Frederick S. Pardee School of Global Studies, Boston University

History of International Relations since 1945 (IR350. HI334)
Tuesdays & Thursdays, 5:00 – 6:15 PM, LSE B01
Professor Jayita Sarkar
she/her/hers

Office: 154 Bay State Road, # 201A
Office Hours: Tue/Thu, 2:00-4:30 PM
Email: jsarkar@bu.edu
Appointments: https://jsarkar.youcanbook.me

Teaching Fellows
Johnathan K. Williams jkwili@bu.edu
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Contact your TF for their office hours, office locations, and discussion section syllabi.

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COURSE DESCRIPTION
What are the causes and consequences of the global Cold War? How was the twentieth-century international system transformed by East-West conflict, North-South disparity and South-South cooperation and competition? What lessons can be drawn from this recent past? How did the U.S. national security state emerge and consolidate itself after the Second World War? What role did nuclear weapons play in U.S. foreign policy, and those of its closest rivals, notably, the Soviet Union and China? How did the process of decolonization shape and reshape the global politics of the 1960s? What role did transnational activism in human rights and environmental politics of the 1970s play? How did the global War on Terror influence the emergence of new technologies in warfare? These are some of the questions that this course will examine. The course will contextualize present-day international and regional conflicts and cooperation in the recent past, collectively analyze primary source documents, and discuss policy implications. This is an undergraduate required principal course that satisfies Historical Consciousness, Global Citizenship and Intercultural Literacy, and Research and Information Literacy of BU General Education (Hub) requirements.
TEXTBOOKS & COURSEWARE


3. A primary source reader will be used in the weekly discussion sections led by the TFs.

4. Lecture slides will be posted on Blackboard within 24 hours of each lecture.

5. Movies for assignment #4 will be chosen from the list below, and the primary source documents for assignments #3 and #4 will be chosen from the primary source reader.
   a) The Day After Trinity (1981): The Manhattan Project — on reserve at Krasker Film
   b) The Hollywood Ten (1950): McCarthyism — available widely online
   c) The Battle of Algiers (1967): Decolonization — available on Kanopy/BU
   d) Lumumba (2001): Decolonization — on reserve at Krasker Film
   e) Dr. Strangelove (1964): Cuban Missile Crisis in Perspective — available widely online
   g) Paradise Now (2005): Terrorism — available on Kanopy/BU
   h) The Beast (1988) — Soviet occupation of Afghanistan — on reserve at Krasker Film
   i) United 93 (2006): 9/11 — on reserve at Krasker Film

Krasker Film/Video Service is located at the basement level of the BU Mugar Memorial Library.

INSTRUCTIONAL FORMAT
Lecture by Professor & Office hours: attendance mandatory
Each week students will attend two lectures and one discussion section. The professor will deliver lectures twice weekly. Students will use this syllabus for lectures.

The professor holds weekly office hours in her office also twice a week. Students are encouraged to meet to seek clarifications, provide feedback, and share anything relevant to the course during the professor’s office hours. Research has shown that there is a positive correlation between office-hour visits by students and obtaining higher grades. So, why not give it a shot? See study: https://www.tandfonline.com/doi/abs/10.1080/15512169.2013.835554?src=recsys&journalCode=upse20

Just sign up here to reserve your spot: https://jsarkar.youcanbook.me

Discussion by Teaching Fellow: attendance mandatory
The discussion section will focus on textual and contextual analysis of the documents contained in the IR350 primary source reader. Each day, at least two complete documents from the reader must be discussed in the sections. If the documents are too long, TFs can choose excerpts of no more than 20 pages from the primary source reader for each discussion section session. TFs are required to notify the students no later than a week in advance, which excerpts and/or full documents to analyze. For this purpose, TFs are strongly encouraged to develop and circulate a discussion section syllabus to the students. TFs are required to maintain uniformity across the discussion sections and must coordinate their lesson plans with each other. TFs will also hold their individual weekly office hours of at least 3 hours per week.
ASSIGNMENTS

Attendance in lectures and discussion sections are mandatory. The total points you can score in this course are 100 points. These points are divided into four major forms of assessments:

1. Participation (25 points): Participation points are obtained through regular attendance and participation in lectures, and actively and regularly participating in the mandatory discussion sections led by your TF. Active student participation in the discussion sections involves asking good questions as well as offering good answers.

2. Midterm Examination (25 points): A midterm examination will be held on the Tuesday of Week 7. The syllabus will be content from Week 1 to 6.

3. Analytical Essay (30 points): Students will analyze 1-2 primary source document(s) for this assignment. The length of the commentary will be between 1200-1500 words. The primary source document(s) will be selected from the course packet. Further guidelines will be circulated on the assignment in the course. The students must choose document or movie in consultation with their respective TF. The entire assignment is broken down into the following mandatory stages:

   a. Choice of 1-2 primary source documents (5): On Week 5, students will send in their choice of documents or movie with adequate justification. Why did you choose what you chose? This is a good time to think about your ‘thesis statement’ to demonstrate your justification.

   b. Draft of Analytical Commentary (10): On Week 10, students will share the draft version of the analytical commentary (at least 60% completed= 1000-1200 words) with their respective TF for feedback.

   c. Final Analytical Commentary (15): On Week 12, students will submit the final draft of their analytical commentary on Blackboard as a ‘Turnitin’ assignment. Late submissions without evidence of a medical justification will lead to a zero for the entire assignment (i.e. 0 out of 30 points).

4. Team Poster Presentations (20 points): After the midterm examination, on Week 8, students will be divided into teams of 5-6 each. Each team will choose 1-2 movie(s) from the list on page 2 and choose 1-2 documents from the primary source reader, then identify the theme(s) relevant to the course content, and present an analytical argument through a poster presentation. These poster presentations will take place on Week 14. Further instructions will be circulated closer to the date.

GRADING CRITERIA & SCALE

Explanation of grades and GPA at Boston University can be found by following this link:
https://www.bu.edu/reg/academics/grades-gpa/

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HOW TO SUCCEED IN THIS COURSE?

• Professor’s Office Hours
Office hours are for you to seek clarifications about course materials and assignments, brainstorm about career options, and develop mentorship connections, to name a few. I hold office hours for five hours every week from 2 to 4:30 PM on Tuesdays and Thursdays in my office. Make use of those office hours to ask about the ‘muddiest point’ in the lecture, connect history with current policies, and any other burning question that you might have. What if you have class or you work during those times? Send me an email, and we will find a time and day outside of the office hours schedule. Sign up here: https://jsarkar.youcanbook.me

• Weekly “Mudcards”
At the end of the lecture each Thursday, students will be encouraged to submit ‘mudcards’ stating what the muddiest point was in the week’s discussion. This could be anything that was discussed during the class but for some reason was not clear. The content of the mudcards will be discussed on the Tuesday of the following week.

• Writing Assistance
In order to do well in written assignments at BU, you might wish to seek support of a writing tutor or coach on campus. This is especially if you are a non-native speaker of English. If you are a native speaker of English, your writing could exponentially improve through appropriate writing assistance. So, please make use of the existing resources on campus. The Education Resource Center (ERC) is located on 100 Bay State Road, and has a number of free resources: https://www.bu.edu/erc/writingassistance/

• Citations
For all written assignments, we will use Chicago Manual of Style — Notes & Bibliography, not Author-Date. http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

• Similarity Reports on ‘Turnitin’
For all written assignments, we will generate similarity reports to check for plagiarism. If plagiarism is found for any assignment, the grade for both assignments will be a zero (i.e. 0 out of 55).

• Classroom Rules
➢ Use laptops sparingly. They can be distracting for your classmates as well as you.
➢ Avoid making audio and/or video recordings of class lectures. You need my written permission for both.
➢ Avoid taking photographs of slides and images shown during class lectures. The slides will be uploaded on Blackboard. You also need my written permission for photography.

STATEMENT ON ACADEMIC INTEGRITY
Plagiarism is a serious offence, and will not be tolerated. The members of this class will follow the “Academic Code of Conduct” of Boston University, accessible here: https://www.bu.edu/academics/policies/academic-conduct-code/
STATEMENT ON ACCESSIBILITY
BU is committed to providing equal access to our coursework and programs to all students. In order to be sure that accommodations can be made in time for all exams and assignments, please plan to turn in your accommodations letter as soon as possible and no later than 14 days from the first exam/assignment. After you turn in your letter, please meet with your professor to discuss the plan for accommodations so we can be sure that they are adequate and you are supported in your learning. If you have further questions or need additional support, please contact the Office of Disability Services (access@bu.edu).

STATEMENT ON DIVERSITY & INCLUSION
Integrating a diverse set of experiences is important for a more comprehensive understanding of the past, which IR350 directly deals with. I acknowledge that it is possible that there may be both overt and covert biases in the reading material due to the lens with which it was written, even though the material is of scholarly nature. Let us investigate those biases during our critical examination and analysis of the texts.

I am keen to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors their identities, including race, gender, class, sexuality, religion, nationality, and ability. In order to help accomplish this:

• If you have a name and/or set of pronouns that differ from those that appear in your official university records, please let me know. The TFs and I will use your preferred name and pronouns over the course of the semester.

• If you feel like your performance in the class is being impacted by your experiences outside of class, please don’t hesitate to come and talk to me during my office hours. If I cannot directly help you, I can put you in contact with institutional resources on campus that can serve your needs.

• As a participant in this course, please strive to honor the diversity of your classmates. With rights come responsibilities.

CAMPUS RESOURCES FOR STUDENTS IN DISTRESS
Please make use of BU resources to support yourself, friends and classmates, when in distress:
http://www.bu.edu/helpinfo/pdf/10102_SHS.pdf
WEEK 1

**W1’s Guiding Questions:** What are the causes and consequences of the global Cold War? How was the twentieth-century international system transformed by East-West conflict, North-South disparity and South-South cooperation and competition? What lessons can be drawn from this recent past?

**Sep. 4: Introduction to the Course**

**Sep. 6: Conceptualizing the Cold War**

**Handouts for Week 1 (no primary sources):**
- “How to read a primary source document?,” from the Situation Room Experience
- “Predatory Reading” by Patrick Rael
- “Writing History,” by Storey, excerpt: Section 2B

WEEK 2

**W2’s Guiding Questions:** How did the United States and the Soviet Union (USSR) emerge in the international system as two major centers of power outside of Western Europe? How did the Second World War impact and influence their political, economic, military and strategic positions? Why and how did the United States build nuclear weapons?

**Sep. 11: From Wartime Allies to the Iron Curtain**
  - Chapter 1: Starting Points
  - Chapter 2: Tests of War

**Sep. 13 Manhattan Project to Atomic Bombings**
- Podcast: Direct Current, US Department of Energy
  - S2E2, The Manhattan Project, Part I (entire episode)
    [https://www.energy.gov/podcasts/direct-current-energygov-podcast/s2-e2-manhattan-project-part-1](https://www.energy.gov/podcasts/direct-current-energygov-podcast/s2-e2-manhattan-project-part-1)
  - S2E3, The Manhattan Project, Part II (until 19:33)
    [https://www.energy.gov/podcasts/direct-current-energygov-podcast/s2-e3-manhattan-project-part-2](https://www.energy.gov/podcasts/direct-current-energygov-podcast/s2-e3-manhattan-project-part-2)
- Optional resource:
  - Movie: The Day After Trinity (1981)
Primary sources for Week 2:

- Albert Einstein-Leo Szilard’s letter to Franklin D. Roosevelt, August 2, 1939
- Albert Einstein’s letter to Franklin D. Roosevelt, March 25, 1945
- Henry Stimson’s letter to Harry S. Truman, April 24, 1945
- Press Release by the White House, August 6, 1945

WEEK 3

W3’s Guiding Questions: How did the U.S. national security state emerge and consolidate itself after the Second World War? What role did nuclear weapons play in U.S. foreign policy immediately after the War? How was British colonialism retreating in South Asia after the end of the Second World War?

Sep. 18: US National Security Policy under Truman

- Keylor, Chapter 8: The Formation of the Bipolar World in the Truman-Stalin Era (1945-1953)


Sep. 20: The Partition of South Asia


Primary sources for Week 3:

- The Marshall Plan, 1947
- NSC-68, 1950
- Kennan’s Long Telegram, Feb. 1946 (also, see X-Article, Jul. 1947)
- CIA Intelligence Report, ‘Muslim Activities in Bengal,’ March 1947
- On population movements, Press Information Bureau, Government of India, Ministry of Information, New Delhi, November 2, 1947

WEEK 4

W4’s Guiding Questions: How did the United States and the People’s Republic of China (PRC) emerge as adversaries after the Second World War drew to an end? Why did the Korean War break out, and what were its consequences? What were the domestic political consequences in the United States of the abovementioned events?
Sep. 25: The People’s Republic of China
- Keylor, Chapter 11: The Rise of China and the Cold War in Asia.
  - Chapter 9: China’s Scourge

Sep. 27: The Korean War & McCarthyism
  - Chapter 8: Korean Tragedy
- Movie: The Hollywood Ten (1950)

Primary sources for Week 4
- McCarthy on “Communists” in U.S. Government, February 1950
- Publication of the White Paper on China, May-August, 1949
- “Report of the DPRK Ministry of Internal Affairs, June 25, 1950
- “National Security Council Report, NSC 81/1, September 09, 1950

WEEK 5
*W5’s Guiding Questions: What factors contributed to a ‘split’ between the two most powerful Communist countries in the world, namely, the PRC and the USSR? How did the process of decolonization shape and reshape the global politics of the 1960s? What strategies did the two superpowers adopt to respond to decolonization?*

Oct. 2: Sino-Soviet Split & Khrushchev’s De-Stalinization
- Keylor, Chapter 9: Coexistence and Confrontation (1953-1962)

Oct. 4: Decolonization, Nonalignment the North-South Divide
  - Chapter 10: Breaking Empires
- Movies:
  - Lumumba (2001)
  - The Battle of Algiers (1967)

Primary Sources for Week 5
- Summary of the Talks between Premier Zhou and Nehru and U Nu at Bandung, April 16, 1955
- Speech by Premier Zhou Enlai at the Closing Session of the Asian-African Conference,” April 24, 1955
- KGB Chief Serov Report,” October 29, 1956

*Choice of 1-2 primary source docs for Analytical Essay due on Oct. 4 by 5pm by email to TFs.*
WEEK 6
No class on Oct. 9. Monday’s schedule.

W6’s Guiding Questions: What were the key characteristics of President Dwight D. Eisenhower’s foreign policy? What was the U2 affair and what immediate impact did it have on U.S.-Soviet relations? What was the significance of President Eisenhower’s farewell address?

Oct. 11: The Era of Eisenhower

Primary Sources for Week 7:
- PL-85-7, Congressional approval of Eisenhower doctrine, February 1957
- Memorandum of Conference with President Eisenhower after Sputnik, October 1957
- U.S. State Department Press Release, May 6, 1960
- U.S. State Department Press Release, May 9, 1960
- President Eisenhower’s Press Conference, May 11, 1960

WEEK 7:
W7’s Guiding Questions: What factors in superpower nuclear capabilities, military rivalry and alliance relationships caused the Cuban Missile Crisis? What was the significance of the Crisis? What were the outcomes in terms of arms control and nonproliferation?

Oct. 16: *Midterm Examination during lecture*

Oct. 18: Eyeball-to-Eyeball: The Cuban Missile Crisis in Perspective
- Movie: Dr. Strangelove (1964)

Primary Sources for Week 7
- Top Secret Memo of Meeting with President by McGeorge Bundy, February 09, 1961
- Top Secret Memo for President from Arthur J. Schlesinger, February 11, 1961
- Letter from Fidel Castro to Khrushchev, October 28, 1962
- Nuclear Nonproliferation Treaty, July 1968
WEEK 8

W8’s Guiding Questions: How did the U.S. war in Vietnam begin? What were the factors under which the U.S. war in Vietnam escalated under President Lyndon Johnson? What did the term ‘Vietnamization’ mean, coined by President Richard Nixon, and how did he and Henry Kissinger go about implementing it? What were the systemic changes that were brought about by ‘Nixinger’s diplomacy?

Oct. 23: The Vietnam War and its Escalation

- Keylor, Chapter 11, pp. 369-382.
- Movie: Hearts & Minds

Optional resource:


Oct. 25: Sino-US rapprochement and Superpower détente

- Keylor, Chapter 11, p. 382-386.
  - Chapter 15: Nixon in Beijing

Primary Sources for Week 8

- LBJ’s Address to the Nation on the Gulf of Tonkin Incident, 1964
- The Shanghai Communique, February 1972
- The Blood Telegram, Apr. 1971
- Telegram from Indira Gandhi to Richard Nixon, Aug. 1971

*Teams are formed for poster presentation assignment*

WEEK 9

W9’s Guiding Questions: What impact did the Cold War have on social science research in the United States? Why and how did the anti-Vietnam war protests target such research? How did the economic downturn and oil price shock in early 1970s impact U.S. position in the West, and lead to calls for restructuring of North-South relations?

Oct. 30: Social Science in the Cold War

Nov. 1: Transformational Politics of the 1970s

  - Chapter 2: The United States and Globalization in the 1970s by Daniel Sargent


Primary Sources for Week 9

- UNGA Resolution on NIEO, May 1, 1974

Analytical Commentary rough draft due on Nov. 1 by 5pm by email to TFs.

WEEK 10

W10’s Guiding Questions: What are some of the linkages between terrorism, political violence and the struggle for decolonization? What was the significance of the 1972 Munich massacre by the Black September group? How did the epithets of ‘terrorism’ and ‘rogue state’ play out in U.S.-Iranian relations during and after the Islamic Revolution of 1979?

Nov. 6: Terrorism in the Cold War


- Movie: Paradise Now

Nov. 8: Revolution in Iran

- Keylor, Chapter 12, pp. 392-395

  - Chapter 8: The Islamist Defiance: Iran and Afghanistan

Primary Sources for Week 10:

- Report by Zvi Zamir, Head of the Mossad, on the Operation to Rescue Hostages in Munich, 6 September 1972 (Official English translation from Israel State Archives)
- Jimmy Carter’s Letter to Ayatollah Khomeini, Nov. 6, 1979
WEEK 11


Nov. 13: Superpower Proxy War in Afghanistan


- Movie: The Beast (1988)


- Keylor, Chapter 17, p. 482-488.


- Yugoslav Wars: Three Minutes History https://www.youtube.com/watch?v=SjpxPEGTVpA

Primary Sources for Week 11:
- Bush-Kohl Telephone Conversation on the Situation in Germany,” Nov. 10, 1989
- Bush-Kohl Telephone Conversation on the Situation in Germany, Oct. 3, 1990

WEEK 12

W12’s Guiding Questions: Who was Mikhail Gorbachev and what role did he play in U.S.-Soviet relationship? Why did the Soviet Union implode? What was the significance of the 1991 Gulf War? What was the New World Order and what was its significance at the time?

Nov. 20: The New World Order

  - Chapter 20: Gorbachev

Final analytical commentary due on Nov. 20 by 5pm by email to TFs.

Nov. 22: No class. Thanksgiving recess.

Primary Sources for Week 12:
WEEK 13

W13’s Guiding Questions: What is the GWOT? How did it begin and why is it still going on? What are the Cold War origins of the Iranian and North Korean nuclear challenges? What policy lessons can be drawn from the past to understand the two major contemporary security challenges?

Nov. 27: The Global War on Terror, 2001 – present
   - Optional: Movie, United 93 (2006)

Nov. 29: Policy Lessons from History: Iran & North Korea
   - Young, Benjamin R. “The Reagan-era invasion that drove North Korea to develop nuclear weapons,” Washington Post, August 9, 2017. [link]

No primary Sources for Week 13
   - None. Discussion sections must focus on teamwork and dry runs of poster presentations run by TFs.

WEEK 14

Dec. 4: Team Poster Presentations I
Dec. 6: Team Poster Presentations II
SUMMARY OF LECTURE MEETINGS

Week 1
Sep. 4: Introduction to the course
Sep. 6: Conceptualizing the Cold War

Week 2
Sep. 11: From Wartime Allies to the Iron Curtain
Sep. 13: The Manhattan Project

Week 3
Sep. 18: US National Security Policy under Truman
Sep. 20: The Partition of South Asia

Week 4
Sep. 25: The People’s Republic of China
Sep. 27: The Korean War & McCarthyism

*Sep. 27: Choose 1-2 primary source docs*

Week 5
Oct. 2: Sino-Soviet split & Khrushchev’s De-Stalinization
Oct. 4: Decolonization, Nonalignment and the North-South Divide

Week 6
Oct. 9: No class. Monday’s schedule.
Oct. 11: The Era of Eisenhower

Week 7
Oct. 16: Midterm Examination (syllabus: Weeks 1-6)
Oct. 18: Eyeball-to-Eyeball: The Cuban Missile Crisis in Perspective

Week 8
Oct. 23: The Vietnam War and its Escalation
Oct. 25: Sino-US rapprochement and the Superpower détente. (Teams formed)

Week 9
Oct. 30: Social Science in the Cold War
Nov. 1: Transformational Politics of the 1970s

*Nov. 1: Analytical Essay, rough draft due by email to TFs by 5pm*

Week 10
Nov. 6: Terrorism in the Cold War
Nov. 8: Revolution in Iran

Week 11
Nov. 13: Superpower Proxy War in Afghanistan

*Nov. 15: Analytical Essay, due to TFs on Blackboard by 5pm*

Week 12
Nov. 20: The New World Order, 1991
Nov. 22: No class. Thanksgiving recess.

Week 13
Nov. 27: The Global War on Terror
Nov. 29: Policy Lessons from History: Iran & North Korea.

Week 14:
Dec. 4: Team Poster Presentations I
Dec. 6: Team Poster Presentations II