Global Cold War begins with the relationship between Franklin Roosevelt and Stalin and continues to the collapse of the Soviet Empire in 1991 and through the legacies of the Cold War. This course will examine the relationship between the U.S. and the Soviet Union and its allies, with particular focus on how U.S. relations with the Soviet Union (and the Peoples’ Republic of China) alternated between cooperation and confrontation. Topics will include the Soviet Unions’ vision for Europe before, during, and at the end of World War II, the launch of the Truman Doctrine of communist containment first in Europe, and then extended to Asia. Global Cold War will also address President Ronald Reagan’s decision in the 1980s to revive and revise the Truman Doctrine with an eye toward bringing down the Soviet Empire. The course will end with a look at the geopolitical and domestic legacies of the Cold War.

Course Objectives

• Examine the historical and geopolitical forces that spawned the Cold War.

• Analyze the extension of the Cold War from Europe to the rest of the world.

• Evaluate the interplay between U.S. domestic politics and American foreign policy before, during, and after the Cold War.

• Assess the legacies of the Cold War, both domestically and internationally.

Graduate Institutional Learning Goals

Graduate Institutional Learning Goals reflect the mission of the University through a focus on specific areas of student learning. Individual departments, programs, and services will provide opportunities and support, where appropriate, for students to attain the skills and dispositions identified by the University as essential to education.

1. Master Knowledge and Skills

   Students will:

   • Demonstrate advanced knowledge, skills, and values appropriate to the discipline.
• Demonstrate the ability to work as individual researchers/scholars as well as in collaboration with others.

• Demonstrate the ability to be creative, critical thinkers with the ability to apply new technologies as appropriate to the discipline.

2. Master Communication and Dissemination

_Students will:_

• Be required to demonstrate advanced oral and written communication skills, as appropriate, to the discipline.

• Demonstrate global perspectives appropriate to the discipline.

3. Master Leadership and Social Responsibility

_Students will:_

• Comprehend and practice the ethical principles appropriate to the discipline.

• Understand and value individual differences and have the skills for working effectively in a diverse, changing world.

**Program/Student Learning Outcomes (PLO/SLO)**

Communication

Students will demonstrate a mastery of communication skills with the professor and with fellow classmates, through graded, guided discussions, and written skills through a mastery of written assignments, as applied to global and regional knowledge necessary to attain skills in the field of security studies.

Cultural Appreciation

Students will demonstrate, comprehend, and practice, in the context of the global and regional geopolitical environment, cultural appreciation regarding how individuals and diverse societies/nation States interact with one another, and gain a thorough, demonstrated knowledge of the skills necessary to work effectively in a diverse international environment, and show this ability through the successful completion of active, graded discussions, and written assignments.

Advanced Knowledge and Critical Thinking

Students will demonstrate an ability to apply advanced knowledge and critical thinking to national and international security as it applies to both issues and world regions, and show this ability through the successful completion of active, graded discussions, and written assignments.
ASU Student Handbook

The ASU Student Handbook contains important information about campus services, programs, policies, and procedures, including such areas as the campus disciplinary rules and the Academic Honor Code. All students are expected to be familiar with this publication and to comply with the policies contained therein, among them maintaining complete honesty and integrity in their academic pursuits according to the Academic Honor Code. The ASU Student Handbook is available via the ASU website at www.angelo.edu (“Current Students/University Publications.”) Large print versions are available in the Student Life Office, Room 112 University Center.

Persons with Disabilities

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Student Absence for Observance of Religious Holy Day

(ASU OP 10.19)

1. “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.

2. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

3. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking,
public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form Face to Face: Mayer Administration Building, Room 210 Phone: 325-942-2022 E-Mail: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-9422171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

**Course Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage of Course Grade</th>
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<tbody>
<tr>
<td>First Essay</td>
<td>20 percent (5 – 7 pages)</td>
</tr>
<tr>
<td>Second Essay</td>
<td>20 percent (5 – 7 pages)</td>
</tr>
<tr>
<td>Discussion Thread Participation</td>
<td>25 percent (in weeks with no written assignment)</td>
</tr>
<tr>
<td>Final Essay</td>
<td>35 percent (10 – 14 pages)</td>
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Students are expected to make one robust posting in response to the discussion question and then at least three responses to their fellow students within the group. This is a minimum. Students will draw upon, and cite, course materials to formulate their discussions. Initial discussion posts are to be completed on Fridays by 9 P.M. Central Time. Responses to posts are to be completed by Mondays by 9 A.M. Essays are to be double spaced, typed, standard margins, and pagination. Either endnotes or footnotes are acceptable. Papers must conform to the Chicago Manual of Style, 17th Edition:


**Required Course Texts (all available on Kindle)**
https://www.amazon.com/Cold-Wars-Killing-Fields-Rethinking-ebook/dp/B0713W3XP5/ref=tmm_kin_swatch_0?_encoding=UTF8&qid=1550327228&sr=1-1-fkmr1


https://www.amazon.com/Mission-Failure-America-World-Post-Cold-ebook/dp/B01DDNY17Q/ref=sr_1_1_twi_kin_1?ie=UTF8&qid=1550327493&sr=1-1&keywords=Michael+Mandelbaum%2C+Mission+Failure%3A++America+and+the+World+in+the+Post-Cold+War+Era.

**Course Organization**
Lesson 1: Soviet Ambitions in Europe during World War II and the American Response. Nazi Germany and the Soviet Union were totalitarian States intent upon regional and global domination. In the struggle between Adolph Hitler and Joseph Stalin there was no prize for second place—only annihilation. Whoever liberated territory, British Prime Minister Winston Churchill predicted, would impose its cultural, economic, and political values. U.S. President Franklin Roosevelt believed that American intervention in World War II was inevitable and desirable. He believed in the alliance with Stalin and that it would continue after the war. Many Americans were anti-communist isolationists who opposed military intervention and rejected an alliance with the Soviet Union.

Lesson 2: The Cold War Freezes Europe. Europe was in ruins at the end of World War II. It was difficult to judge who the winners and losers were given the extent of the destruction. Social discontent and political unrest grew among the ruins. President Harry Truman committed the U.S. to the containment of Soviet influence and power in (mostly western) Europe. At the same time, he struggled at home with anti-communist conservatives, Democrats opposed to communist containment and European reconstruction, and isolationist Republican leader Senator Robert A. Taft of Ohio. Meanwhile, Republicans were divided between their own isolationist and internationalist factions.

Lesson 3: The Extension of the Cold War to Asia. With the outbreak of the Korean War in 1950, the Truman Administration extended communist containment to Asia. The Korean War had its share of critics in the U.S. and its consequences for U.S. foreign policy were immense. America committed itself to the reconstruction of Japan and aided the French in Indochina. The path to the Vietnam War in the 1960s began in Korea in 1950.

Lesson 4: The Eisenhower Revision and Chairman Mao's Lamentations. President Dwight Eisenhower embraced the Truman Doctrine. He expanded U.S. collective security alliances—notably the South East Asian Treaty Organization (SEATO) and the Baghdad Pact. Eisenhower, though, shifted defense spending away from conventional weapons and toward building up America’s atomic arsenal. Out of this policy came the notion of Mutually Assured Destruction, or MAD. As nuclear physicist Albert Einstein observed: “I know not with what weapons World War III will be fought, but World War IV will be fought with sticks and stones.” As Eisenhower revised and extended the Truman Doctrine, Chairman Mao reacted with fear, anger, and a commitment to support global communist insurgencies.

Lesson 5: Vietnam Syndrome. In this lesson we will be looking at several developments that transformed international relations and domestic U.S. politics: President John F. Kennedy and counter-insurgency; the escalation of U.S. military involvement in Indochina; the rise and growth of the U.S. anti-war movement and transformation of the Democratic Party; President Richard's Nixon multi-faceted political approach to the domestic anti-war movement, communist North Vietnam, the Soviet Union, and China; the Brezhnev Doctrine and support for global communist insurgencies; President Jimmy Carter and the renunciation of the Truman Doctrine; the Iranian Revolution; and, finally, the Soviet invasion of Afghanistan.

Lesson 6: Reagan's War. President Ronald Reagan reaffirmed and revised the Truman Doctrine, as well as set aside MAD while rebuilding U.S. military forces. He also provided U.S. military aid to Afghan and Nicaraguan insurgents fighting the Soviet Union. Ultimately, the Soviet union fell apart economically, politically, and socially even as U.S.
relations with China deepened. A majority of Americans supported Reagan’s reassertion of U.S. power overseas and domestic economic reforms. Meanwhile, Democrats struggled to find a winning foreign and domestic policy message.

**Lesson 7: Legacies of the Fall.** Soviet leader Mikhail Gorbachev had warned Reagan that he would do the worst thing imaginable to the U.S.—deprive Americans of an enemy. With the collapse of the Soviet Empire, Germany, which had been divided since the end of World War II, became unified. In the wake of the Cold War, ethnic and religious tensions mounted behind the former Iron Curtain. Religious fundamentalism and anti-Americanism spread across Afghanistan and much of the Middle East. Politically, the Republican Party’s isolationist faction reemerged, especially after the Persian Gulf War. Democrats, meanwhile, no longer had to worry about foreign policy and were able to unite around cutting defense spending and balancing the federal budget with “the peace dividend.” By the beginning of the 21st century, U.S. expansion of NATO eastward had alienated post-communist Russians, China emerged as a potent competitor to the U.S. in Asia, and American military intervention in the Middle East divided the nation and doubled the national debt.

**Lesson 8: Assessment.** This week is set aside for the student to complete a 12 – 15-page essay assignment. The purpose of this assignment is to measure student mastery of the course objectives.

**Course Bibliography and Required Readings:**


Jimmy Carter’s University of Notre Dame Commencement Address, 1977. [https://youtu.be/eTo0q2H-XuI](https://youtu.be/eTo0q2H-XuI)


John F. Kennedy Inaugural Address, 1961. [https://youtu.be/PEC1C4p0k3E](https://youtu.be/PEC1C4p0k3E)


