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American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities

Course Number: MILH621

Course Name: The Cold War and Aftermath

Credit Hours: 3

Length of Course: 8 weeks

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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Instructor Information

Please see the Syllabus tool in the classroom for your instructor's contact information. Thank you!

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Course Description (Catalog)

This course is a graduate seminar that surveys the US-Soviet Cold War, which dominated global geopolitics and military affairs from the end of World War II to the fall of the Berlin Wall, along with the first decade of the post-Cold War era, which culminated with the events of 9/11. Students should be expected to read and write intensely on both broadly and narrowly addressed topics of war and military conflict between the United States, Soviet Union, and their respective allies in the years since 1945. Students will be expected to produce near-publication quality research paper and essay work commensurate with graduate studies.

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Course Scope

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The focus of *The Cold War and Aftermath* is historical analysis, research, and writing. Students will spend the semester reading selected scholarly works on military conflict from the beginning of the Cold War to the terrorist attacks of 9/11, as well as write a series of analyses that are of near-publication quality. As they are doing so, students will examine the theories of military conflict and diplomacy, along with the interpretive trends that have influenced warfighters and policymakers. Throughout the class students will discuss the course readings in a scholarly discussion of the conflicts waged during the Cold War and decade after its thaw: the proxy wars of the United States and Soviet Union; wars of national liberation in Africa, Asia, and Latin America; the Arab-Israeli conflict; the Indo-Pakistani conflict; and post-Cold War conflicts in Africa, Asia, and Latin America.

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Course Objectives

Upon completion of *The Cold War and Aftermath*, students will be able to:

- CO-1. Explain the cultural, political, and economic circumstances that created the Cold War conflict.
- CO-2. Assess the impact of the United Nations and other multilateral organizations on war and military conflict in the Cold war and immediate post-Cold War Eras.
- CO-3. Analyze the proxy wars of the United States and Soviet Union.
- CO-4. Differentiate between the impact of superpower conflict and the effects of other, more immediate factors on war and hostilities in the developing world.
- CO-5. Assess the historical literature of the Cold War and its aftermath, including its analytical and interpretive trends.
- CO-6. Generate well-written, independent analysis of topics related to the Cold War and its aftermath that incorporates independent research with key historiographical concepts and methodologies.

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (Located in Resources in SAKAI) and access to the online learning management system (SAKAI) will be made available to each student. Online assignments are due by Sunday evening of the week except as otherwise noted and include discussion questions (accomplished in Forums), examinations, and individual assignments submitted for review and evaluation by the Faculty Member.

In online courses we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas. Direct interaction between faculty members and students is a key feature of the educational experience. The faculty member will support the students' discourse and learning throughout this course.

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Course Materials

Required Course Textbooks

Gaddis, John Lewis. *Strategies of Containment: A Critical Appraisal of American National Security Policy during the Cold War*. Revised and Expanded Edition. New York & Oxford: Oxford University Press, 2005.

Friedman, Norman. *The Fifty Years War: Conflict and Strategy in the Cold War*. Annapolis, MD: Naval Institute Press, 2000.

Additional Required Readings:

Additional readings will be posted or linked through the course page. These will not need to be purchased.

Optional Resources (Recommended)

- Marius, Richard. *A Short Guide to Writing about History*. NY: Longmans, 1999.
- *The Chicago Manual of Style*, 16th ed. Chicago: University of Chicago Press, 2010.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press, 1997. *Purchase is highly recommended.*
- Turabian Citation Guide Online
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

IMPORTANT NOTE: The Department of History and Military History requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.

Websites

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Website URL/Address
National Security Archive (George Washington University)	http://www.gwu.edu/~nsarchiv/coldwar/documents/index.html
Cold War International History Project (Wilson Center)	http://www.wilsoncenter.org/program/cold-war-international-history-project
Avalon Project: The Cold War	http://avalon.law.yale.edu/subject_menus/coldwar.asp

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Copyright/Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

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Evaluation Procedures

Every week there will be required reading and writing assignments. You are expected to complete them in a timely manner and have them turned in via the E-Classroom by the posted due date. I will be posting a weekly digest at the start of each week reiterating the objectives and assignments of the week (These can be found in the syllabus as well). Feel free to contact me with any questions throughout the process. The types of assignments are detailed as follows:

Discussion Forum Assignments: This will be your primary interaction in this course. There will be a number of discussion questions posted over the 8 weeks of the session. In each, you are required to post a thoughtful response to the question or questions (of approximately 200-250 words) based on your reading and other course content. Specific evidence should be included (don't forget the appropriate in-text citations for your material). You may do additional research, but it is not required. You are required to make your initial Forum post no later than Thursday of each week to give your colleagues ample opportunity to respond to your posts and in order to enrich the discussion. *After* posting your own response, read your peers' posts and comment substantively on at least two of them (100-150 words). A graded forum (those identified by a number) will be evaluated based on the following criteria: 1) direct connections to the readings, 2) critical thinking and ability to synthesize core concepts, and 3) quality of interaction with others' concepts and ideas.

Assessment will correspond to the following rubric:

A-Level Work (90-100 points). Student makes regular posts on the discussion board (above and beyond the required minimum) that consistently address the topics with substance and demonstrate reflection. The student responds to points made in others' posts and makes connections to topics that had previously been discussed.

B-Level Work (80-89 points). Student makes substantive points that demonstrate some reflection. The student sometimes responds to other students' posts and makes occasional connections to topics that had previously been discussed.

C-Level Work (70-79 points). Student participates in the discussion at a basic level. Points may be relevant but show little substance or reflection. The student generally does not respond to others' posts or make connections to topics that had been previously discussed. *An unsatisfactory level of work at the graduate level.*

D-Level Work (60-69 points). Student's posts generally make obvious observations or repeat what another post had previously stated. The posts amount to little more than a gesture of participation. *Not an acceptable level of work at the graduate level.*

F-Level Work (0-59 points). Student's responses demonstrate little or no understanding of or familiarity with the topic or may be off-topic, suggesting that the student has not been reading the assigned material or following the discussion board. 0 Points: Student did not participate in the discussion. *Not an acceptable level of work at the graduate level.*

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Article/Book Reviews: These are short reviews, two scholarly article reviews and one scholarly book review (approximately 1200-1400 words and 1400-1600 words respectively, plus a bibliography – focus on concise, content-heavy writing). You should seek out articles/books related to our content for the week (a major concept, event, or person associated with the Cold War and/or Aftermath). The purpose of this assignment is to introduce you to some of the original published history that can serve as a model for your own research.

The articles/books you select should be scholarly in nature, including footnotes indicating primary source research. If you have any questions as to the sufficiency of an article or book, don't hesitate to ask the professor! To gain context for the scholarly work you review, you should use the wonderful database resources in the APUS library system to find as many scholarly articles and book reviews on the topic as possible (Some of the journals I recommend are the *Journal of Military History*, *Diplomatic History*, *International Review*, *Journal of American History*, and the *American Historical Review*. Popular history magazines do NOT qualify as scholarly sources). **Report** the scholarly work's argument and evidence, **identify** what major disputes or common trends have arisen in the scholarly dialogue, as well as any holes in the literature, and **evaluate** the quality and effectiveness of the article/book as well as its historical significance. A detailed writing rubric is available.

Research Paper Proposal: Provide a short explanation of a historical question and working thesis for your research paper. You must get my approval for the topic. The research paper must address a major concept, event, or person pertinent to the Cold War and Aftermath. Once you have picked a topic, develop a good historical question and thesis statement.

Conduct a cursory review of the source materials in order to develop a meaningful thesis. An example of a research question might be: What did the American experience in Vietnam and the Soviet experience in Afghanistan reveal about the limits of Superpower power? One hypothesis might be that asymmetrical warfare revealed the lack of flexibility in the massive military-industrial structures of these two nations. Another might focus on will and determination (or the lack thereof) as the determining factor, comparing those fighting for the cause of independence to others whose goals boiled down to the expansion of power and influence by already powerful nations. A third might suggest that too great a dependence on and faith in advanced technology led the two superpowers into making serious miscalculations operating in very low-tech fighting theaters. There are many more; let the research point the way to your thesis, rather than trying to find sources that back up what you already think.

Your proposal will be assessed on the quality of the historical question and your preliminary thesis, as well as your preliminary treatment of the available source materials in the form of an annotated bibliography. A rubric specific to the proposal assignment is available.

Final Research Paper: Complete a research paper on one of the major concepts, events, or people associated with the Axis Powers: Politics, Political Leadership and Diplomacy. The topic of your research paper should have already been approved by the instructor. Your research paper must reflect your own original thoughts, even though the issues may have been previously presented elsewhere.

The research paper will be graded according to the following essential elements: 1) **introduction** providing a thesis statement; 2) **body** providing a discussion of central themes supported by primary / secondary sources; 3) **conclusion** drawing together the themes of the paper in a succinct, organized, and persuasive manner; and, 4) **citations** that are properly annotated as footnotes or endnotes.

The research paper will be 12-15 text pages (4000-6000 words) using 12 point font and double-spaced throughout. The cover page, bibliography, footnotes/endnotes do not apply as text pages.

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Include a cover page with the title of the paper and your name. The title of your paper should accurately reflect the content of your paper’s text. The research paper must include a bibliography of at least ten academically critical sources. If there is a question about whether a source meets the academic criteria, contact the instructor. These sources may all be secondary, but primary sources may also be used. The student is encouraged to use as many sources as appropriate. However, a huge bibliography will not compensate for a weak or poorly-constructed paper.

There is a Q & A discussion forum especially for this project. I would encourage you to make use of this excellent resource. I am also willing to review drafts up to and during Week 14, as indicated on the course schedule. A detailed writing rubric is available.

All essays should be submitted through the appropriate link in the “Assignments” area of the course navigation menu.

Graded Instruments	Percentage
Discussion Forum #1-8	30% total
Scholarly Article Review #1-2	20% total
Scholarly Book Review	15%
Research Paper Proposal	5%
Final Research Paper	30%
Total	100%

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Please see the [Student Handbook](#) to reference the University’s grading scale

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Weekly Course Outline

<u>Week</u>	<u>Topic</u>	<u>Learning Objectives</u>	<u>Readings</u>	<u>Assignment</u>
1	1A: Course Introduction	Class introductions and course overview. (CO-1) LO-2: Review the principle analytical and interpretive trends in the literature. (CO-1, CO-5)	1A: Course Syllabus	Discussion Forum
	1B: The Origins of the Cold War Conflict	Examine the origins of the Cold War conflict. (CO-	1B Text Readings: Gaddis, Chapter 1 Friedman, Chapters 1-5	

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		1, CO-4) Assess the major historical controversies regarding the origins of the Cold War. (CO-5)		
2	<p>2A: George F. Kennan and Containment</p> <p>2B: Making Policy Work</p>	<p>2A: Analyze the policy of Containment and assess its impact on the Cold War. 2B: Assess early attempts to implement the doctrine of Containment. (CO-1, CO-2, CO-4).</p> <p>Produce a well-written Article Review that demonstrates mastery of both the content and historiography related to the article. (CO-5, CO-6).</p>	<p>2A:Text Readings: Gaddis, Chapter 2 Friedman, Chapter 6</p> <p>2B: READINGS Gaddis, Chapter 3 Friedman, Chapter 7</p>	Discussion Forum
3	3A: The Developing World and Superpower Plans	3A: Examine the instability resulting from “Third World” decisions and activities.	<p>3A Text Readings: Friedman, Chapters 8-10</p> <p>3B Text Readings:</p>	Discussion Forum

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	3B: NSC-68 and the Conflict in Korea	3B: Examine the NSC-68 doctrine and its implications for Containment & Review the origins, nature, and impact of the Korean War	Gaddis, Chapter 4 Friedman, Chapters 11-14	
4	4A: The Eisenhower Administration and the New Look 4B: New Look in Practice	4A: Assess the changes resulting in US foreign policy during the Eisenhower Administration. 4B: Assess the success of the Eisenhower Administration in implementing the New Look.	4A Text Readings: Gaddis, Chapter 5 Friedman, Chapters 15-18 4B: Gaddis, Chapter 6 Friedman, Chapters 19-22	Scholarly Article Review #1 Discussion Forum
5	5A: Flexible Response 5B: Vietnam: A Case Study	5A: Examine the Flexible Response approach to US foreign policy & assess the success of the Kennedy and Johnson Administrations implementing Flexible Response. 5B: Examine the Vietnam conflict and assess the success with which Flexible Response was applied in this case.	5A Text Readings: Gaddis, Chapter 7 Friedman, Chapters 23-27 5B Text Readings: Gaddis, Chapter 8 Friedman, Chapters 28-30	Discussion Forum

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6	<p>6A: When Local Becomes Global: Case Studies on Israel/Palestine and India/Pakistan</p> <p>6B: The Beginnings of Détente</p>	<p>6A: Examine the impact of the Cold War on the development of regional conflicts.</p> <p>6B: Examine the policy of Détente and assess its potential for success in the Cold War.</p>	<p>6A READINGS:</p> <p>6B Text Readings: Gaddis, Chapter 9 Friedman, Chapters 31-32</p>	<p>Discussion Forum</p> <p>Research Paper Proposal</p>
7	<p>7A: Implementing Détente</p> <p>7B: Imperial Overstretch</p>	<p>7A: Assess the success of the policy of Détente.</p> <p>7B: Examine the Reagan Administration's approach to the Cold War contest & analyze the weaknesses that led to the dissolution of the Soviet Union and the end of the Cold War.</p>	<p>7A Text Readings: Gaddis, Chapter 10 Friedman, Chapters 33-35</p> <p>7B Text Readings: Gaddis, Chapter 11 Friedman, Chapters 36-38</p>	<p>Discussion Forum</p>
8	<p>8A: After the Cold War</p> <p>8B: Closing Thoughts</p>	<p>8A: Examine the dynamics that followed the end of the Cold War & Evaluate the success of Containment both during and after the Cold War.</p> <p>8B: Assess the</p>	<p>8A Text Readings: Gaddis, Chapter 12</p> <p>8B:</p>	<p>Discussion Forum</p> <p>Final Research Paper</p>

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		course materials and lessons learned.		
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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Writing Expectations

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#).

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--e.g., [title page](#), copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, [abstract](#).
2. Narrative with [scholarly attributions](#).
3. Back matter--[bibliography](#), appendices.

Please also see the Written Assignment Rubric.

Citation and Reference Style

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

[Endnotes/Footnotes](#), the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.

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Bibliography is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.

Turabian and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

- May be in-line, but preferably set in raised [superscript](#).¹
- Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
- Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: <http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation>

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and late work will be penalized up to 3% per day.

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

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Selected Bibliography

Please locate "For Further Reading" at the end of each Module.

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