

History 120R
Essence of Decision: Case Studies in History

Fall 2014 -- UC Merced
Tu-Th 3:00-4:15 pm, COB 286

Instructor: Professor Sean L. Malloy (smalloy@ucmerced.edu)
Office Hours: Tu 2:00-3:00 pm, Th 4:15-5:15 pm, COB 311
Course Website: Available via UCMCROPS

Course Description and Goals

This course is about the art and science of decision making, using specific examples from history. The focus will be upon the study of particular historical case studies, for the purpose of learning from the successes – and the failures – of the past. While the major emphasis will be upon significant events affecting U.S. foreign policy (such as the decision to drop the atomic bomb on Japan and the Cuban missile crisis) we will also study decisions impacting U.S. domestic policy, including the internment of Japanese Americans in World War II, the civil rights movement of the 1960s, and the police killing of Michael Brown and the subsequent protests in Ferguson, Missouri in August 2014.

Course Materials

Required Books:

Graham Allison & Phillip Zelikow, *Essence of Decision: Explaining the Cuban Missile Crisis*
Daniel Drezner, *Theories of International Relations and Zombies*

Course Requirements and Grading

This class is a seminar. That means that much of the learning takes place through the medium of conversation. The classroom is our shared space where we will collectively work through the issues raised by both the readings and our own experiences. The success of the class depends on our ability to facilitate a conversation that is informed, respectful, challenging, and hopefully fun and exciting.

To help make this class work both individually and collectively, you must be prepared to do two things. First, you must come to class having done the assigned reading for that day. Second, I expect you to come prepared to engage in an informed and respectful discussion with your classmates about the issues, questions, and challenges raised by the readings. I do not expect you to come to class having mastered the readings, some of which are quite challenging. Coming to class with a question or a puzzle raised by the readings is as good as coming with a well-formed opinion. We will almost certainly disagree amongst ourselves on many of the issues raised in this class. Disagreement is a

sign of a healthy and informed discussion so long as you are respectful and collegial to your fellow students.

To help prepare you for the discussion, I ask that for every class meeting for which readings are assigned (via UCMCROPS or required books) students arrive having written a response of roughly one or two paragraphs (no more than one page double-spaced). A response is not a summary of the reading. Nor does it have to be particularly formal. Rather, I want you to give your own personal reflection on an issue or question raised by at least one of the readings for that day. If there is something about the reading that puzzles you, your response is a good place to start addressing it. Your response serves two purposes: it helps prepare you for discussion and it counts directly toward your participation grade. Your responses must be submitted in person; they will NOT be accepted by email. If you miss a class due to illness or emergency, please bring the response for that class to the next class meeting.

To reflect the importance that I place on our conversation to the learning process, 40% of your grade will be based on class participation. This part of your grade will be determined by the degree to which you attend the class and contribute to the discussion as well as by your response papers. If you do the readings, attend class regularly, participate in our discussions, and submit your response papers then you will receive a good participation grade. Simple, yes? If you have any question about your participation grade at any point in the semester, please come and see me.

There will also be four written assignments for this class, including a final research paper of 12-15 pages in which students will choose an historical decision and use the tools from the course to analyze it. You will receive a prompt for these essays at least one week before they are due, but the best way to prepare for them is to do the reading and come to section prepared to discuss it.

Grading breakdown:

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|------------------------------|-----|-------------|
| Participation | 40% | |
| Essay #1 (4-5 pages) | 10% | September 9 |
| Essay #2 (5-7 pages) | 10% | October 14 |
| Essay #3 (4-5 pages) | 10% | November 13 |
| Research Paper (12-15 pages) | 30% | December 11 |

Written assignments turned in up to 24 hours late will receive a 1/3 grade reduction (*e.g.* an A would become an A-). Work turned in between 24-72 hours late will be lowered a full grade except in cases of serious illness or emergency. Any work turned in after 72 hours late will not be accepted and will count as an F.

Please note you are not permitted to use laptops, cell phones, or other electronic devices in class unless you have a note from the Disability Services Center. In a seminar, being attentive to the discussion and your fellow students is one of the most important components of a successful class.

Academic Honesty

Each student in this course is expected to abide by the University of California, Merced's Academic Honesty Policy. The relevant section on plagiarism states that:

Plagiarism refers to the use of another's ideas or words without proper attribution or credit. This includes, but is not limited to: copying from the writings or works of others into one's academic assignment without attribution, or submitting such work as if it were one's own; using the views, opinions, or insights of another without acknowledgment; or paraphrasing the ideas of another without proper attribution. Credit must be given: for every direct quotation; when a work is paraphrased or summarized, in whole or in part (even if only brief passages), in your own words; and for information which is not common knowledge. The requirement to give credit applies to published sources, information obtained from electronic searches, and unpublished sources.

Penalty for violation of this Policy may include failure of the course and University disciplinary action. Please see the entire policy <http://studentlife.ucmerced.edu>.

Accommodations for Students with Disabilities

The University of California Merced is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design and diversity. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the instructor privately to discuss his or her specific needs. Also contact Disability Services at (209) 228-7884 as soon as possible to become registered and thereby ensure that such accommodations are implemented in a timely fashion.

Schedule

Week 1: Introduction

August 28: Thinking About Decision Making

Week 2: Internment and the A-Bomb

September 2: The Japanese-American Internment Decision, 1941-1942.

CROPS:

Excerpts from Greg Robinson, *By Order of the President: FDR and the Internment of Japanese Americans*.
Executive Order 9066, February 19, 1942.

September 4: The Decision to Use the Atomic Bomb

CROPS:

Editorial cartoons and polls on A-bomb, 1945.
“America’s Atomic Atrocity,” *The Christian Century*, August 29, 1945, 974-976.
Henry L. Stimson, “The Decision to Use the Atomic Bomb,” *Harper’s Magazine*,
February 1947, 97-107.
Paul Fussell, “Thank God for the Atomic Bomb,” *Thank God for the Atomic Bomb and Other Essays*. New York: Ballantine Books, 1990, 1-22.
Gar Alperovitz, “Why We Dropped the Bomb,” Barton J. Bernstein, ed., *The Atomic Bomb: The Critical Issues*. Boston: Little Brown, 1976, 399-404.
Statistics from the United States Strategic Bombing Survey, 1945.

Week 3: From Hiroshima to the Cold War

September 9: The A-bomb: Making the Decision(s)

Essay number one due at the start of class today.

CROPS:

- Minutes of the Target Committee, May 28, 1945.
- John J. McCloy, "Memorandum of Conversation with General Marshall," May 29, 1945.
- Minutes of the Interim Committee meeting, May 31, 1945.
- Excerpts from the Franck Committee report, June 11, 1945.
- Scientific Advisory Panel report, June 16, 1945.
- Ralph Bard, "Memorandum on the Use of S-1 Bomb," June 27, 1945
- Thomas T. Handy to Carl A. Spaatz, July 25, 1945
- Harry S. Truman Diary, July 25, 1945.
- Truman letters of August 9, 11, 1945.
- Henry Wallace Diary, August 10, 1945.
- Transcript of telephone call between Leslie R. Groves and Charles E. Rea, August 25, 1945.
- Stimson letters to Felix Frankfurter and Harry S. Truman, 1946-47.

September 11: Origins and Evolution of Containment

CROPS:

- George F. Kennan to Secretary of State, February 22, 1946, *Foreign Relations of the United States, 1946*, VI. Washington D.C.: Government Printing Office, 1970, 696-709.
- Nikolai Novikov to Soviet Foreign Ministry, September 27, 1946.
- Harry S. Truman, Truman Doctrine Address, March 12, 1947, *Public Papers of the Presidents, Harry S. Truman, 1947*. Washington D.C.: Government Printing Office, 1963, 176-180.
- Soviet comment on the Truman Doctrine, *Izvestia*, March 13, 1947.
- Excerpt from NSC-68, *Foreign Relations of the United States, 1950*, I.

Week 4: Radiation, LSD, and Other Human Experiments

September 16: UC and the Human Radiation Experiments

CROPS:

“The Ethics of Human Subjects,” excerpts from the *Final Report of the Advisory Committee on Human Radiation Experiments* (ACHRE).
ACHRE, “The University of California Case Study.”

September 18: The CIA’s Acid Test and the National Security University

CROPS:

Excerpts from Jonathan D. Moreno, *Undue Risk: Secret State Science on Humans*.
Senate Hearing, “Project MKULTRA: The CIA’s Program of Research in Behavioral Modification,” August 3, 1977.
David H. Price, “Buying a Piece of Anthropology,” Parts I and II, *Anthropology Today*, 2007.

Week 5: The Cold War in the Developing World

September 23: The CIA and Guatemala, 1954

CROPS:

Nicholas Cullather, *Operation PBSUCCESS: The United States and Guatemala, 1952-1954*.
“Weekly PBSUCCESS Meeting,” March 9, 1954.
“Section of Individuals for Disposal by Junta Group,” March 31, 1954.

September 25: The Bay of Pigs and its Aftermath

CROPS:

McGeorge Bundy, “Some Preliminary Administrative Lessons on the Cuban Expedition,” April 24, 1961.
USSR, Central Committee, “About Some Measures of the Government of Cuba in Connection with Aggressive Actions of the United States,” April 27, 1961.
Richard Goodwin, “Telegram from the Secretary of State for External Relations Describing conversation between Che Guevara and Richard Goodwin,” August 19, 1961.
Chairman, Joint Chiefs of Staff, “Justification for US Military Intervention in Cuba,” March 13, 1962.
Excerpts from Tim Weiner, *Legacy of Ashes*, 179-194.

Week 6: The Cuban Missile Crisis

September 30: Cuban Missile Crisis: Theoretical Perspectives

Book:

Allison and Zelikow, pp. 1-142.

October 2: Cuban Missile Crisis: Considering the Options

Book:

Allison and Zelikow, pp. 197-253.

CROPS:

Memorandum from Malinivsky to Zakharov, September 8, 1962.

Excerpts from ExComm meetings on October 16, 1962.

Notes taken from transcripts of Meetings of the Joint Chiefs of Staff, October 16-17, 1962.

Theodore Sorensen, "Summary of ExComm," October 17, 1962.

Theodore Sorensen, "Summary of Options," October 20, 1962.

Week 7: From Cuba to Vietnam

October 7: Cuban Missile Crisis: Pulling Back From the Brink

Book:

Allison and Zelikow, 325-407

CROPS:

Fidel Castro to N. Khrushchev, October 26, 1962.

Excerpts from ExComm Meeting on October 27, 1962.

Directive from Moscow to Cuba, October 27, 1962.

Dobrynin cable to the USSR Foreign Ministry, October 27, 1962.

October 9: JFK and Vietnam

CROPS:

George Herring, "Limited Partnership: Kennedy and Diem," 73-107.

Excerpt from the McNamara-Taylor Mission Report, October 2, 1963.

Taylor, Rusk, and McNamara discuss plans for combat troops.

Mac Bundy and David G. Marr on counterinsurgency,

"Diem Must Go": The US Saigon Embassy orchestrates a Coup d'Etat

Kennedy and his advisors discuss withdrawal, October 2, 1963. [AUDIO]

Week 8: Vietnam and *The Fog of War*

October 14: *The Fog of War* (film)

Essay number two due at the start of class.

October 16: LBJ and the Decision to Escalate

CROPS:

Herring, "Enough, But Not Too Much: Johnson's Decisions for War, 1963-1965," 108-143.

Robert McNamara, Memorandum for the President, March 16, 1964.

National Security Action Memorandum No. 328, April 6, 1965.

McNamara, Johnson, and Ball on the decision to escalate.

Lyndon Johnson and Richard Russell discuss Vietnam, May 27, 1964. [AUDIO]

Lyndon Johnson justifies escalation in Vietnam, July 7, 1965. [AUDIO]

Week 9: JFK and Civil Rights

October 21: INSTRUCTOR AWAY AT CONFERENCE – NO CLASS

October 23: *Crisis: Behind a Presidential Commitment* (film)

CROPS:

Excerpts from Jonathan Rosenberg and Zachary Karabell, *Kennedy, Johnson, and the Quest for Justice: The Civil Rights Tapes*, 1-84.

Week 10: The Nuclear Arms Race and 9/11

October 28: The Origins of Overkill

CROPS:

David Allen Rosenberg, "U.S. Nuclear War Planning, 1945-1960," Desmond Ball and Jeffery Richelson, ed., *Strategic Nuclear Targeting*, 35-56.

General Thomas S. Powers, *Design for Survival*. New York: Pocketbooks, 1968.

David Coleman, "Camelot's Nuclear Conscience," *Bulletin of the Atomic Scientists*, May/June 2006, 40-45.

Excerpts from Stephen I. Schwartz, ed., *The Atomic Audit*.

"Global Nuclear Weapons Inventories in 2014."

October 31: The Attacks of 9/11

CROPS:

Excerpts from the 9/11 Commission Report

Week 11: *The Dark Side*

November 4: *The Dark Side* (film)

November 6: The Bush Doctrine and the Iraq War

CROPS:

“The National Security Strategy of the United States,” September 2002.

Excerpts from the 2002 Iraq National Intelligence Estimate (NIE)

The Downing Street Memo, July 23, 2002.

George W. Bush, excerpt from the State of the Union speech, January 28, 2003.

Colin Powell speech to the U.N., “Iraq Failing to Disarm,” February 5, 2003.

Excerpts from Senate Select Committee on Intelligence report, “Postwar

Findings About Iraq’s WMD Programs and Links to Terrorism and How They Compare with Prewar Assessments,” September 6, 2006.

Week 12: #Ferguson

November 11: VETERANS DAY – NO CLASS

November 13: #Ferguson

Essay number three due at the start of class.

CROPS:

TBD.

Week 13: Confronting the Zombie Threat

November 18: Individual Meetings

November 20: Fighting World War Z

Books:

Drezner, *Theories of International Politics and Zombies*

Week 14: Meetings with Instructor

November 25: Individual Meetings

November 27: THANKSGIVING BREAK – NO CLASS

Week 15: Student Presentations

December 2: Student Presentations

December 4: Student Presentations

Week 16: Conclusion

December 9: Student Presentations

December 11: Conclusion

Research paper due in class.