality of Neutrality

READ:

- William R. Keylor, A World of Nations: The International Order Since 1945 (Oxford: Oxford University Press, 2003): chapter 7
- Documentary reader (Kislenko and MacMillan): sections 7,10

Seminar 3: Détente, the “New” Cold War, and the End of History

READ:

- William R. Keylor, A World of Nations: The International Order Since 1945 (Oxford: Oxford University Press, 2003): chapters 5,6,13,10
- Documentary reader (Kislenko and MacMillan): sections 8,12,9

Essay

- **Write an essay of 2,000 words** chosen from the list below and discuss its significance to espionage and/or the development of intelligence services and their impact on international relations. Please refer to additional information regarding the submission of essays in this outline. **This is due the last day of classes** and is worth 20% of your final grade. Please refer to additional information regarding essay submission in this outline.

Essay Topics

- Berlin in crisis during **ONE** of the following: 1948-49; 1953; 1958-1962, 1989
- Soviet foreign policy and Eastern Europe 1945-1956
- the Treaty of Rome
- Sino-Indian relations 1949-1962
- Canada's dilemma: nuclear arms policies 1945-1990
- the People's Republic of China and **EITHER** the Korean War **OR** the Indochinese Wars
- Joseph McCarthy and the anti-communist hysteria
- the "Western Alliance" and the Suez Crisis 1956
- Nikita Khrushchev and Cuba (**not** just the Cuban Missile Crisis)
- the successes and failures of Willy Brandt's *Ostpolitik*
- the United States and Vietnam **EITHER** 1954-1964 **OR** 1964-1975
- oil as an economic and political weapon in the 1970s
- Charles de Gaulle and French foreign policy 1958-1968
- the Soviet invasion of Afghanistan and its effect on the USSR's world position
- the Gulf of Tonkin incident
- Richard M. Nixon and the People's Republic of China, 1969-1973
- the United Nations and Peacekeeping 1945-present
- Mikhail Gorbachev's foreign policy
- the Iran-Iraq War 1980-1988
- the Six Days War 1967 **OR** the Yom Kippur War 1973
- the Vietnamese invasion/occupation of Cambodia, 1978-1991
- the struggle for independence and/or the Cold War in **ONE** of the following countries: India (1945-1960), Indonesia (1945-1966), Chile (1970-1973), Burma (Myanmar) (1948-present), Israel (1945-1948), Algeria (1954-1962), Congo (1958-1963), Nigeria (1960-1970), Lebanon (1975-1985), Cambodia (1975-1993), Somalia (1969-1992), Thailand (1945-1975), Nicaragua (1979-1990), Afghanistan (1945-1994) Pakistan (1947- present)

Writing an essay

Students should ask themselves the following questions in dealing with their chosen subjects. Of what does the event or policy being described consist? What caused it? What happened? What was its significance for national or international relations at the time and in history? You may find that there are differing interpretations of issues and events, and a good essay will show awareness of these. You may argue whatever you position you like, as long as you can back your arguments with reasonable and credible evidence.

References

Essays **MUST** contain proper references, either in the form of footnotes or end notes, which include in the first citation the author, place and date of publication of the work cited, **as well as the specific and correct page number**. Essays without proper foot/end note citations **will be failed**. As a general rule, references should be given for direct quotations, summaries or paraphrases of other people's work or points of view, and for material that is not widely known or accepted. Although there is no specific formula or rule for referencing other than that, undergraduate papers of 3,000 words should have between 15 and 30 citations. **When in doubt, it is better to provide a reference**. There are several acceptable citation formats, but please make sure you follow one! Improper citations will result in lost marks. For example, here is an acceptable foot/end note citation: Jane Doe, The ABC's of History (Toronto, 1996), 20-23.

Bibliographies

Essays **MUST** provide bibliographies of all works consulted, whether or not they have been quoted directly. An example of a bibliographic citation is as follows: Smith, John. History Rules (Toronto, 1996).

Sources and Research

Strong research is of course essential in producing a good essay. The quality and breadth of research will be a major factor in evaluating the essay. You should exercise critical thought in dealing with your research, taking care to select scholarly and germane sources. Research advice can be obtained from Dr. Kislenco as well as librarians. There is no specific "magic number" of sources that you should consult, but research based on less than six books or articles related to the topic, or books that are entirely general work or texts, will be considered inadequate. Dictionaries, atlases, encyclopaedias and web-sites **DO NOT** count towards this minimum number of sources, and their inclusion should **NOT** be considered as research.

Deduction of Marks

The evaluation of your research, content, and argumentation is of primary concern in marking. Equally important is the syntax or structure of your work. Marks will be deducted from work containing excessive grammar/spelling mistakes, which is excessively long or inadequately short, or which fails to provide proper footnoting/bibliography. Be sure to edit and check your work carefully. Do not simply rely on your computer's spelling or grammar check.

Plagiarism and Other Grounds for Failure

An essay that does not supply adequate references and bibliographies **WILL BE FAILED**. It will receive **NO** marks and there will be **NO** chance to resubmit. Plagiarism is a form of intellectual dishonesty in which someone attempts to claim the work of others as his or her own. Work which has been researched and/or written by others, such as an essay writing agency, Internet service, friend, or family member is **NOT** acceptable. The submission of such work is one form of plagiarism, and it will be dealt with accordingly as academic misconduct. Quoting directly or indirectly from research sources without proper attribution is also plagiarism and it will also constitute an academic misconduct. If you have any questions or concerns about plagiarism, please feel free to speak to Dr. Kislenko.

Submission of Essays

Essays must be typed. If this is a problem, please speak to me. **Please keep copies of all your work.** Extensions will be granted only on medical and compassionate grounds. Students should request this **BEFORE** the deadline.

Assistance

If you have **ANY** questions about research or the correct procedure and style for writing an essay, feel free to contact Dr. Kislenko.