

**Ryerson University**  
**Department of History**

**Course Outline - Winter Session 2009**

**HST 604-001: *The Uneasy Peace - International Relations and the Cold War***  
**1945-1990**

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**Office Hours:**

Monday	0900-1100
Wednesday	1410-1600
Friday	1200-1400

*Or by appointment*

**(Please note:** Please do not use email for in depth discussions, such as essay advice. Although office hours are usually busy, and you may have to wait, they are the best means to get direction and help. If it is possible, I will often stay in office hours beyond those posted. It is very difficult to respond to detailed questions by email.)

**Teaching Assistants:** *to be announced*

**COURSE DESCRIPTION:** one semester, upper-level liberal study

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 European and Japanese power and the origins of the super-power rivalries in the so-called "Cold War", principally focused on the United States and the Soviet Union. Using case studies, we will discuss such issues as the atomic age and nuclear arms race, de-colonisation, and super-power conflict by proxy. Important, specific crises in this regard will receive special attention; such as the division of Europe, revolution in China, the Korean War, the Cuban missile crisis, conflict in Vietnam, and seemingly endless fighting in the Middle East. In addition, we look at the development of the United Nations and other transnational organisations, the emergence of a new international economic order, and the creation and disintegration of the so-called "Third World". Within this framework we study numerous personalities such as Josef Stalin, Dwight Eisenhower, Nikita Khrushchev, John

Kennedy, Ho Chi Minh, Mao Zedong, Fidel Castro, Charles de Gaulle, Richard Nixon, Mikhail Gorbachev and others. The course is designed to provide historical knowledge of world affairs in the second half of the 20<sup>th</sup> century, but also to 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; continuing religious and ethnic conflict in many parts of the world; and the alleged phenomenon of “globalisation” today. In this way, the roots of many contemporary crises and issues - such as the so-called “war on terror”, the nuclear gambits of North Korea and Iran, the rise of radical Islam, the emergence of China as a global power, and a revisionist Russia - 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.

**Please Note:**

**Students who have taken HST 500 may NOT take this course for credit.**

**Course Organisation and Scheduling**

The course uses a lecture format with seminars and assigned readings. There are three scheduled hours for this course each week. We have much to cover in a very short period of time. While some lecturing material will be fairly general, some topics will be dealt with in more depth. Any lecturing schedule in a course such as this is difficult to adhere to with precision, but listed below are some of the major thematic topics we will cover. Keep in mind that specific events, people, and places will be discussed within these parameters. Please also be advised that the list below is subject to change given the volume of material to be covered.

Please note that the course is *heavily* dependent on lectures. Attendance is not taken (except in seminar classes) but keep in mind that the majority of material appearing on the test and final exam is best covered by lectures. With this in mind, **regular attendance of lectures is strongly encouraged**. Bring coffee. I’ll try not to put you to sleep.

**Lecturing Topics**

*(Required readings from the course textbook are in brackets. Please see note.)*

- course introduction / roots of the Cold War
- roots of the Cold War / the Cold War begins (preface & ch.1)
- Cold War 1950s (ch.2- 3 & ch. 7 pp. 185-211)
- 1950s and decolonisation (ch.4 pp. 93-103, ch.6 pp. 147-162)
- Cold War 1960s (ch.4 pp. 103-111)
- The US and Latin America (ch.4& 8 *passim*)
- Indochina (ch.7 *passim*)
- détente and the 1970s (ch.5 *passim*)
- Africa and the Middle East (ch.6,9, 13 *passim*)
- the new Cold War of the 1980s (ch.8,10 &13 *passim*, ch. 11-12)
- Cold War 1980s
- the end of the Cold War
- the 1990s and today (epilogue)

## **Course Texts**

### **1) William R. Keylor, A World of Nations: The International Order Since 1945 (Oxford: Oxford University Press, 2003)**

This book is available at the Ryerson bookstore. This book was chosen in part because of its comparatively low cost to students, not because it is the only decent text covering this period of history. Accordingly, you may also consider any of the books listed below that may be able to replace or supplement the Keylor book. Keep in mind that the Ryerson bookstore may not carry them, but they should be available at Toronto area bookstores and libraries. Additional book recommendations on a wide variety of topics and geographical areas are listed at the end of this outline. You will be expected to read the Keylor book in its entirety by the end of the term. Not all chapter and section divisions of the book correspond perfectly to lecturing topics, but rather have been given as guideline based on topic and chronology.

### **Some Alternatives to the Keylor Text:**

William Keylor, The Twentieth Century World (New York, 2001)

David Painter, The Cold War: An International History (London, 2000)

David Reynolds, One World Divisible: A Global History Since 1945 (New York, 2000)

### **2) Arne Kislenko and Margaret MacMillan (eds.), HST 504/HST 604 Course Reader \* (available at the Ryerson bookstore: code number 0-85000-921-B) \* also available as a book, The Uneasy Century (Dubuque: Kendall Hunt, 1996)**

You will *definitely* need and want this reader as it is essential for the seminars. It consists of important and interesting documents taken from various periods we cover, addressing particular issues and events from a number of perspectives. Your job will be to analyse the documents and come prepared to discuss your interpretations. You should be sure to bring the reader to seminar classes to make specific reference to the assigned documents.

## **Course Website**

I *do not* post lectures on line. However, the terms that I use and show in lectures are available on my website ([www.kislenko.com](http://www.kislenko.com)). Also posted there is the course outline, maps and photographs, some tips on research and writing essays, details about the TAs, and information about special events/groups/issues that you might find interesting. I also use the website for regular updates relevant to the course, so checking on it occasionally is highly recommended. Keep in mind that signing up for seminars is also done through this website. User and passwords for the website will be given in class.

## **Marking Scheme**

Term Test = 10%

Seminars = 30%

Essay = 30%

Exam = 30%

## Term Test

This will be held **Friday, February 13** in class. It will be in short-answer format, and cover material up to the previous lecture. Further details will be given in class. The term test will be **fifty minutes (50 minutes)**. This will be worth 10% of your overall grade.

## Essay

There are two aspects of this essay:

- Prior to writing your essay, you may find it helpful to submit **two copies** of a **one page outline** that clearly defines your approach and lists some of your primary research. I will return it to you with comments and suggestions. ***This is not mandatory***, but is suggested for those students not familiar with writing university-level and/or history essays. If you wish to do this, please submit it no later than **Friday, February 13**.
- **Write an essay of 3,000 words** chosen from the list below and discuss its significance to international relations. Please refer to additional information regarding the submission of essays in this outline. **This is due Monday, March 16 at 16:00 hours in my office or the essay drop box on the 5<sup>th</sup> floor of Jorgenson Hall.**

## **Essay Topics**

- 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*
- Berlin Crisis 1858-1961
- 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 Falkland Islands War
- the Iran-Iraq War 1980-1988
- 1968
- 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:

Angola (1975-1991), 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- 1971)

### **Other Topics**

You are strongly encouraged to develop a topic of your own choosing. However, you **must receive permission from me before undertaking the assignment.** This is to ensure that the topic is feasible, and that appropriate resources are available to you. Please also note that **any assignment on a topic that has not been approved will receive a grade of zero, without any chance of re-submission.**

### **Essay Sources**

Please feel free to come see me for advice and direction on finding sources for essay. There are simply too many topics and possible sources to list here with any efficiency. Please note that it will be exceedingly difficult to discuss essays with you via email. You should make the effort to come to office hours and I will be happy to help. As an international relations historian, I maintain large, current lists of scholarship on many topics and will be happy to help recommend some to you. However, finding reputable, factual sources on your own is part of the exercise, and it will greatly enhance your work. Be exhaustive and be critical. Each topic has specialized research which you should come and see me about. You are certainly encouraged to use your facility in any language while doing research, provided that you indicate any translations (including by you) and use them with the same rules regarding academic honesty discussed below. For further information on this, and for some advice on foreign language sources, please see me. Please also note that you will hopefully gain access to the University of Toronto library system through me. It is the best in Canada, close by, and easy to use. More information about access to U of T will be given in class.

### **Finding Material**

1. Consult the bibliography in the textbook.
2. Look for a recent work on your topic and consult its bibliography.
4. Use the Library On Line Catalogue to search by subject.
5. Follow directions on the Library Home Page to search databases for articles or books.
6. Search the Internet **WARNING: web sources are not generally scholarly: be careful.**
7. Search other library catalogues (i.e. university libraries, public libraries, Metropolitan Toronto Reference Library). Remember that both the Ryerson and public libraries can order books for you through inter-library loan.
8. Ask me, a TA, or a librarian for advice.
9. Attend the essay lectures discussed below.
10. Take advantage of the access I will get you to the University of Toronto library system.

## Writing an Essay

Discuss your topic in terms of international relations. Domestic events may be important and worthy of discussion in your paper, but the emphasis should be on the international dimensions. 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. Please note that the key to good research is to be as exhaustive and critical as possible. Selecting a few random sources off the shelf *will not* be productive. Good research requires skill. It will take time and effort to locate and read the best research possible. Again, it is highly recommended that you come see me or a TA for help, as well as attend the essay lectures offered in term.

## Submission of Essays:

Essays must be printed in hard copy. If this is a problem, please speak to me. Students should hand essays in directly to an instructor. **Do not** slide essays under my office door. Students are responsible for ensuring that their essays have been received. Please keep copies of your work. **Please note that I cannot accept email essays.**

## Deadlines and Penalties

Late work will be penalized 3% per day, each day, including weekends. Extensions may be granted on medical or compassionate grounds. Students requesting an extension must speak with me before the deadline. If this is not possible, students should provide appropriate documentation relating to the extension request (i.e. doctor's note). No late work will be accepted after the last day of classes in the term.

## Citations:

Essays **MUST** contain proper citations, 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 correct page number.** As a general rule, citations 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. **When in doubt, it is better to provide a citation.** There are several acceptable citation formats, but please make sure you follow one! For example, here is an acceptable (and preferred) citation standard:

Jane Doe, The ABC's of History (Toronto: 123 Publishers, 1997), pp. 20-23.

## **Bibliographies:**

Essays **MUST** provide bibliographies of all works consulted, whether or not they have been quoted directly. An inadequate bibliography (for assignments as long as those above) is one which contains less than six books or articles related to the topic, or books which are entirely general work or texts. Dictionaries, atlases and/or encyclopaedias **DO NOT** count towards this minimum number of sources, and their inclusion should **NOT** be considered as constituting research. An example of a bibliographic citation is as follows:

Smith, John. History Rules (Toronto: 123 Publishers, 1997).

## **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.

## **Grounds for Failure**

Essays which do not supply proper and adequate references and bibliographies **will be failed**. Essays relying heavily on poor quality research (i.e. encyclopaedias, websites, works published decades ago, general histories, works all by the same author(s) etc.) **will be failed**. If you have *any* doubts or questions as to research you should come see me. **Essays that contain no citations or citations without page numbers will receive a grade of zero.** Any written work that quotes directly from other material without attribution, or which paraphrases extensive tracts from the works of others, is plagiarised. **It will receive a grade of zero, without chance to resubmit. Further disciplinary action will be taken in keeping with the Faculty of Arts and University policies on plagiarism. Please consult the Ryerson academic calendar for further information on plagiarism.** If you have any questions or doubts about how to cite material, please contact me or a TA.

## **Plagiarism**

Plagiarism is a form of intellectual dishonesty in which someone attempts to claim the work of others as their 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. The Faculty of Arts policy on plagiarism will be strictly enforced in this course; resulting in a grade of zero for the assignment, a report to the Registrar and the programme department of the student, and possibly other academic penalties including suspension or expulsion as prescribed in the Code of Academic Conduct. See <http://www.ryerson.ca/ai/students/studentcheating.html>

To combat this problem, I reserve the right to request research notes and/or to conduct a brief oral examination on the topic matter in order to ensure that submitted work is legitimate. Students may also be required to submit an electronic version of their work for verification purposes. I will give lectures on essay writing during the term in which plagiarism will be further discussed. If you have any questions or concerns about plagiarism, please feel free to speak me or the teaching assistants. I would **much** rather spend time helping you understand what to do than dealing with any problems that may arise from you being unclear.

### **Academic Integrity**

For additional help, Ryerson offers the **Academic Integrity Website** at [www.ryerson.ca/academicintegrity](http://www.ryerson.ca/academicintegrity). This offers students a variety of resources to assist in their research, writing, and presentation of all kinds of assignments. It also details all dimensions of Academic Misconduct and how to avoid it. It was put together by a team representing the Vice President Academic, faculty, the library, Digital Media Projects, and Student Services.

### **Special Assistance and Essay Lectures**

If you have other questions about correct procedure and style for writing an essay, please feel free to contact me or the teaching assistants. There are several good guides to essay writing, such as ***Making Sense*** (available at the Ryerson bookstore). Students may also take advantage of help offered by the Writing Centre. **Please note** that in February I will be holding special lectures on essay writing that you are strongly encouraged to attend. However, with so much material to cover in a short time, and to coordinate with my other classes, these sessions will be held outside your scheduled hours for this course. Specific times and locations will be given in class. If you cannot attend, I would still be happy to go over things with you by way of special appointment or office hours. I would much rather have you come and ask questions about *anything* to do with essays than do poorly: essays are not easy - and you should be prepared to put in the time and effort for solid research, good writing, and an effective presentation of your arguments. We're here to help, but don't leave it to the last moment.

### **Seminars**

At the beginning of the term you will be asked to sign up into small groups which will meet four times during the course to discuss major topics. Signing up will be on-line at [www.kislenko.com](http://www.kislenko.com) **Please do not attempt to sign up until given specific instructions to do so, otherwise you may be erased from the system.** Seminars will be one hour each, held during certain weeks in your two hour class block. The groups will discuss some of the problems and issues covered in the course and specific questions and readings will be assigned for each meeting. Everyone will be expected to attend and participate in all four one-hour meetings of his or her group. There are no formal presentations involved, but seminars are participatory. Attendance alone will not necessarily constitute a passing grade. If you have difficulty speaking in front of others, please consult with the teaching assistants or me as soon as possible. ***Seminars constitute 30% of the***

***final grade, so you should consider them compulsory.*** Please come at the time for which you have signed up. Changes can only be accepted if you speak with me beforehand.

**Please note** that on seminar days (i.e. the four Wednesdays listed below) there will be no scheduled lecture. **However**, given the very tight timelines for this course – and the fact that I routinely fall behind with his material - it is likely that I **will have lectures on some seminar days** in the hour preceding or following your one-hour seminar slot (i.e. 12:00 or 13:00 hours). Further information will be given well in advance in class.

### **The Inside Scoop**

Although participation in seminars will be marked, it is sincerely hoped that you will actually get something out of it beyond grades. The overall objective of this course 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 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 Topics and Readings:**

#### **First Seminar: Wednesday, January 28<sup>th</sup>**

**"From the Second World War to the Cold War"**

**Read:** Keylor, preface and chapter 1 and MacMillan/Kislenko, section 5

#### **Second Seminar: Wednesday, February 25<sup>th</sup>**

**"From Korea to Cuba: The Cold War Develops"**

**Read:** Keylor, chapter 2&3, parts chapter 4,6 &7 and MacMillan/Kislenko, section 6 &11

#### **Third Seminar: Wednesday, March 18<sup>th</sup>**

**"Indochina in International Relations"**

**Read:** Keylor, chapter 7 and MacMillan/Kislenko, section 7

#### **Fourth Seminar: Wednesday, April 8<sup>th</sup>**

**"Détente, the New Cold War and the End of Superpower Rivalry"**

**Read:** Keylor, chapter 5, 8 and 10-13 and MacMillan/Kislenko, sections 8,9, 12

## Final Exam

The final exam will be held during the final exam period in April. It will be **three hours** long and will cover the **WHOLE COURSE**. There will be two parts. The first is identification questions; exactly the same format as the term test. The second will be an essay. You will have a wide range of choices for both sections. This will be worth **30%** of your overall grade.

## Course Evaluation

You will have an opportunity to evaluate this course in class in March. Specific dates will be announced in class. A volunteer from the class will be asked to help administer the evaluation. All students are strongly encouraged to participate in the evaluation.

## Important Dates

- Wed. January 7 course starts
- Week of January 12 seminar sign ups
- Wed. January 28 **seminar 1**
- Week of February 9 essay lectures (see above)
- Fri. February 13 **term test** and essay outline due (voluntary)
- Week of February 16 reading week (no classes)
- Wed. February 25 **seminar 2**
- Mon. March 16 **essay due** (see above)
- Wed. March 18 **seminar 3**
- Sometime in March course evaluations (see above)
- Wed. April 8 **seminar 4**
- Sometime in April **final exam** (see above)

***If you have ANY questions, concerns, or comments about this course, please feel free to address them with us at any time.***