

POL 391.03 *The Cold War: Reshaping America and
the World*

Fall 2014

The class meets on Tuesday and Thursday from 11:30 a.m. to 12:50 p.m. in Frey Hall, room 222.

Instructors: Carl Bernstein
Frank Myers

Offices:

Mr. Myers: Social and Behavioral Sciences Building, room S-739.

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Office hours:

Mr. Myers: Tuesday and Thursday, 2:30-4:00 p.m.

Mr. Bernstein: Tuesdays and Thursdays on which Mr. Bernstein
Lectures, 1:45-3:45 p. m.; Friday, Oct. 10 , 2:30-4:30 p. m.; Friday,
October 31, 2:30-4:30 pm; or by appointment for students cannot do
any of those dates

***The Cold War: Reshaping America and the
World***

This course analyzes the political, social, and cultural upheavals of the Cold War, especially in America and Europe, Russia and China between 1946 and 1991. From the era of Stalin and Truman and Churchill to that of Reagan, Pope John Paul II and Gorbachev, two related perspectives will inform the course: first, the creation of the Cold War national security state in the U. S. and its pervasive effect on American domestic life. Because this subject area is vast, we will focus our discussion on selected events and actions—the war in Vietnam, civil liberties, the McCarthy Era, the space race, and Watergate among them. We will also examine the role of films, music (especially rock and roll) and television programs as battlegrounds of the Cold War.

The second perspective will focus on the acts of major political decision-makers as they attempted to manage foreign and defense policies on the one hand, while at the same time maintaining domestic political support. Our approach will pay special note to rhetorical features of historic speeches delivered by political and religious leaders whose words were essential weapons in the titanic struggle of the second half of the twentieth century.

Finally, the course will address the question of whether a new Cold War is underway, especially since Russian actions began in the Ukraine in 2014.

Basic Textbooks for the course:

John Lewis Gaddis, *The Cold War: A History* (Penguin Press: New York, 2005) ISBN: 1-59420-062-9.

The World Transformed 1945 to the Present: A Documentary Reader. Edited by Michael Hunt. Oxford University Press, 2014.

Basic Video Materials—CNN Cold War series from 1998, on YouTube

Films, including—

Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb (1964)

The Third Man (1949)

The Manchurian Candidate (1962)

The Quiet American

Good Night and Good Luck

All the President's Men

Secondary Texts: *Excerpts of books by Carl Bernstein* (to be posted on Blackboard)

All The President's Men, by Carl Bernstein and Bob Woodward

The Final Days, by Bob Woodward and Carl Bernstein

Loyalties: A Son's Memoir [of the McCarthy Era]

His Holiness: Pope John Paul II and the History of Our Time, by Carl Bernstein and Marco Politi

Course Goals:

- To understand the overarching global conflict between competing political systems –and superpowers-- that defined much of the history of the second half of the twentieth century;
- to examine its impact on domestic life in America, particularly, but also in Europe, Russia, and China;
- To learn how the Cold War was fought —through major events, leaders, movements, ideologies, rhetoric, propaganda and media;
- To understand, especially, the role of significant political speeches and rhetoric as aspects of political leadership through every phase of the Cold War;
- And identify the causal relationship between the acts of political leaders and the responses of the public during the Cold War.

Course Blackboard

This course is on the Blackboard, which contains, in addition to a copy of this syllabus, various announcements and information for your benefit. It also contains many of the readings, both required and recommended, which you may easily download. Readings that are on the Blackboard are identified.

Course requirements:

1. There will be three papers assigned, each about four pages long.
2. Every student must participate in class discussions. At all times students are expected to have questions and comments on the readings and lectures. For this reason, class attendance is most important.
3. There will be a final examination that covers all the material in the course.

Course outline:

[Note: This outline is not to be taken as immutable. The order of topics to be covered and the reading assignments may change as the course develops. You will be notified in advance of any changes.]

I. Introduction to the course (3 class sessions)

- A. First class: general introduction (one class)

B. Background and Origins of the Cold War:

C. The U. S. and USSR, from Alliance to Antagonism

Reading

Gaddis, chapter 1.

Selections from *The World Transformed*, TBA

II. Political leadership from a Rhetorical Perspective—how to read political speeches (Part I)

Reading

Martin J. Medhurst, “Rhetoric and the Cold War: A Strategic Approach”. (On Blackboard)

II. The early Cold War—1945-9 (2 or 3 class sessions)

A. Containment and The Truman Doctrine

B. The British foreign policy reassessment— Ernest Bevin and the Middle East

C. The Marshall Plan

D. The Berlin Blockade and Airlift

E. Churchill

Reading

Gaddis, chapter 1. (continued)

Ernest Bevin, speech of November 13, 1945. (On Blackboard)

George Kennan, “The Long Telegram” (on Blackboard)

Truman’s speech on aid to Greece and Turkey, March 1947.
(on Blackboard)

Diane Bostdorff, essay on Truman’s March 1947 speech. (on Blackboard)

III. Political leadership from a Rhetorical Perspective (Part II)—how to read political speeches and Manifestos, and the role of slogans

Reading

Philip Wander, “The Rhetoric of American Foreign Policy”. (On Blackboard)

Selections (tba) from *The World Transformed*, including Churchill, Stalin, and Mao

Aristotle, *Rhetoric* (selection on Blackboard)

III. J. Edgar Hoover’s FBI, Espionage, the House Committee on Un-American Activities, and The McCarthy era of domestic anti-communism (3 weeks)

- A. /Hoover/HUAC/The Senate Internal Security Committee
- B. Truman and the loyalty oath issue
- C. The Rosenberg Case/Richard Nixon and the Hiss Case
- D. The McCarthy era in general.
- E. The role of the media, especially television and film, in the McCarthy period.

Reading:

Gaddis, chapter 2.

Carl Bernstein, excerpts from *Loyalties: A Son’s Memoir* (will be posted on Blackboard)

Ernest Giglio, *Here’s Looking at You: Hollywood, Film, and Politics*, chapter Five: “HUAC and the Blacklist”, pp. 93-114. (on Blackboard)

Video: Army-McCarthy hearings, YouTube, including Joseph Welch speech addressing Sen. Joseph McCarthy—a turning point

[First paper due]

IV. On the Brink: Part I (2 weeks)

- A. Ike and (not Cold) Korea

- B. The USSR from Stalin to Khrushchev. Khrushchev's "secret speech" of February 1956, the Hungarian Revolution and the uprisings in Eastern Europe.
- C. Eisenhower's "Atoms for Peace" speech
- D. The Sino-Soviet Split
- E. Sputnik and the Space Race
- F. The Berlin Wall and Crisis of 1958-61

- G. The anti-nuclear movement.

- H. Portrayals of nuclear deterrence in the media, especially film.

Reading:

Gaddis, chapter 3.

Martin J. Medhurst, "Eisenhower's 'Atoms for Peace' Speech: A Case Study in the Strategic Use of Language." (On Blackboard)

Nikita Khrushchev's speech of February 25, 1956 (on Blackboard)

Bertrand Russell, *Has Man a Future?* (selection). (On Blackboard)

Selections From

Video and Analysis by Professor Myers: Kennedy's "ich bin Berliner" speech

V. On the Brink: Part II (two weeks)

- A. The Cuban Revolution and The Bay of Pigs Invasion
- B. The cold war, anti-colonialism and the decline of the British Empire—Harold Macmillan's "Winds of Change" speech, Feb. 1960.
- C. Kennedy, The Cuban Missile Crisis and the fall of Khrushchev
- D. The War In Vietnam
- E. The anti-war movement and the abdication of Lyndon Johnson (*including Johnson's emotional White House meeting with four reporters—among them Carl Bernstein--immediately following his abdication speech of March 31, 1968*)
- F. The Invasion of Czechoslovakia

Reading:

Gaddis, chapter 4.

Macmillan's "Winds of Change" speech, Feb. 1960. (On Blackboard)
Excerpts (to be posted on Blackboard) from *The Best and The Brightest*,
By David Halberstam

Video: You Tube Package:

The Cuban Missile Crisis (to be posted on Blackboard)
Walter Cronkite reports on the failing war in Vietnam

[Second paper due]

VI. Nixon, Watergate, and Détente (two weeks)

- A. Nixon's opening to China and the policy of détente; the Brezhnev doctrine
- B. The Watergate scandal.
- C. Watergate in the media.

Reading:

Gaddis, chapter 5.

Statements by Nixon in preparation for his trip to China in 1972. (On Blackboard)

Afterward to 40th Anniversary Edition of *All the President's Men*, by Carl Bernstein and Bob Woodward (To be posted on Blackboard)

Film Showing: *All the President's Men*

VII—American Popular Culture: A key element corroding the Soviet Empire:—especially, rock and roll, film, and U. S. TV series seen in Eastern Europe— (one week)

VIII--The Soviet Invasion of Afghanistan and Jimmy Carter's reversal of détente (one class, maybe two)—

Reading:

Carter's State of the Union address, January 20, 1980. (on Blackboard)

The New Republic Magazine, March 1982 cover story by Carl Bernstein,

On Secret Alliance between U. S., China, Egypt, and Pakistan to funnel arms to Mujahedeen to fight Soviets in Afghanistan (to be posted on Blackboard)

IX--The Dissolution of of the Soviet Empire; Reagan, Gorbachev, and Pope John Paul II (three classes)

- A. Gorbachev, Glasnost and the internal weaknesses hastening the empire's fall
- B. Pope John Paul II and the Solidarity Movement in Poland: A threat like no other
- C. Reagan and Thatcher
- D. Reagan: The rhetoric of policy reversal .

Reading:

Gaddis, chapters 6 and 7.

Bernstein-Politi, *His Holiness*, excerpts to be posted on Blackboard
Pope John Paul II, Speech in Warsaw(on Blackboard)

X--Conclusion

Reading:

Gaddis, Epilogue, pp. 259-266.

Note: The University Senate Undergraduate and Graduate Councils have authorized that the following required statements appear in all teaching syllabi.

Americans with Disabilities Act:

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC

(Educational Communications Center) Building, room128, (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Academic Integrity:

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report and suspected instances of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at <http://www.stonybrook.edu/uaa/academicjudiciary/>

Critical Incident Management:

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn.