

*DRAFT – SUBJECT TO CHANGE*

**From Enemies to Friends:  
How Peoples Have Overcome Enmity**

History Workshop 506:299:03  
Spring 2022  
Mondays and Thursdays from 12:10 to 1:30 pm  
Honors College, S124 (College Avenue Campus)

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Office hours: on Zoom, by appointment via emails.

Course Description

How have peoples and nations who have feared, hated, and even fought each other in war overcome their mutual distrust and hostility to become friends or even allies? More specifically: How did many Americans who felt an intense racial hatred of the allegedly treacherous and savage Japanese during the Second World War come to embrace Japan as a reliable ally during the Cold War and admire many aspects of Japanese culture and society? How did American soldiers who had fought against German troops in World War II and who knew of the horrors of the Holocaust develop friendly and even intimate relationships with German civilians that contributed to the broader warming of relations between the United States and Germany after 1945? How did American and Soviet citizens transcend their ideological differences in the 1980s and cooperate in exchange programs that shattered negative stereotypes and helped to end the Cold War?

In this History Workshop we will examine in depth some major cases of the overcoming of enmity. Reading scholarly studies of these cases, we will consider the sources historians have used to analyze dramatic changes in attitudes, images, and relationships. We will also directly examine a variety of primary sources – including movies, letters, newspaper articles, opinion polls, and political cartoons – that reflect and illuminate the transformation of enemies into friends. By the end of the course you will better understand how to read historical studies critically, how to analyze the persuasiveness of scholarly arguments, how to conduct independent research, and how to write research papers. You will then be ready to pursue more ambitious research projects in the future, including for the History Seminar and perhaps also for honors theses.

## Course Requirements and Grading

1. Three short (3-page) essays in response to assigned topics. Each essay will concisely summarize major arguments presented in the required readings and develop critical responses to them. The essays will be due on February 3, February 14, and March 3. **Each essay will count for 15% of your grade.** Essays must be submitted by e-mail to dsfogle@history.rutgers.edu. Essays that contain plagiarism (unacknowledged use of others' words or ideas) will not be accepted. For more information, see the Statement on Plagiarism at [history.rutgers.edu/undergraduate/AcademicPolicies](http://history.rutgers.edu/undergraduate/AcademicPolicies).

2. One longer (12-15 page) essay based on: (1) reading at least two books beyond the required reading for this course and (2) original research in primary sources. You may choose to focus on any of the peoples or states addressed in the required reading or you may choose to focus on peoples or states that are not discussed in the required reading (for example, China). A proposal for this essay will be due on March 10. A first draft will be due on March 31. A second draft will be due on April 11. The final paper will be due on May 2. **This will count for 50% of your grade.**

3. One brief (5-10 minute) presentation about your research paper to the class at the end of the semester. This will be **5% of your grade** for the course.

4. Students who regularly participate actively in class discussions will have their grades for the course raised by one point at the end of the semester (for example, from B+ to A).

5. In order to protect the health and well-being of all members of the University community, masks must be worn by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks must be worn during class meetings; any student not wearing a mask will be asked to leave. Masks should conform to CDC guidelines and should completely cover the nose and mouth: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face1coverings.html>.

## Learning Goals

1. Develop students' abilities to summarize scholarly arguments precisely and think critically about historical interpretations.
2. Introduce students to problems and practices involved in original historical research, including selecting and analyzing a variety of different kinds of primary sources.
3. Improve students' abilities to write historical essays, including the creation of outlines, proofreading, and revision.

## **Required Reading**

1. The following books have been ordered through the Rutgers University Bookstore, One Penn Plaza, New Brunswick:

Dower, John. *War Without Mercy: Race and Power in the Pacific War* (Pantheon, 1986)

Goedde, Petra. *GIs and Germans: Culture, Gender, and Foreign Relations, 1945-1949* (Yale University Press, 2003)

Shibusawa, Naoko. *America's Geisha Ally: Reimagining the Japanese Enemy* (2006)

2. Additional required readings have been placed on the Reading List on the Canvas site for the course.

## **Schedule of Lectures and Reading Assignments**

JANUARY 20: INTRODUCTION TO THE COURSE

### **Required Reading:**

Martin Luther King, "Loving Your Enemies," Chapter 5 in *Strength to Love*, pages 43-52. [Canvas]

### **Recommended Reading:**

Martin Luther King, "The World House," in *Where Do We Go From Here: Chaos or Community?* (pages 177-202).

JANUARY 24: JAPAN AND THE UNITED STATES: FROM FRIENDS TO ENEMIES

### **Required Reading:**

Dower, *War Without Mercy*, Preface and Part I (pages 3-73).

### **Recommended Reading:**

Akira Iriye, ed. *Mutual Images: Essays in American-Japanese Relations*

Peter Schrijvers, *The GI War Against Japan: American Soldiers in Asia and the Pacific During World War II* (2002)

Emily Rosenberg, *A Date Which Will Live: Pearl Harbor in American Memory* (2003)

JANUARY 27: AMERICANS AND JAPANESE AS ENEMIES, 1941-1945

**Required Reading:**

Dower, *War Without Mercy*, Part II (pages 77-180).

"The President's War Address," December 8, 1941 [Canvas]

**Recommended Reading:**

Clayton R. Koppes and Gregory D. Black, *Hollywood Goes to War* (1987), Chapter IX: "The Beast in the Jungle." [Canvas]

Robert B. Westbrook, "In the Mirror of the Enemy: Japanese Political Culture and the Peculiarities of American Patriotism in World War II," in John Bodnar, ed., *Bonds of Affection: Americans Define Their Patriotism* (Princeton: Princeton University Press, 1996), 211-230. [Canvas]

Shigeo Imamura, *Shig: The True Story of An American Kamikaze* (2001)

JANUARY 31: THE US OCCUPATION OF JAPAN, 1945-1951

**Required Reading:**

Shibusawa, *America's Geisha Ally*, pages 1-53.

Dower, *War Without Mercy*, Chapter 11, esp. pages 301-317.

**Recommended Reading:**

Howard Schonberger, *Aftermath of War: Americans and the Remaking of Japan* (1989)

John Dower, *Embracing Defeat: Japan in the Wake of World War II*

Kyoko Hirano, *Mr. Smith Goes to Tokyo: Japanese Cinema under the American Occupation* (1992)

Hiroshi Kitamura, *Screening Enlightenment: Hollywood and the Cultural Reconstruction of Defeated Japan* (2010)

Hal Brands, "The Emperor's New Clothes: American Views of Hirohito After World War II," *The Historian*, Vol. 68, No. 1 (2006), 1-28.

J. M. Miller, *Cold War Democracy: The United States and Japan* (2019)

FEBRUARY 3: AMERICANS & JAPANESE AS FRIENDS: SINCE 1951

First short essay due.

Watch "Sayonara" (1957) before class: stream on Canvas.

**Required Reading:**

Shibusawa, *America's Geisha Ally*, Chapters 2, 3, 7, and Epilogue

Asada Sadao, "The Mushroom Cloud and National Psyches: Japanese and American Perceptions of the A-Bomb Decision, 1945-1995," *Journal of American-East Asian Relations*, Vol. 4, Issue 2, pages 95-116. [Canvas]

**Recommended Reading:**

Joseph J. Tobin, ed., *Re-Made in Japan: Everyday Life and Consumer Taste in a Changing Society* (1992)

Marc Gallicchio, "Recovery Through Dependency: American-Japanese

Relations, 1945-1970," in Warren Cohen, ed., *Pacific Passage: The Study of American-East Asian Relations on the Eve of the Twenty-First Century* (1996), 247-278.

## FEBRUARY 7: GERMANY AND THE UNITED STATES AS ENEMIES

Watch "Lifeboat" (1944) before class.

<https://www.youtube.com/watch?v=o-jCLmR5aVE>

### **Required Reading:**

Goedde, *GIs and Germans*, Introduction and Chapter 1

Clayton R. Koppes and Gregory D. Black, *Hollywood Goes to War* (1987), Chapter X: "Nazis, Good Germans, and G.I.'s," 278-316. [Canvas]

Michaela Hoenicke, "'Know Your Enemy': American Wartime Images of Germany, 1942-1943," in Ragnhild Fiebig-vonHase and Ursula Lehmkuhl, ed., *Enemy Images in American History* (1997), pages 231-278. [Canvas]

### **Recommended Reading:**

Christopher Capozzola, *Uncle Sam Wants You: World War I and the Making of the Modern American Citizen* (2008), Chapter 6: "Enemy Aliens"

Michaela Hoenicke Moore, *Know Your Enemy: The American Debate on Nazism, 1933-1945* (2010)

## FEBRUARY 10: THE US OCCUPATION OF GERMANY

### **Required Reading:**

Goedde, *GIs and Germans*, Chapters 2 and 3

Rebecca Boehling, *A Question of Priorities: Democratic Reforms and Economic Recovery in Postwar Germany* (1996), Introduction and Conclusion

Jeremi Suri, *Liberty's Surest Guardian: American Nation-Building From the Founders to Obama* (2011), Chapter 4

### **Recommended Reading:**

Carolyn Woods Eisenberg, *Drawing the Line: The American Decision to Divide Germany, 1944-1949* (1996)

Atina Grossman, *Jews, Germans and Allies: Close Encounters in Occupied Germany* (2007)

Susan L. Carruthers, *The Good Occupation: American Soldiers and the Hazards of Peace* (2016)

Alexandra F. Levy, "Promoting Democracy and Denazification: American Policymaking and German Public Opinion," *Diplomacy and Statecraft*, Vol. 26 (2015), 614-635.

**Recommended Viewing:** "A Foreign Affair" (1948)

FEBRUARY 14: AMERICANS & GERMANS BECOME FRIENDS

Second short essay due.

**Required Reading:**

Goedde, *GIs and Germans*, Chapters 4 and 5

Brian C. Etheridge, *Enemies to Allies: Cold War Germany and American Memory* (2016), Introduction and Chapter 2 [Canvas]

**Recommended Reading:**

Heide Fehrenbach, *Cinema in Democratizing Germany: Reconstructing National Identity After Hitler* (1995)

Uta G. Poiger, *Jazz, Rock, and Rebels: Cold War Politics and American Culture in a Divided Germany* (2000)

Konrad Jarausch, *After Hitler: Recivilizing Germans, 1945-1995* (2006)

Joerg Arnold, *The Allied Air War and Urban Memory: The Legacy of Strategic Bombing in Germany* (2011)

FEBRUARY 17: CHINA & THE US: FROM ENEMIES TO TACIT ALLIES

**Required Reading:**

Evelyn Goh, *Constructing the U.S. Rapprochement with China, 1961-1974: From "Red Menace" to "Tacit Ally"* (2005), Introduction and Chapters 5, 6, 9. [E-book available at libraries.rutgers.edu]

Gregg A. Brazinsky, *Winning the Third World: Sino-American Rivalry During the Cold War* (2017), Introduction and first part of Chapter 10 (pages 305-323). [E-book at libraries.rutgers.edu]

Patrick Tyler, *A Great Wall: Six Presidents and China* (1999), 107-145. [Canvas]

**Recommended Reading:**

David Shambaugh, *Beautiful Imperialist: China Perceives America, 1972-1990* (1991)

*America Views China: American Images of China Then and Now*, edited by Jonathan Goldstein, Jerry Israel, and Hilary Conroy (1991)

Gordon H. Chang, *Fateful Ties: A History of America's Preoccupation with China* (2015)

Fareed Zakaria, "The New China Scare: Why America Shouldn't Panic About Its Latest Challenger," *Foreign Affairs*, January/February 2020, 52-69.

**Primary Sources:**

*Land Without Ghosts: Chinese Impressions of America from the Mid-Nineteenth Century to the Present*, edited by R. David Arkash and Leo O. Lee (1989)

Lyndon B. Johnson, "United States Asian Policy: A War of Determination," *Vital Speeches of the Day*, Vol. XXXII, No. 20 (August 1, 1966), 610-613. [Canvas]

RN: *The Memoirs of Richard Nixon* (1978)

FEBRUARY 21: THE US AND USSR AS ALLIES AND ENEMIES: 1940s

**Required Reading:**

Melvin Small, "How We Learned to Love the Russians: American Media and the Soviet Union During World War II," *Historian*, Vol. 36, No. 3 (May 1974), 455-478. [Canvas]

Les Adler and Thomas Paterson, "Red Fascism: The Merger of Nazi Germany and Soviet Russia in the American Image of Totalitarianism, 1930s-1950s," *American Historical Review*, VI. 75, No. 4 (April 1970), 1046-1064. [Access from libraries.rutgers.edu.]

Timothy Johnston, *Being Soviet: Identity, Rumour, and Everyday Life under Stalin, 1939-1953* (2011), Chapter 4 [Canvas]

**Recommended Reading:**

Thomas Paterson, "Presidential Foreign Policy, Public Opinion, and Congress: The Truman Years," *Diplomatic History*, Vol. 3, No. 1, pages 1-18. [Canvas]

Melvyn P. Leffler, *The Specter of Communism: The United States and the Origins of the Cold War, 1917-1953*

FEBRUARY 24: FROM DÉTENTE TO A NEW COLD WAR:

MOVIES AND AMERICAN-SOVIET RELATIONS

Watch "*The Russians Are Coming, The Russians Are Coming*" (1966)

**Required Reading:** [Canvas]

Ronald Reagan, Address to the National Association of Evangelicals, March 8, 1983 ("Evil Empire Speech")

Tony Shaw, *Hollywood's Cold War* (2007), Chapter 9

Tony Shaw and Denise J. Youngblood, *Cinematic Cold War: The American and Soviet Struggle for Hearts and Minds* (2010), Chapter 7 (pages 189-214).

**Recommended Reading:**

Michael Heale, *American Anticommunism: Combating the Enemy Within, 1830-1970* (1990)

Richard Fried, *Nightmare in Red* (Oxford, 1990)

Stephen J. Whitfield, *The Culture of the Cold War* (1991)

Richard Powers, *Not Without Honor: The History of American Anticommunism* (1995)

Alan M. Ball, *Imagining America* (2003)

Alan Ball, *Liberty's Tears: Soviet Portraits of the "American Way of Life" during the Cold War* (2016)

## FEBRUARY 28: THE END OF THE COLD WAR

### **Required Reading:**

Jonathan A. Becker, *Soviet and Russian Press Coverage of the United States: Press, Politics and Identity in Transition* (2002), Chapters 4 and 5 (pages 67-109). [Canvas]

Adam Roberts, "An 'incredibly swift transition': reflections on the end of the Cold War," in *The Cambridge History of the Cold War*, Vol. III, ed. Melvyn Leffler and Odd Arne Westad (2010), 513-534. [E-book available from libraries.rutgers.edu]

Jeremi Suri, "Explaining the End of the Cold War: A New Historical Consensus?" *Journal of Cold War Studies*, Vol. 4, No. 4, pages 60-92. [Access journal from libraries.rutgers.edu]

### **Recommended Reading:**

Melvyn P. Leffler, *For the Soul of Mankind: The United States, the Soviet Union, and the Cold War* (2007), Chapter V.

## MARCH 3: HOW AMERICANS AND RUSSIANS BECAME FRIENDS

Third short essay due.

Watch "Women – For America, For the World" before class.

[https://youtu.be/324I\\_bSGlqk](https://youtu.be/324I_bSGlqk)

### **Required Reading:**

[Access journals from libraries.rutgers.edu]

Matthias Neumann, "Children Diplomacy during the late Cold War: Samantha Smith's visit of the 'Evil Empire'" in *History*, Vol. 104, No. 360 (2019), pages 275-308.

David Foglesong, "When the Russians Really Were Coming: Citizen Diplomacy and the End of Cold War Enmity in America," *Cold War History*, Vol. 20, No. 4 (2020), 419-440.

### **Recommended Reading:**

David Cortright, *Peace Works: The Citizen's Role in Ending the Cold War* (1993)

Margaret Peacock, "Samantha Smith in the Land of the Bolsheviks: Peace and the Politics of Childhood in the Late Cold War," *Diplomatic History*, Vol. 43, No. 3 (June 2019), 418-444.

## MARCH 7: WORK ON PROPOSAL FOR LONG PAPER.

DEMONSTRATION OF USE OF ELECTRONIC RESOURCES.

### **Required Reading:**

Research Paper Proposal Example [Canvas]

Scholarly studies relevant to your topic.



MARCH 10: NO CLASS MEETING. PROPOSAL FOR LONG PAPER DUE.  
Define the topic, discuss key scholarly studies, state main research questions, and list primary sources to be examined.  
Email your proposal to Prof. Foglesong and fellow students by noon.

MARCH 14 AND 17: SPRING RECESS

MARCH 21: INDIVIDUAL MEETINGS TO DISCUSS LONG PAPERS.  
I will circulate in advance a schedule for these meetings during the class period in HC-S124 and after it in my office, Van Dyck 215.

MARCH 24: NO CLASS MEETING. OUTLINE FOR LONG PAPER DUE.  
Your outline should be organized around the questions you are investigating and the issues you plan to discuss (not around summaries of the contents of the sources you have read or will read).

MARCH 28: INDIVIDUAL MEETINGS TO DISCUSS LONG PAPERS.  
I will circulate in advance a schedule for these meetings during the class period in HC-S124 and after it in my office, Van Dyck 215.

MARCH 31: FIRST DRAFTS OF LONG PAPERS DUE.  
Email your draft to dsfogle@history.rutgers.edu.

APRIL 4: INDIVIDUAL MEETINGS TO DISCUSS FIRST DRAFTS  
HC-S124 and Van Dyck 215.

APRIL 7: NO CLASS MEETING. REVISE LONG PAPER.

APRIL 11: NO CLASS. SECOND DRAFT OF LONG PAPER DUE.  
Email your draft to dsfogle@history.rutgers.edu.

APRIL 14: NO CLASS. REVISE SECOND DRAFTS.  
OPTIONAL INDIVIDUAL MEETINGS VIA ZOOM TO DISCUSS FINAL REVISIONS OF YOUR RESEARCH PAPERS.

APRIL 18: PRESENTATIONS ABOUT RESEARCH PROJECTS.

APRIL 21: PRESENTATIONS ABOUT RESEARCH PROJECTS.

APRIL 25: PRESENTATIONS ABOUT RESEARCH PROJECTS.

APRIL 28: PRESENTATIONS ABOUT RESEARCH PROJECTS.

MAY 2: PRESENTATIONS ABOUT RESEARCH PROJECTS.  
**FINAL LONG PAPER DUE.** Email it to [dsfogle@history.edu](mailto:dsfogle@history.edu).