

PIA 2363: International History

Spring 2023

Thursdays, 9:00-11:55am

Posvar 3911

Professor: Ryan Grauer

Office: 3932 Posvar Hall

Office Hours: Wednesdays, 3-5pm, and by appointment

Email: grauer@pitt.edu

Phone: 412-624-7396

Course Description:

Policymakers, scholars, analysts, journalists, average citizens, and others frequently talk about the “lessons of history” and what they mean for understanding, interpreting, and reacting to contemporary events in the international arena. For instance, when opening a newspaper (or a web-browser, or the Twitter app) on any given day, you are likely to be inundated with op-eds and think-pieces about how it is the 100th anniversary of X and the 50th anniversary of Y, and both events have profound implications for how we think about the world today. Sometimes, the authors of such pieces do have important insights to share. Other times, they confuse and muddle matters rather than clarify them.

The variable utility of these bite-sized historical vignettes as aids for thinking about contemporary issues is not unique. Longer pieces of journalism, academic research, popular history books, and, most crucially, policymakers and those who work for them all frequently struggle to discern and apply whatever the appropriate lessons of history might be. This difficulty stems from the fact that learning the correct lessons is complicated. Nominally, history is the record of people and events preceding the current moment. Nominally, history is politically and ideologically neutral. In practice, however, history is neither of these things. In practice, history is the synthesized, and often stylized, reporting of certain people and certain events that some investigators have deemed worthy of study. Human biases and prejudices (conscious and unconscious) affect how individuals select, research, and interpret history. The historical record is consequently as much a product of the time and place in which it is written, as well as by whom it is written, as it is the people and events it purportedly describes. The lessons we seek to learn from history are consequently often hidden, obscured, or mangled beyond recognition.

Despite its imperfections, the received historical record is the only guide we—and policymakers—have to understanding the present and thinking seriously about the future. Accordingly, history must be studied, considered, and used with care. This course will prepare students to embark on each of these tasks in several ways. First, students will become acquainted with the key events, trends, and developments in international history since the beginning of the twentieth century. Second, students will think seriously about the contingency of historical events and consider not only the lessons of decisions made (along with their consequences), but also those of many of the unrealized histories of the twentieth century. Third, students will explore the connections between events and developments of the past and contemporary debates, problems, and issues. Finally, students will, by reporting on their work in multiple formats, develop their capacity to use and present history in an effective, policy-relevant manner.

Course Expectations:

Of me, you can expect:

1. Punctuality in arriving to, beginning, and ending our meetings.
2. A prepared and thought-out lesson plan that will facilitate (with your cooperation and diligent work) both understanding of the material and success in the course.
3. Reasonably prompt responses to email inquiries (usually within a few hours, excepting the times at which normal people are asleep).
4. Accessibility in office hours or other scheduled meetings.

Of you, I expect:

1. Attendance. More than two absences will result in a zero for the class participation portion of your grade. Consistent tardiness will also negatively impact your participation grade.
2. Completion of all readings and arrival in class prepared to discuss the topic assigned for the week. I realize that not everyone is comfortable speaking in front of a group, but keep in mind that I value quality over quantity. That said, failure to participate on a regular basis will have a negative effect on your participation grade.
3. Timely completion of assignments. Without prior explicit permission for a delay, work turned in after the designated time will be docked one full letter grade for each day—or portion thereof—that it is late.
4. Cognitive focus. If you use a laptop for taking notes, refrain from checking emails and engaging in other non-class activity during our meetings. I strongly recommend, however, taking notes with a pen and paper—something research indicates is better for learning: <http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>.
5. Adherence to the University of Pittsburgh guidelines on academic integrity. Failure to cite external sources of ideas, concepts, and facts in written work will be penalized. Plagiarism will result in automatic failure of the assignment and particularly egregious instances of plagiarism may result in failure of the course. For Pitt's written guidelines on academic integrity, visit: https://www.provost.pitt.edu/sites/default/files/academic_integrity_guidelines.pdf. For GSPIA's policies on academic integrity, visit: https://gspia.pitt.edu/sites/default/files/2019-07/HandbookAcademicPoliciesProceduresMaster_Revised_2019.pdf.
6. Respect for your fellow classmates, the ideas and opinions discussed during meetings, and the works we are considering.

Assignments and Grading:

This course will feature a mixture of activities. During most meetings, we will do three things. The first part of class will be dedicated to a professor-led discussion of the reading material assigned for the week. During this discussion, students will be expected to not simply report what the reading material contained, but engage in an extended consideration of the “who’s,” “how’s,” and “why’s” of the history being examined. The second portion will usually feature a presentation by groups of students, focused on either a “counterfactual” history or the connections between that week’s reading material and contemporary events. Part of each presentation will be fielding questions from students who are not presenting that week. The final portion of class will be a lecture designed to introduce in broad terms the period and themes students will read about in more detail for the following week.

Your grade for the course will be based on several assignments:

1. **Counterfactual Briefing (10%):** Once during the semester, during Weeks 3, 4, 5, and 6, each student will work with other class members to develop and present a briefing to the group that applies counterfactual reasoning to a key decision or event covered in the material read for the week. Each student will also submit a one-page summary of their thought process as they developed the material presented. More information on the goals, content, and structure of these briefings and the one-page summary will be provided separately during the first course meeting.
2. **History and Foreign Policy Briefing (10%):** Once during the semester, during Weeks 8, 10, 11, 12, and 13, each student will work with other class members to develop and present a briefing to the group that connects themes evident in the material read for the week to events observed in the current era and offers policy recommendations on the basis of that historical understanding. Each student will also submit a one-page assessment of how confident they are in the reliability of the lessons learned from the history considered for thinking about and addressing the contemporary issue. More information on the goals, content, and structure of these briefings and the one-page summary will be provided separately during the first course meeting.
3. **Biographical Decision Project (70%):** This project constitutes the majority of the work each student will do over the course of the semester, with three smaller projects and a larger, 15-page final paper that is due via email no later than 9:00am on Thursday, 27 April. Brief descriptions of the elements of this assignment are noted below; more information on the details of the project will be provided separately during the second course meeting.
 - a. **Decision Memo (15%):** A 3-page memo detailing the historical decision on which the larger paper will focus. The memo must, at minimum, clearly identify the decision to be analyzed, the problem or issue the decision was meant to resolve, and the historical significance of the decision. Students are encouraged to begin thinking about potential decisions as soon as possible and consult with the professor about potential choices before drafting their memos. *Due via email before class on Thursday, 2 February.*

- b. **Personality Memo (15%):** A 3-page memo detailing what historical figure was crucial in making the decision detailed in the Decision Memo. The individual could be the policymaker who actually made the choice, one of their advisors, or a prominent outside actor who influenced thinking about the decision. The memo must, at minimum, clearly identify the individual the student believes to be crucial in making the decision, what role that individual played, and why that individual—more than other potential candidates—deserves focus as a critical actor. Students are encouraged to begin thinking about potential crucial actors as soon as they have identified a relevant decision and consult with the professor about potential choices before drafting their memos. *Due via email before class on Thursday, 2 March.*
- c. **Placing Personality and Inference Charts (15%):** Two charts, like those presented on pp. 168-169 and 177-179 in Richard Neustadt and Ernest May's *Thinking in Time* (New York: The Free Press, 1986), that outline the biographical and historical contextual details of the selected individual as well as the inferences that can be drawn from that information about that person's likely personality and point of view, as is relevant to the decision being analyzed. *Due via email before class on Thursday, 30 March.*
- d. **Final Paper (25%):** A 15-page paper that draws together the different elements of the Decision Memo, Personality Memo, and Placing Personality and Inference Charts to detail how and why the historically important decision was influenced or made by the selected individual. Particular emphasis will be placed on the way in which the selected individual's lived experience affected their thinking about and ultimate impact on the decision made. Sophisticated papers will also consider the contingency of the individual/decision intersection by addressing counterfactual histories in which individuals with somewhat different lived experiences might have made a different decision. *Due via email no later than 9:00am on Thursday, 27 April.*
4. **Class Participation (10%):** All students are expected to do the assigned reading and come to class prepared to engage with it in multiple ways. Each class meeting will provide students with ample opportunity to do so. Participation in the professor-led discussion of the readings and asking colleagues questions when they are presenting their briefings will not only facilitate group learning, but also raise issues and points of view that can help uncover important lessons of the history being considered.

Your final grade will be assigned on the following scale:

A	=	93-100	B+	=	87-89	C+	=	77-79	D+	=	67-69
A-	=	90-92	B	=	83-86	C	=	73-76	D	=	65-66
			B-	=	80-82	C-	=	70-72	F	=	Below 65

Required Reading:

This course, by necessity, requires a lot of reading. Acquainting oneself with the history of the past 100+ years, thinking seriously about the paths history has not taken, and discerning what lessons might exist in this historical record that would be useful to policymakers today demands consumption of a considerable amount of material. In general, the assigned material is one book per

week. The assigned readings tend to be between 250 and 300 pages, to permit focus, but occasionally are longer. Crucially, I *do not* expect you to be expert on every single detail in the readings when you come to class. Our purpose in this course is not to become historians of the twentieth century. Rather, I expect that you read with sufficient attention that you can come to class prepared to discuss the material with a particular focus on a) what the crucial policy issues discussed in the reading were, b) what decisions were made in response to those issues, c) who made the relevant decisions, and d) why those decisions were made. We will use that information as a basis to think about what lessons we might learn from the history. Sample reading questions for each week are posted on the course Canvas site.

The following books are required for the course. There are myriad ways to acquire them. All books are available in physical and e-book form through Hillman and Interlibrary Loan. If you are like me and prefer to hold and write in physical books, they have been ordered and are available at The Book Center. They can also be purchased (usually for less) on the internet. Bolded prices in brackets are the **New/Used** costs found during a recent Amazon search. If you are interested in supporting a local bookstore, I would recommend White Whale Bookstore in Bloomfield: <https://www.whitewhalebookstore.com>. Alternatively, you could use The Tiny Bookstore, a Black- and woman-owned bookstore in Ross Township: <https://www.tinybookstoreonline.com>. Non-book required readings are available on Canvas.

- Anne Applebaum, *Twilight of Democracy* (New York: Anchor, 2021) [**\$11.90/\$6.32**]
- Iris Chang, *The Rape of Nanking* (New York: Basic Books, 2012) [**\$16.13/\$4.99**]
- Thomas Childers, *The Third Reich* (New York: Simon & Schuster, 2017) [**\$20.00/\$5.44**]
- Michael Doran, *Ike's Gamble* (New York: Free Press, 2016) [**\$9.95/\$1.67**]
- William Doyle, *French Revolution: A Very Short Introduction* (Oxford: Oxford University Press, 2020) [**\$11.95/\$11.51**]
- Lawrence Freedman, *Kennedy's Wars* (Oxford: Oxford University Press, 2000) [**\$34.99/\$15.91**]
- Artemy Kalinovsky, *A Long Goodbye* (Cambridge, MA: Harvard University Press, 2011) [**\$40.00/\$16.34**]
- Renata Keller, *Mexico's Cold War* (Cambridge, MA: Harvard University Press, 2017) [**\$29.99/\$28.99**]
- Sulmaan Wasif Khan, *Haunted by Chaos* (Cambridge, MA: Harvard University Press, 2018) [**\$36.00/\$30.80**]
- Margaret MacMillan, *Paris 1919* (New York: Random House, 2003) [**\$16.68/\$1.55**]
- Mary Elise Sarotte, *1989: The Struggle to Create Post-Cold War Europe* (Princeton: Princeton University Press, 2014) [**\$15.99/\$7.28**]
- Kori Schake, *Safe Passage* (Cambridge, MA: Harvard University Press, 2017) [**\$32.00/\$14.12**]
- Jason Stearns, *Dancing in the Glory of Monsters* (New York: PublicAffairs, 2012) [**\$18.99/\$3.99**]

Supplemental readings are listed after the course schedule and, with a few exceptions, are organized thematically in line with the weekly foci. These books are excellent places to look—but are far from the only places to look—for information for your counterfactual and contemporary history briefings as well as your biographical decision paper.

Finally, because a central aspect of the course is learning how to apply the lessons of history to contemporary policy issues, problems, and crises, you are expected to keep up with current events. For this purpose, you should peruse a daily newspaper like *The New York Times*, the *Washington Post*, the *Wall Street Journal*, or the *Financial Times*. The weekly magazine *The Economist* is also an excellent source of news and analysis.

Disability Services:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both the professor and Disability Resources and Services (140 William Pitt Union, 412-648-7890, drsrecep@pitt.edu) as early as possible in the term. Upon confirmation of the need for accommodation, we will collectively work to plan an appropriate course of action.

Classroom Recording:

To ensure the free and open discussion of ideas, students may not personally record and/or share classroom lectures, discussion and/or activities without the advance written permission of the instructor.

COVID Considerations:

As much as we all would like it to be, the pandemic is not yet over. Accordingly, we will be rigorously following all guidelines regarding when/if masking is required given the existing community levels. Additionally, all students are always welcome to mask if they so desire, regardless of Pitt's regulations at any given point in time. I, personally, will be masking throughout the semester, as I will be travelling between Chicago and Pittsburgh on a weekly basis and want to ensure that a) I avoid contracting Covid and am able to continue teaching the class in-person throughout the semester, and b) if I do happen to contract Covid during my travels, I do not inadvertently expose the class to the disease in the time period before I become aware of my status.

Course Schedule

Week 1 (January 12): Introduction

- Richard Ned Lebow, *Forbidden Fruit* (Princeton: Princeton University Press, 2010): pp. 29-58.
- X (George Kennan), "The Sources of Soviet Conduct," *Foreign Affairs* 25, no. 4 (July, 1947): 566-582.
 - Bonus (Suggested) Reading: The source material for the *Foreign Affairs* piece
 - George Kennan's "Long Telegram," 22 February 1946

Week 2 (January 19): The Long Nineteenth Century

- William Doyle, *The French Revolution: A Very Short Introduction*
 - Read all
- Kori Schake, *Safe Passage*
 - Read Chapters 1-8 (pp. 1-212)

Week 3 (January 26): World War I and Its Aftermath

- Margaret MacMillan, *Paris 1919*
 - Read Chapters 1-7 (pp. 3-97), 13-16 (pp. 157-203), 21 (pp. 273-278), 23-24 (pp. 306-344), 26-30 (pp. 366-483), Conclusion (pp. 485-494)

Week 4 (February 2): Interwar Period: Economic Instability and the Rise of Totalitarianism

- Thomas Childers, *The Third Reich*
 - Read Chapters 1-9 (pp. 1-290)

Week 5 (February 9): World War II

- Iris Chang, *The Rape of Nanking*
 - Read all

Week 6 (February 16): The Early Cold War

- Lawrence Freedman, *Kennedy's Wars*
 - Read Front matter, Parts I-IV (pp. ix-285)

Week 7 (February 23): China's (Re-)Emergence

- Sulmaan Wasif Khan, *Haunted by Chaos*
 - Read all

Week 8 (March 2): Superpowers Humbled

- Lawrence Freedman, *Kennedy's Wars*
 - Read Part V (pp. 287-415)
- Artemy Kalinovsky, *A Long Goodbye*
 - Read all

No Meeting March 9: Spring Break

Week 9 (March 16): No Class: Prof. Grauer at ISA Annual Convention

Week 10 (March 23): From the Cold War to the New World Order

- Mary Elise Sarotte, *1989: The Struggle to Create Post-Cold War Europe*
 - Read all

Week 11 (March 30): The Middle East

- Michael Doran, *Ike's Gamble*
 - Read all

Week 12 (April 6): Latin America

- Renata Keller, *Mexico's Cold War*
 - Read all

Week 13 (April 13): Africa

- Jason Stearns, *Dancing in the Glory of Monsters*
 - Read all

Week 14 (April 20): No End of History

- Anne Applebaum, *Twilight of Democracy*
 - Read all

Week 15 (April 27): Final Paper Due, 9:00am

Supplementary Reading Material

General Histories:

- Oona Hathaway and Scott Shapiro, *The Internationalists: How a Radical Plan to Outlaw War Remade the World* (New York: Simon & Schuster, 2017)
- Michael Howard, *War in European History* (Oxford: Oxford University Press, 2009)
- Henry Kissinger, *Diplomacy* (New York: Simon & Schuster, 1995)
- David Landes, *The Wealth and Poverty of Nations: Why Some are So Rich and Some So Poor* (New York: Norton, 1999)
- William McNeill, *The Pursuit of Power: Technology, Armed Force, and Society since 1000 AD* (Chicago, University of Chicago Press, 1982)

The Long Nineteenth Century:

- Robert Allen, *The British Industrial Revolution in Global Perspective* (New York: Cambridge University Press, 2009)
- M.S. Anderson, *The Ascendancy of Europe, 1815-1914* (New York: Longman, 2003)
- C.A. Bayly, *The Birth of the Modern World, 1780-1914* (Hoboken: Wiley, 2003)
- F.R. Bridge and Roger Bullen, *The Great Powers and the European State System, 1814-1914* (New York: Longman, 2004)
- Edmund Burke, *Reflections on the Revolution in France* (Oxford: Oxford University Press, 2009)
- William Carr, *The Origins of the Wars of German Unification* (London: Longman, 1991)
- Frank Coppa, *The Origins of the Italian Wars of Independence* (London: Longman, 1992)
- John Darwin, *The Empire Project: The Rise and Fall of the British World-System, 1830-1970* (New York: Cambridge University Press, 2009)
- Charles Esdaile, *Napoleon's Wars: An International History, 1803-1815* (New York: Viking, 2008)
- Richard J. Evans, *The Pursuit of Power: Europe 1815-1914* (New York: Viking, 2016)
- David Goldfrank, *The Origins of the Crimean War* (London: Longman, 1994)
- Henry Kissinger, *A World Restored* (Battleboro, VT: Echo Point, 2013)
- Jürgen Osterhammel, *The Transformation of the World: A Global History of the Nineteenth Century* (Princeton: Princeton University Press, 2015)
- Dennis Showalter, *The Wars of German Unification* (London: Hodder Arnold, 2004)
- Geoffrey Wawro, *Warfare and Society in Europe, 1792-1914* (London: Routledge, 2000)
- Gavin Weightman, *The Industrial Revolutionaries: The Making of the Modern World, 1776-1914* (New York: Grove, 2010)

World War I and its Aftermath:

- Stephen Broadberry and Mark Harrison, eds., *The Economics of World War I* (New York: Cambridge University Press, 2005)
- Winston Churchill, *The World Crisis, 1911-1918*, 5 Volumes (London: Bloomsbury Academic, 2015)

- Christopher Clark, *The Sleepwalkers: How Europe Went to War in 1914* (New York: HarperCollins, 2013)
- Robert Gerwarth, *The Vanquished: Why the First World War Failed to End* (New York: Farrar, Strauss & Giroux 2017)
- Max Hastings, *Catastrophe 1914: Europe Goes to War* (New York: Knopf, 2013)
- John Keegan, *The First World War* (New York: Vintage, 2000)
- Margaret MacMillan, *The War That Ended Peace: The Road to 1914* (New York: Random House, 2013)
- Erez Manela, *The Wilsonian Moment: Self-Determination and the International Origins of Anticolonial Nationalism* (Oxford: Oxford University Press, 2007)
- Robert Massie, *Castles of Steel: Britain, Germany, and the Winning of the Great War at Sea* (New York: Ballantine, 2004)
- Eugene Rogan, *The Fall of the Ottomans: The Great War in the Middle East* (New York: Basic Books, 2016)
- Norman Stone, *The Eastern Front, 1914-1917* (London: Penguin, 1998)
- Hew Strachan, *The First World War* (New York: Penguin, 2003)
- Hew Strachan, *Financing the First World War* (Oxford: Oxford University Press, 2004)
- Barbara Tuchman, *The Guns of August* (New York: Ballantine, 1994)
- Barbara Tuchman, *The Zimmerman Telegram* (New York: Ballantine, 1985)
- Geoffrey Wawro, *A Mad Catastrophe: The Outbreak of World War I and the Collapse of the Habsburg Empire* (New York: Basic Books, 2015)

The Interwar Period:

- Anne Applebaum, *Gulag: A History* (New York: Doubleday, 2003)
- Anne Applebaum, *Red Famine: Stalin's War on Ukraine* (New York: Anchor, 2018)
- Michael Barnhart, *Japan Prepares for Total War: The Search for Economic Security* (Ithaca: Cornell University Press, 1987)
- Antony Beevor, *The Battle for Spain: The Spanish Civil War, 1936-1939* (New York: Penguin, 2006)
- Brooke Blower, *Becoming Americans in Paris* (New York: Oxford University Press, 2011)
- Frederick Dickinson, *World War I and the Triumph of a New Japan, 1919-1930* (New York: Cambridge University Press, 2015)
- Barry Eichengreen, *Golden Fetters: The Gold Standard and the Great Depression, 1919-1939* (Oxford: Oxford University Press, 1992)
- Richard Evans, *The Coming of the Third Reich* (New York: Penguin, 2005)
- Benjamin Carter Hett, *The Death of Democracy: Hitler's Rise to Power and the Downfall of the Weimar Republic* (New York: St. Martin's 2018)
- Douglas Irwin, *Peddling Protectionism: Smoot-Hawley and the Great Depression* (Princeton: Princeton University Press, 2011)
- John Maynard Keynes, *The Economic Consequences of the Peace* (Any unabridged version)
- Stephen Kotkin, *Stalin: Waiting for Hitler, 1929-1941* (New York: Penguin, 2017)
- Williamson Murray and Allan Millet, *Military Innovation in the Interwar Period* (New York: Cambridge University Press, 1998)
- Susan Pedersen, *The Guardians: The League of Nations & the Crisis of Empire* (Oxford: Oxford University Press, 2015)

- Richard Pipes, *A Concise History of the Russian Revolution* (New York: Vintage, 1996)
- Jonathan Smele, *The 'Russian' Civil Wars, 1916-1926: Ten Years that Shook the World* (Oxford: Oxford University Press, 2017)
- Adam Tooze, *The Deluge: The Great War, America, and the Remaking of the Global Order, 1916-1931* (New York: Penguin, 2015)

World War II and its Aftermath:

- Winston Churchill, *Memoirs of the Second World War* (Boston: Houghton Mifflin, 1987)
- John Dower, *War Without Mercy: Race & Power in the Pacific War* (New York: Pantheon Books, 1986)
- Jonathan Fennell, *Fighting the People's War: The British and Commonwealth Armies and the Second World War* (New York: Cambridge University Press, 2019)
- Gabriel Gorodetsky, *Grand Delusion: Stalin and the German Invasion of Russia* (New Haven: Yale University Press, 1999)
- Mark Harrison, ed., *The Economics of World War II: Six Great Powers in International Comparison* (New York: Cambridge University Press, 1998)
- Eri Hotta, *Japan 1941: Countdown to Infamy* (New York: Knopf, 2013)
- David Kaiser, *No End Save Victory: How FDR Led the Nation into War* (New York: Basic Books, 2014)
- John Keegan, *The Second World War* (New York: Viking, 1989)
- Ernest May, *Strange Victory: Hitler's Conquest of France* (New York: Hill and Wang, 2000)
- David Murphy, *What Stalin Knew: The Enigma of Barbarossa* (New Haven: Yale University Press, 2005)
- Lynne Olson, *Citizens of London: The Americans Who Stood with Britain in Its Darkest, Finest Hour* (New York: Random House, 2011)
- Victor Rothwell, *War Aims in the Second World War: War Aims of the Major Belligerents, 1939-1945* (Edinburgh: Edinburgh University Press, 2005)
- Timothy Snyder, *Bloodlands: Europe Between Hitler and Stalin* (New York: Basic Books, 2010)
- Ronald Spector, *Eagle Against the Sun: The American War with Japan* (New York: Vintage, 1985)
- Benn Steil, *The Battle of Bretton Woods: John Maynard Keynes, Harry Dexter White, and the Making of a New World Order* (Princeton: Princeton University Press, 2013)
- Marc Trachtenberg, *A Constructed Peace: The Making of the European Settlement, 1945-1963* (Princeton: Princeton University Press, 1999)

The Great Powers' Cold War:

- Graham Allison and Philip Zelikow, *Essence of Decision: Explaining the Cuban Missile Crisis* (Upper Saddle River: Pearson, 1999)
- Anne Applebaum, *Iron Curtain: The Crushing of Eastern Europe, 1944-1956* (New York: Doubleday, 2012)
- Clay Blair, *The Forgotten War: America in Korea, 1950-1953* (New York: Anchor, 1989)
- Carolyn Fink, *The Cold War* (New York: Routledge, 2017)

- John Lewis Gaddis, *Strategies of Containment: A Critical Appraisal of American National Security Policy during the Cold War* (Oxford: Oxford University Press, 2005)
- John Lewis Gaddis, *The Cold War: A New History* (New York: Penguin, 2005)
- Francis Gavin, *Gold, Dollars, & Power: The Politics of International Monetary Relations, 1958-1971* (Chapel Hill: University of North Carolina Press, 2004)
- Sergei Goncharov, John Lewis, and Litai Xue, *Uncertain Partners: Stalin, Mao, and the Korean War* (Stanford: Stanford University Press, 1995)
- Frederick Kempe, *Berlin 1961: Kennedy, Khrushchev, and the Most Dangerous Place on Earth* (New York: GP Putnam's Sons, 2011)
- Melvyn Leffler, *A Preponderance of Power: National Security, the Truman Administration, and the Cold War* (Stanford: Stanford University Press, 1993)
- Ernest May and Philip Zelikow, eds. *The Kennedy Tapes* (New York: Norton, 2002)
- David Mayers, *George Kennan and the Dilemmas of American Foreign Policy* (New York: Oxford University Press, 1988)
- Walter McDougall, *...the Heavens and the Earth* (Baltimore, MD: Johns Hopkins University Press, 1997)
- Sarah Snyder, *From Selma to Moscow: How Human Rights Activists Transformed U.S. Foreign Policy* (New York: Columbia University Press, 2018)
- Benn Steil, *The Marshall Plan: Dawn of the Cold War* (New York: Simon & Schuster, 2018)
- William Taubman, *Khrushchev: The Man and His Era* (New York: Norton, 2004)

China:

- Lucien Bianco, *Origins of the Chinese Revolution, 1915-1949* (Stanford: Stanford University Press, 1971)
- Julian Gewirtz, *Unlikely Partners: Chinese Reformers, Western Economists, and the Making of Global China* (Cambridge: Harvard University Press, 2017)
- Daniel Kurtz-Phelan, *The China Mission: George Marshall's Unfinished War* (New York: Norton, 2018)
- Lorenz Lüthi, *The Sino-Soviet Split: Cold War in the Communist World* (Princeton: Princeton University Press, 2008)
- Roderick MacFarquhar and Michael Schoenhals, *Mao's Last Revolution* (Cambridge: Belknap for Harvard University Press, 2008)
- Rana Mitter, *Forgotten Ally: China's World War II, 1937-1947* (New York: Houghton Mifflin Harcourt, 2013)
- Suzanne Pepper, *Civil War in China: The Political Struggle, 1945-1949* (Lanham, MD: Rowman & Littlefield, 1999)
- Edgar Snow, *Red Star over China* (New York: Grove, 1994)
- Jonathan Spence, *The Search for Modern China* (New York: Norton, 2012)
- Jay Taylor, *The Generalissimo: Chiang Kai-shek and the Struggle for Modern China* (Cambridge: Harvard University Press, 2009)
- Ross Terrill, *Mao: A Biography* (Stanford: Stanford University Press, 2000)
- Barbara Tuchman, *Stilwell and the American Experience in China, 1911-1945* (New York: Random House, 2017)
- Ezra Vogel, *Deng Xiaoping and the Transformation of China* (Cambridge: Belknap for Harvard University Press, 2013)

- Ezra Vogel, *China and Japan: Facing History* (Cambridge: Belknap for Harvard University Press, 2019)
- Andrew Walder, *China Under Mao: A Revolution Derailed* (Cambridge: Harvard University Press, 2015)
- Odd Arne Westad, *Decisive Encounters: The Chinese Civil War, 1946-50* (Stanford: Stanford University Press, 2003)
- Yang Jisheng, *Tombstone: The Great Chinese Famine, 1958-1962* (New York: Farrar, Strauss & Giroux, 2012)

South and Southeast Asia:

- Pierre Asselin, *Vietnam's American War: A History* (New York: Cambridge, 2018)
- Michael Barr, *Singapore: A Modern History* (London: Bloomsbury Academic, 2019)
- Elizabeth Becker, *When the War Was Over: Cambodia and the Khmer Rouge Revolution* (New York: PublicAffairs, 1998)
- Stephen Cohen, *The Idea of Pakistan* (Washington, DC: Brookings Institution Press, 2006)
- Louis Fischer, ed., *Essential Gandhi* (New York: Vintage, 2002)
- Priyamvada Gopal, *Insurgent Empire: Anticolonial Resistance and British Dissent* (London: Verso, 2019)
- David Halberstam, *The Best and the Brightest* (New York: Ballantine, 1993)
- Lawrence James, *Raj: The Making and Unmaking of British India* (New York: St. Martin's, 2000)
- David Kaiser, *American Tragedy: Kennedy, Johnson, and the Origins of the Vietnam War* (Cambridge: Belknap for Harvard University Press, 2000)
- Stanley Karnow, *Vietnam: A History* (New York: Penguin, 1997)
- Fredrik Logevall, *Embers of War: The Fall of an Empire and the Making of America's Vietnam* (New York: Random House, 2012)
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