

HIST 4363, "The Soviet Union in Global Cold War"**Dr. Patryk Babiracki****MWF, 11-11.50****Room: UH 07****Office hours: Fridays, 1:30--3:30 or by appointment.****Email: babiracki@uta.edu****Office: UH 310**

Faculty profile page: <https://www.uta.edu/profiles/patryk-babiracki>

The syllabus may be subject to minor modifications

Course Description: In this course, students will learn about the Soviet side of the Cold War, from Joseph Stalin to Mikhail Gorbachev. When, how and why did the Cold War start? Why exactly did it end? What were the Soviet motivations and means for fighting it? Themes of the course will include: Soviet foreign policy vis-à-vis the West, China and “The Third World;” Soviet-sponsored regime changes in Eastern Europe; the Soviet role in East European rebellions and in the global “hot spots” of the Cold War; the role of atomic weapons and arms race; Soviet cultural diplomacy, foreign propaganda and Cold War culture; the role of consumption in the Cold War. Students will have the opportunity to learn about new interpretations of the Cold War based on recently declassified Russian archival materials, and to appreciate the complexity of the evolving Soviet view of international relations.

Student Learning Outcomes: Students will learn about the major forces that shaped the Cold War, with the attention to the Soviet side. They will be expected to engage critically with the assigned texts and to discuss them in writing as well as orally in the classroom.

Texts for Purchase (required, use these editions only):

Carole Fink, *Cold War: An International History* (Westview Press, 2013); **ISBN-13:** 978-0813347950

Vladislav Zubok and Constantine Pleshakov, *Inside the Kremlin's Cold War: From Stalin to Khrushchev* (Harvard UP, 1996); **ISBN-13:** 978-0674455320

Shane Hamilton and Sarah Philips, eds., *The Kitchen Debate and Cold War Consumer Politics: A Brief History with Documents* (Bedford, 2014); **ISBN-13:** 978-0312677107

All other readings are available on Blackboard

Grading:

Participation in classroom discussions=**20%**

Four open-book pop quizzes about the week's readings (five will be administered, you may choose the

four best). I will ask you either to summarize one or more of the texts assigned for the week, or identify a few important terms, or both=**20%, or 5% each.**

One 5-page analytic paper=**20%** (Due Week VII, Feb. 29, at the beginning of the class)

Detailed outline of the final paper (containing a thesis, arguments and a list of sources)

due Week XII (Monday, April 11, at the beginning of the class)=**10%**

Final 8-page paper (due week XV, Monday, May 6, at the beginning of the class)
=**30%**

Attendance Policy: The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this class, **I have established following attendance policy:**

Each student is allowed three absences per semester, no questions asked. These absences will not affect the final grade. After that, each absence will incur a penalty of one-third of the final grade (e.g. an "A" will become an "A-"; and an "A-" will turn into a "B+" etc.). In other words, it is best to keep your "time off" for real emergencies and illness.

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD)www.uta.edu/disability or calling 817-272-3364.
Counseling and Psychological Services, (CAPS)www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.*

Academic Integrity: It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to

commit such acts.” (Regents’ Rules and Regulations, Series 50101, Section 2.2)

Student Support Services Available: The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

E-culture policy: email is the best way to contact me. I will respond at my nearest convenience.

No laptops, mobile phones etc. are allowed in the classroom.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional ### hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week.

During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located [TBA]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Paper Re-write Policy: You may re-write the 1st paper if you wish. The grade will be averaged between the papers.

Week I (Jan. 20-22) Intro to the Course; Russia and America before the Cold War

Readings:

Fink, 1-22

Zubok and Pleshakov, 1-35

Explore websites:

"Russia Engages the World," New York Public Library:

Hanhimäki and Westad, *The Cold War*, documents 1.1 and 1.3

<http://web-static.nypl.org/exhibitions/russia/events5/ref3.html>

"Meeting of Frontiers," Library of Congress

<http://frontiers.loc.gov/intldl/mtfhtml/mfsplash.html>

BBC Cold War:

<http://www.bbc.co.uk/history/worldwars/coldwar/>

Week II (Jan. 25-29) Stalin and Stalinism; Rise and Fall of the Grand Alliance

Readings:

Fink, 27-76

Zubok and Pleshakov, 36-77

Hanhimäki and Westad, *The Cold War*, documents 1.10-1.12, 2.1.

Week III (Feb. 1-5) Soviet Empire in Eastern Europe; the German Question and Nuclear Weapons

Readings:

Zubok and Pleshakov, 78-109

Hanhimäki and Westad, *The Cold War*, documents 2.2-2.4, 2.11; 3.4, 3.6, 3.9-3.12; 9.2 (nuclear weapons)

Sándor Márai, *Memoir of Hungary*, TBA

Week IV (Feb. 8-12)

Films:

Revised January 19, 2016

Conspiracy of the Doomed (portion)

CNN series on "The Cold War," Episode 2: "The Iron Curtain"

Readings:

Zubok and Pleshakov, 110-137

Hanhimäki and Westad, *The Cold War*, documents 4.1-4.2.

Week V (Feb. 16-19) Stalin's Cold War in Asia; the Soviet Home Front

Readings:

Fink, 76-84

Zubok and Pleshakov, 138-173

Hanhimäki and Westad, *The Cold War*, documents 6.2-6.5, 6.11; 13.6

Week VI (Feb. 22-26) Rise of Khrushchev; Global Cold War

Readings:

Fink, 90-97; 100-105

Zubok and Pleshakov, 174-209

Hanhimäki and Westad, *The Cold War*, documents 8.2; 11.1-11.3, 11.5-11.8

Burdick and Lederer, *The Ugly American*, TBA

Week VII (Feb. 29-March 4) Hungarian Rebellion of 1956; Cuban Missile Crisis.

First paper due on Monday, Feb. 29, in class!

Readings:

Fink, 105-116

Zubok and Pleshakov, 236-274

Hanhimäki and Westad, *The Cold War*, documents 8.3; 12.4-12.7; 15.1-15.2

Week VIII (March 7-11) Cultural Cold War and "the Kitchen Debate"

NO CLASS ON FRIDAY, MARCH 11! Additional instructions TBA

Readings:

Hamilton and Philips, 1-32; 35-66; 123-7

March 14-18: Spring Break, no classes!

Week IX (March 21-25) The Soviet Sixties

NO CLASS ON MONDAY, MARCH 19! Additional instructions TBA

Readings:

Fink, 122-144

Zubok and Pleshakov, 210-235

Hanhimäki and Westad, *The Cold War*, documents 6.12-6.16; 8.4

Week X (March 28-April 1) Brezhnev and Brezhnev Doctrine; Detente

Readings:

Fink, 149-169

Hanhimäki and Westad, *The Cold War*, documents 8.6; 9.14; 15.7-15.8

Week XI (Apr. 4-8) Fall of Detente

Readings:

Fink, 174-193; 204-225

Hanhimäki and Westad, *The Cold War*, documents 16.3, 16.7-16.9

Week XII (Apr. 11-15) Soviet war in Afghanistan; the 1980s Polish Crisis

Paper outline due on Monday, April 11, in class!

Readings:

Fink, 193-200

Hanhimäki and Westad, *The Cold War*, documents 16.10-16.11, 16.13; 17.7-17.9

Week XIII (Apr. 18-22) Gorbachev and the end of the Cold War

Readings:

Fink, 229-236; 247-254

Hanhimäki and Westad, *The Cold War*, documents 9.16; 17.11-17.13, 17.15

Week XIV (Apr. 25-29) 1989 and Eastern European Revolutions

Readings:

Fink, 236-247

Hanhimäki and Westad, *The Cold War*, documents 17.14, 18.4-18.10

Week XV (May 2-6) Espionage; Legacies of the Cold War; final discussion

Final papers due on Friday, May 6, in class!

Readings:

Fink, 260-285

Hanhimäki and Westad, *The Cold War*, documents: 19.1, 19.3, 19.5, 19.6-19.7, 19.9-19.12