

Simulating the Cold War: The Yalta Conference

Many of our students would rather be anywhere else on earth than in our classrooms. With the aid of the latest technologies, they have developed skills that allow them to be physically present, but mentally in another world, taking on a series of other identities—email correspondent, movie viewer, photo editor, social network commentator, and consumer, among others. Rather than despair in the face of this behavior, however, teachers can channel those escapist desires for educational purposes. This historical simulation on the 1945 Yalta Conference keeps students in the classroom but encourages and, indeed, requires them to take on new roles. Students talk, act, and walk like world political leaders, all the while paying careful consideration to an event that shaped the direction of world history for the next forty-five years.

The aftermath of World War II is critical to an understanding of how the Cold War developed. As the Allied powers approached victory over Japan, Germany, and Italy, nations began diplomatic negotiations with each other which would profoundly shape the contours of the Cold War. At Yalta, the leaders of the three major Allied powers—President Franklin Roosevelt of the United States, Prime Minister



Figure 1. The Big Three: British Prime Minister Winston Churchill, U.S. President Franklin D. Roosevelt, and Soviet Premier Joseph Stalin. The decisions these leaders and their diplomatic teams reached at Yalta not only shaped the end of World War II, but set the stage for the Cold War turmoil of the following four decades. (Courtesy of Library of Congress)

Winston Churchill of Great Britain, and Premier Joseph Stalin of the Soviet Union—met in February 1945 to discuss the postwar world. These leaders sought to defeat Nazi Germany as rapidly as possible, but they were also concerned about the future. Anticipating conflict with each other, American and Soviet leaders sought to establish a postwar world in their own best interests, while the British, uncomfortable as a second rate power, hoped to protect their power base and so emerge as the leader of a powerful postwar western Europe. Many Cold War disputes have their origins in the agreements and disagreements at Yalta.

National Standards

Era 8: The Great Depression and World War II (1929–1945)

Standard 3B: The student understands World War II and how the Allies prevailed.

Era 9: Postwar United States (1945 to early 1970s)

Standard 2A: The student understands the international origins and domestic consequences of the Cold War.

Standards in Historical Thinking:

Standard 5 of the Historical Issues-Analysis and Decision-Making

Student Objectives

1. Connect the historical context of the relationships and previous disputes among the three countries with negotiations at the Yalta conference.
2. Recognize how historical context shaped the national goals and negotiation strategies of each country.
3. Assess each nation's relative success in achieving both its short-term and long-term goals.
4. Consider the merits of those goals with the hindsight of the ensuing historical events.
5. The fates of smaller European countries and European colonies in Asia and Africa were influenced by the decisions of the three leaders at the Yalta Conference. Speculate about how the dynamics and outcomes of the Yalta Conference might have been different had they all been included in negotiations.
6. Experience the challenges and skills needed for effective negotiations.

Background

The Grand Alliance of the United States, Great Britain, and the Soviet Union during World War II resulted not from a natural affinity or shared worldview, but from their mutual antipathy for the Axis powers. Tensions resulting from the political, social, and economic incompatibility of capitalism and communism were accentuated by mistrust based on previous events. The United States and Great Britain, for example, had invaded Soviet Russia with thousands of troops thirty



Figure 2. Allied leaders discuss the end of the war and the ensuing peace during their 1945 meeting in Yalta. Stalin (seated back left), Churchill (seated front left), and Roosevelt (seated back right with Admiral William Leahy and General George C. Marshall to his left) each came to the negotiation table with his own particular national and global goals, beyond their common objective of defeating Germany and Japan. (Courtesy of Library of Congress)

years earlier during the Russian Civil War to fight against the Bolshevik Red Army. These countries coordinated efforts with the White Army, which represented a coalition of Russian groups opposed to the Bolshevik government led by Lenin. The U.S. and British motivation was opposition to the spread of revolutionary socialist ideas and other political, military, and economic concerns. Then, during the 1930s, they ignored Soviet warnings about the threat Hitler posed to world peace and the confrontations occurring on the Soviet Union's eastern border with Japan. On the other hand, the Soviets reneged on Russia's treaty commitments near the end of World War I by making a separate peace with Germany and failing to honor repayment of debt to other European countries. In 1939, on the eve of World War II, the Soviets signed a treaty with Hitler for the dissection of Poland, and then annexed other countries along the Baltic Sea. Yet throughout the early stages of World War II, the animosity and distrust between the United States, Great Britain, and the Soviet Union was mitigated by their mutual need to defeat Germany, Italy, and Japan. The open antagonism was temporarily subsumed to facilitate joint military operations.

The United States, Great Britain, and the Soviet Union held a trio of conferences during the second half of the war: the first was at Tehran, Iran in late November and early December 1943; the second was hosted at Yalta, the Crimea, in Soviet Ukraine, in early February 1945; and the final conference was held in Potsdam, in occupied Germany, during late July and early August 1945. The previous disputes and competitions openly reemerged among the leaders during the second and third conferences. For purposes of this history simulation, the focus will be the second conference at Yalta.

A group that was conspicuously absent from the conferences were leaders from countries such as Albania, Bulgaria, China, France, Greece, Hungary, Poland, Romania, Yugoslavia, and the Baltic states, all of which experienced long-term consequences from the decisions at these conferences by the trio of Allied leaders. Absent too were representatives from the peoples of the European colonial empires of Africa and Asia, which became battlegrounds during the Cold War. This same pattern also occurred following World War I, when the major Allied leaders made unilateral decisions that contributed to conditions



Figure 3. At Yalta, the Allies agreed that countries liberated from Axis rule would have the chance for self-determination. In practice, this proved difficult. In Greece, the previous year, the defeat of the German occupation unleashed a civil war between Communist-led resistance fighters and conservative forces. After helping crush the Communist forces, the British propped up the brutal, corrupt monarchist government of Constantine Tsaldaris, which faced a renewed guerilla campaign in 1946 by the Communist-led Democratic Army of Greece (DSE), a group of whom pose in this 1947 photo. Although Stalin gave virtually no support to the Greek rebels, with the Truman Doctrine of March 1947, the U.S. took over the British role, and sent military advisors to Greece, setting the pattern for counterinsurgency warfare for decades to come. (Courtesy of Library of Congress)

conducive to World War II. As the class moves through this simulation, be sure to consider the perspectives of these smaller states and the impact that they felt from the actions of the three Allied powers.

The Yalta Conference took place only weeks after German military commanders used their last reserves in a desperate, failed offensive known to history as the “Battle of the Bulge.” The Soviet, American, and British armies were now poised on the borders of Germany with the outcome of the continental war no longer in doubt. On the other hand, Japan still controlled vast areas of China, Southeast Asia, the East Indies, and numerous islands in the Pacific Ocean. Japanese soldiers refused to surrender regardless of the circumstances, and American officials expected a long and terribly bloody campaign to defeat them. At the same time, the Americans were secretly working on an atomic bomb, but it would not be successfully tested until five months after Yalta.

The military situation in Europe gave the Soviet Union an advantageous negotiating position at the Yalta Conference in contrast to the United States and Great Britain. German success in the early stages of

the Battle of the Bulge was embarrassing to the Americans, but, more importantly, it delayed American and British plans to invade Germany. These attacks were just beginning as the conference commenced and the major obstacle of the Rhine River was expected to delay the Anglo-American advance. In contrast, during the three weeks prior to the conference, the Soviet army had raced 250 miles through Poland to within forty miles of Berlin by the time the Yalta Conference began. They no longer faced any major obstacles in their effort to defeat Germany on the eastern front.

Procedures

This simulation requires fifty minutes. It creates multiple Yalta conferences in one classroom by dividing the students into smaller groups. As a result, the instructor and students can compare and contrast the outcomes of the various conferences when they reconvene later in the class period. By acting simultaneously and independently of one another, diversity in the negotiation process and outcomes naturally emerges due to the unique dynamics and personalities of each small group.

The instructor initiates the activity with a brief historical background relating the simulation to previous content in the class. The simulation works best if it immediately follows a unit focused on World War II and the impact of historical events from World War I through the interwar time period. While I found it useful to provide a handout that summarized some of the major historical events that affected the United States, Great Britain, and the Soviet Union (Handout #1 is a sample), it would be best to create a handout based on the actual content covered in the course in order to reactivate what they had previously learned. The handout should be distributed as an assigned reading at the end of the previous class period or posted on the Internet several days in advance: students have reported higher satisfaction with this simulation if they had the opportunity to study the handout and consider the dynamics of the negotiation process beforehand. The undergraduate students who tested this simulation requested explanation of the handout items that presented unfamiliar information. This protocol might be less important for upper-division or graduate students in history.

After the background briefing for the students, the instructor uses a method to divide the students into smaller groups. The activity generates more energy and conversation if the small groups are composed of six students so that each is more likely to actively participate. Each Yalta Conference will have three countries represented: Great Britain, the United States, and the Soviet Union. Each country could have one, two, or three diplomats depending on class size, student abilities, and instructor goals. Desks or tables should be arranged to facilitate negotiation within each conference and to minimize distraction from other conferences in the room. The negotiation handouts (#2, #3, and #4), which provide the goals and points awarded for each country, are distributed by the instructor only to the diplomat(s) of the country specified, since they contain the private negotiation goals of each Allied nation.

After the instructor has distributed the handouts, the diplomats from each country meet privately to consider the relative importance of their country's goals as identified in their assigned handout (either handout #2, #3, or #4) and the reason for that judgment. This will aid their decisions regarding which goals to argue more forcefully for and which to concede. After five minutes of internal discussion, the diplomats of each country convene in their small group and negotiate the various issues with the diplomats from the other two countries in their conference. The diplomat teams should be specific in their reasons to advance their priorities and justify reluctance to concede issues to other countries. If necessary during the proceedings, each of the diplomatic teams could caucus privately for a few minutes to reevaluate the negotiation process and perhaps change their strategies and priorities. The small group discussions should last approximately thirty minutes. Each conference must reach a consensus agreement since diplomacy is not decided by majority rule. During these negotiations, the instructor moves from conference to conference; facilitating discussions, providing information, clarifying procedures, and suggesting compromises. The instructor makes periodic announcements concerning the remaining time for the activity to help the small groups finish at the same time. During the last few minutes of the small group interaction, each diplomat team uses the scoring table at the bottom of their handout to identify the final point total earned for their country. For each negotiation objective, points are scored if the team's objective became part of the negotiated outcome. If the objective is not included in the final settlement, no points are scored for that item. The diplomat teams then share their scores with the diplomats

Handout Three: Short- and Long-Term Achievements at Yalta

The United States:

Conference Agreement	Point Value	Points Achieved at Yalta	Points Achieved by End of the Cold War
Establishing the United Nations	10	10	5
Agreeing that the Soviets will enter the war against Japan	10	10	-10
Creating a democratic Eastern Europe friendly to the Soviet Union	10	10	5
Making no statement on European colonial empires	10	10	5
Placing China on the United Nations Security Council with veto power	5	5	-5
Agreeing to divide Germany into two countries	-10	0	-5
Agreeing to exact German war reparations	-10	0	-10

Score Achieved at Yalta: 45
Score Achieved by End of the Cold War: -15

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All handouts needed for this simulation are available for free download on the *OAH Magazine of History* website for this issue: <<http://www.oah.org/pubs/magazine/v24n4>>.

from the other countries at their table to discover which earned the highest point total.

After the scores are calculated for each small Yalta Conference group, the class reconvenes into a large group for a fifteen-minute debriefing of the simulation experience and deeper examination of the issues. Each Yalta Conference team quickly reports their agreement, the points scored by each country, and one lesson learned during the negotiation process. In the case of a very large class, there may only be time for a sample of the small groups to make a public report. Using Handout #1, the instructor assesses the agreements of each conference, compares them with the actual agreements at the Yalta Conference, and leads a class discussion utilizing several of the questions provided under Discussion #1. Time permitting, a second discussion could focus on the long-term results of the Yalta Conference by utilizing Handouts #5–7 and the information and questions provided under Discussion #2.

Actual Agreements at Yalta

The actual agreements initially negotiated at Yalta included the following:

1. Bring all war criminals to just and swift punishment.
2. Jointly occupy and administer Germany by establishing occupation zones.
3. Establish the United Nations with each major power having veto power.
4. The major powers are United States, Soviet Union, Great Britain, France, and China.
5. The Soviets keep the territory that they had acquired in 1939–40.
6. Establish democratic Eastern European governments that are friendly to the Soviets.
7. Soviet Union will declare war on Japan, ninety days after VE day. Notably, no agreement was made concerning war reparations or European empires.

Discussion One

1. What were the goals of each country at the Yalta Conference?
2. Which goals did you achieve in the Yalta Conference simulation?
3. Which goals were actually achieved at the real Yalta Conference?
4. How important were these agreements to the future of Europe?
5. To what extent do these decisions reflect global concerns?
6. To what extent do they reflect nationalistic interests?
7. Whose views were represented or ignored at Yalta?
8. To what extent did personalities affect your simulation?
9. To what extent did personalities affect diplomacy during the war?
10. Was the Yalta Conference successful? In what ways?
11. Did the agreements resolve, ignore, or create divisive issues?

Discussion Two

1. The actual Yalta agreements were favorable to the American and British points of view, but the eventual results were favorable to the Soviets. How can you account for this discrepancy?
2. The United States' achievements at Yalta included a Soviet pledge to enter the Pacific theater of the war and a seat for China on the U.N. Security Council. What historical developments changed American attitudes toward those two achievements? To what extent did historical events change American attitudes toward other aspects of the Yalta agreements?
3. The agreement that countries in Eastern Europe would have democratic governments friendly to the Soviet Union was impossible to achieve in Poland and Romania. Centuries of warfare with Russia meant any freely elected government in those countries would be anti-Soviet. How did this situation contribute to postwar difficulties? How did the United States and the Soviet Union react to this situation?
4. The American dilemma over colonialism resulted in many ambiguities and contradictions in American foreign policy toward the colonial territories/emerging nations in Asia and Africa. Which independence movements did the United States support or oppose? What was the most significant issue in determining the United States' position? How would the U.S. experience in Southeast Asia have been different if America supported Vietnamese independence from France rather than opposed it as an expansion of communism?

Handouts #5, 6, and 7 (one set of which can be distributed to each group) tally the points awarded to each Allied country based on those commitments actually made at Yalta, allowing for easy comparison with the simulation experience. Using this information, students can determine the “winner” in the actual negotiations at Yalta. (The United States comes in first, with 45, Great Britain in second, with 35, and the Soviet Union in last place with 20.) Of course, some commitments were open to differing interpretations and the effect (or value) of other commitments changed as a result of developments around the world. In the right-hand column, these handouts also place the Yalta Conference in the context of later Cold War developments. Students can then calculate the long-term “winner” of the Yalta Conference, at least concerning the three major Allied countries. (This time, the Soviet Union pulls ahead with 40, Great Britain moves into second with 5, and the U.S. falls into last place with -5.) This simulation should also fully explore the impact of the decisions on the other affected countries.

Lessons Learned from Field Testing

The history simulation was used with lower-division, undergraduate college students during the summer of 2010. Instructor observations and student comments revealed several helpful suggestions to get the most out of the simulation process. It is critical to have background information of the three Allied nations before and during World War II. Students preferred to have the Yalta historical overview (Handout #1) provided either during the preceding class period or posted several days ahead of the history simulation on the Internet for review. To help propel the discussion, the instructor could model several negotiation strategies during the initial overview of the simulation. Common themes from the student comments included:

1. They learned more about the complexity and difficulty of the negotiation process.
2. They looked at the common issues through the viewpoint of the other country.
3. They wanted more background information and time to gain the most from the simulation.

Several suggestions from the instructor who facilitated the simulation included:

1. The instructor should embed the background knowledge needed for the simulation (and the specific information contained in sample Handout #1) intentionally within the class sessions that precede it.
2. The instructor should announce the upcoming history simulation and its general activity outline for students in previous class sessions to encourage them to collect and organize information useful for the simulation.

One of the challenges with any simulation is limiting the number of variables and the content to facilitate the most effective learning experience for the students within the given time period. Other history teachers could vary this simulation to explore issues not addressed in this current form. For example, one could experiment with adding diplomatic representation by one or more of the other countries, such as China, France, or Poland; introduce one or more representatives of various coalitions of countries (e.g., currently occupied by Soviet troops, governments in exile, countries inside or outside of Europe); and/or consider modifications for the simulation for use with graduate history students.

Another layer to explore is the assessment of “success” of the Yalta Conference agreements. Instead of, or in addition to, the current focus

on external implications, examine internal domestic results of the Yalta agreements within the countries. Examining domestic strife and conflict, attributable indirectly or directly to the Yalta agreements, within Great Britain, Greece, and the United States would add a nuanced examination and interpretation of the events. Depending upon the type of course for which the simulation is used (first-year, upper-division, or graduate; general elective history survey, undergraduate course for the major, or graduate history seminar), many variations are possible. Useful simulations immerse students in historical events, empower them to engage difficult issues, promote examination of the consequences of each decision, help students to discover lessons that inform the historical event, and hopefully guide their future actions. □

Further Readings

- Buhite, Russell D. *Decisions at Yalta: An Appraisal of Summit Diplomacy*. Wilmington, Del.: Scholarly Resources, 1986.
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- Schlesinger, Stephan C. *Act of Creation: The Founding of the United Nations*. Boulder, Colo.: Westview, 2003.
- Stefan, Charles G. "Yalta Revisited: An Update on the Diplomacy of FDR and His Wartime Summit Partners," *Presidential Studies Quarterly*, 23 (1993): 755–70.
- Thompson, Robert Smith. *The Eagle Triumphant: How America Took Over the British Empire*. Hoboken, N.J.: John Wiley & Sons, 2004.

David Ghere was an associate professor of history in the College of Education and Human Development at the University of Minnesota. He taught American and World history at the college level for twenty-three years and authored a variety of publications on Native American history, developmental education, and active learning teaching methods. He also conducted teacher workshops and maintained a website of classroom simulations he created at <<http://www.historicalsimulations.com>>. He passed away in January 2010. Professor Ghere exhibited great care both as a respected scholar and as an effective teacher. He is greatly missed by his family, colleagues, and students.

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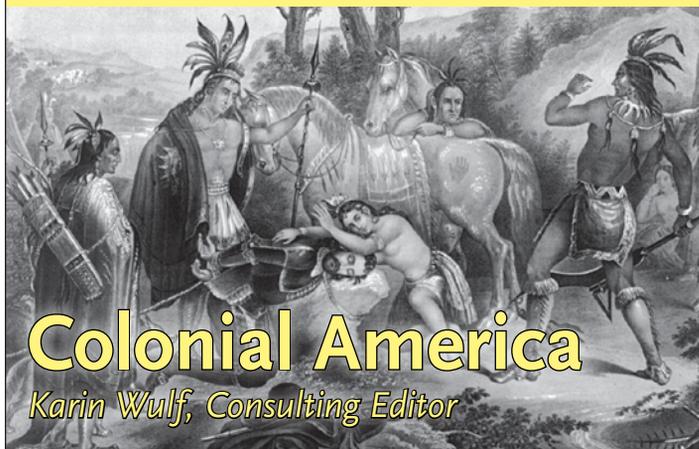


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Yalta Conference History Simulation

The Yalta Conference was a meeting in February 1945 between the leaders of the three major Allied powers fighting against Hitler's Germany: President Franklin Roosevelt of the United States, Prime Minister Winston Churchill of Great Britain, and Premier Joseph Stalin of the Soviet Union. These leaders sought to defeat Nazi Germany as rapidly as possible, but they were also concerned about the future. Anticipating conflict, American and Soviet leaders sought to establish a post-war world in their own best interests. The British, uncomfortable as a second rate power, hoped to protect their power base and so emerge as the leader of a powerful post-war Western Europe. The decisions that these three men made at Yalta shaped the direction of European History for the next forty-five years. Many Cold War disputes have their origin in the agreements and disagreements at Yalta.

Simulation Learning Objectives

1. Connect the historical context of the relationships and previous disputes among the three countries with negotiations at the Yalta conference.
2. Recognize how historical context shaped the national goals and negotiation strategies of each country.
3. Assess each nation's relative success in achieving both their short-term and long-term goals.
4. Consider the merits of those goals with the hindsight of the ensuing historical events.
5. The fates of many smaller European countries were influenced by the decisions of the three leaders at the Yalta conference: speculate about how the dynamics and outcomes of the Yalta conference would have been changed had they been included in negotiations.
6. Experience the challenges and skills needed for effective negotiations.

Handout One: Historical Context

The Soviet Union

Note: This handout is only intended as a sample. Each instructor should create his or her own summary based on information used during class sessions or assigned readings. Additionally, this handout is best provided during a previous class session or posted on the Internet for students to prepare for the simulation.

1. Russia was invaded three times by European countries (France, World War I Germany, World War II Germany) resulting in the loss of more than 50,000,000 civilians and troops and massive destruction of their land and economy.
2. Due to the numerous invasions over the course of 150 years, the Soviet Union wanted a buffer zone between its country and Europe.
3. Due to its enormous size, Russia is a blend of European and Asian cultures.
4. Russia violated agreement with other Allied countries and signed separate peace treaty with Germany at end of World War I.
5. The Soviets resented the involvement of English, French, and American troops on Russian land to support anticommunist forces during the Russian Civil War after World War I.
6. They signed an agreement with Germany before World War II to divide Poland in half between the two countries. Josef Stalin later justified the decision as necessary to provide more time for his country to prepare for the invasion of Germany.
7. The Soviets were angry that during World War II, the Allies, led by the United States and Great Britain, delayed invasion of Europe until 1944 due to their claim that they were not ready. Some Soviets believed this was deliberate to weaken the Soviet Union through huge losses of troops fighting the Germans on Russian land.
8. The Yalta Conference occurred following the Battle of the Bulge. Russian troops were quickly advancing in Germany toward capturing their capital city of Berlin while the United States and Great Britain were slowly recovering from the German offensive.
9. The leader of the Soviet Union, Josef Stalin, was willing to sacrifice millions of Russian troops for the invasion of Japan if the benefits were high enough.

Handout One: Historical Context Great Britain

Note: This handout is only intended as a sample. Each instructor should create his or her own summary based on information used during class sessions or assigned readings. Additionally, this handout is best provided during a previous class session or posted on the Internet for students to prepare for the simulation.

1. During World War II, Great Britain had a democratic political system opposed to communists worldwide.
2. Great Britain had a long tradition as a colonial power that occupied or indirectly controlled other countries.
3. The British were on the winning side of World War I, but lost many troops during the conflict.
4. Great Britain was somewhat insulated from other European countries because of the English Channel.
5. The Yalta Conference occurred following the Battle of the Bulge, which placed British and American troops in a defensive position and slowed their advance into Germany.
6. Great Britain was a much smaller country than many others with powerful military forces, such as the United States, Germany, and the Soviet Union. Because of this, Great Britain sought to divide power among a number of countries. They believed more countries with equal power would balance one another and reduce wars.

Handout One: Historical Context The United States

Note: This handout is only intended as a sample. Each instructor should create his or her own summary based on information used during class sessions or assigned readings. Additionally, this handout is best provided during a previous class session or posted on the internet for students to prepare for the simulation.

1. During World War II, the United States was a strong democratic political system opposed to communists worldwide.
2. The United States had emerged as a colonial power during the 1800s that occupied or indirectly controlled other countries.
3. The United States was on the winning side of World War I with far fewer lost troops than other countries, especially the Soviet Union.
4. The United States was insulated from most other countries in the world due to its geographic isolated location (Atlantic and Pacific oceans on the coasts and peaceful borders with Canada and Mexico).
5. Americans had a strong feeling of historic, political isolationism. Most Americans were uninterested in world political and military involvements due to the two World Wars.
6. The Yalta Conference occurred following the Battle of the Bulge, which placed British and American troops in a defensive position and slowed their advance into Germany. Since the effectiveness of the atomic bomb was still unknown at the time of the Yalta Conference, the United States was desperate for the other Allied countries to join Americans in a potentially bloody invasion of the home islands of Japan to end the war in the Pacific. It was estimated that perhaps three to five million troops would die during this invasion.

Handout Two: Goals at Yalta The Soviet Union

The Eastern European countries seized by the Soviets in 1939–40 were only a portion of the territory separated from Russia following World War I. The Soviets saw this as correcting a wrong that had been inflicted on them and they were adamant that they would retain those territories. The Soviets believed that the spread of communism was both beneficial and inevitable, and they had suffered greatly from two wars with Germany. Friendly communist governments on their borders in Eastern Europe would spread communism and provide the Soviets with allies. A permanently weakened Germany would prevent future wars so the Soviets sought to divide Germany into two countries. The Soviet Union had been devastated by World War II and they demanded war reparations from Germany to rebuild their country. Communist doctrine identified colonialism as the exploitation of others and believed that it was the only thing preventing the collapse of capitalism. Therefore, the Soviet Union favored breaking up European empires and giving independence to their colonies.

POINTS AWARDED FOR CONFERENCE AGREEMENTS:

Conference Agreement	Point Value	Points Awarded in Simulation
Retaining the territory seized in 1939–40	10	
Creating friendly governments in Eastern Europe	10	
Agreeing to divide Germany into two countries	10	
Agreeing to exact German war reparations	10	
Condemning European empires.	5	
Supporting European empires	-10	
Giving up territory seized in 1939–40	-10	

Handout Three: Goals at Yalta Great Britain

Fearing Soviet expansion and postwar confrontations, the British supported the establishment of a United Nations organization to promote world peace. In addition, a rebuilt, united, and democratic Germany would serve as a bulwark against Soviet expansion. Punishing Germany with war reparations would hinder this goal and would repeat the mistake of World War I when harsh war reparations contributed to the rise of Hitler. Recognizing their relative weakness compared to the Americans and Soviets, Great Britain hoped that a rebuilt Western Europe would emerge as a third superpower. Needing French cooperation in this effort, Great Britain sought to elevate the position of France to that of a major power. Since the power of both countries was augmented by their colonies, Great Britain wanted to protect and reestablish the British and French empires. Great Britain wanted to prevent Soviet domination of Eastern Europe, and they hoped that the exiled governments in London would be reestablished as their countries were liberated. The British were particularly concerned about Poland and Greece due to their wartime commitments.

POINTS AWARDED FOR CONFERENCE AGREEMENTS:

Conference Agreement	Point Value	Points Awarded in Simulation
Establishing the United Nations	10	
Placing France on the United Nations Security Council with veto power	10	
Creating democratic governments in Eastern Europe	10	
Agreeing to reestablish European empires	10	
Agreeing that Britain will liberate Greece	5	
Agreeing to divide Germany into two countries	-10	
Agreeing to exact German war reparations	-10	

Handout Four: Goals at Yalta The United States

The United States desperately wanted support in the Pacific war, so their primary goal was to secure a Soviet promise to declare war against Japan. Fearing Soviet expansion and postwar confrontations, the United States supported the establishment of the United Nations to promote world peace. The defeat of Japan would create a power vacuum in Asia that the United States hoped to fill with their long-time ally China, so the United States sought to elevate the position of China to that of a major power. Eastern Europe was a dilemma for the United States, which was committed to the establishment of democratic governments; but Americans also recognized that the Soviets were asking for a sphere of influence similar to what the United States and Great Britain already had. The United States advocated a compromise in which Eastern European governments would be democratic and friendly to the Soviet Union. In another dilemma, the United States generally favored independence for colonies, but also felt the need to support their allies, Great Britain and France. A third concern was containing the spread of communism, so the United States wanted to avoid the entire issue of reestablishing European colonial empires during the conference. The United States hoped that colonies could get their freedom in a gradual, orderly fashion, as long as they were not leaning toward communism.

POINTS AWARDED FOR CONFERENCE AGREEMENTS:

Conference Agreement	Point Value	Points Awarded in Simulation
Establishing the United Nations	10	
Agreeing that the Soviets will enter the war against Japan	10	
Creating a democratic Eastern Europe friendly to the Soviet Union	10	
Making no statement on European colonial empires	10	
Placing China on the United Nations Security Council with veto power	5	
Agreeing to divide Germany into two countries	-10	
Agreeing to exact German war reparations	-10	

Handout Five: Short and Long Term Achievements at Yalta (in the point values of the simulation)

The Soviet Union:

Conference Agreement	Point Value	Points Achieved at Yalta	Points Achieved by End of the Cold War
Retaining the territory seized in 1939-40	10	10	10
Creating friendly governments in Eastern Europe	10	10	10
Agreeing to divide Germany into two countries	10	0	10
Agreeing to exact German war reparations	10	0	10
Condemning European empires.	5	0	0
Supporting European empires	-10	0	0
Giving up territory seized in 1939-40	-10	0	0

Score Achieved at Yalta: 20

Score Achieved by End of the Cold War: 40

Handout Six: Short and Long Term Achievements at Yalta (in the point values of the simulation)

Great Britain:

Conference Agreement	Point Value	Points Achieved at Yalta	Points Achieved by End of the Cold War
Establishing the United Nations	10	10	5
Placing France on the United Nations Security Council with veto power	10	10	5
Creating democratic governments in Eastern Europe	10	10	5
Agreeing to reestablish European empires	10	0	0
Agreeing that Britain will liberate Greece	5	5	5
Agreeing to divide Germany into two countries	-10	0	-10
Agreeing to exact German war reparations	-10	0	-5

Score Achieved at Yalta: 35

Score Achieved by End of the Cold War: 5

Handout Seven: Short- and Long-Term Achievements at Yalta (in the points values of the simulation)

The United States:

Conference Agreement	Point Value	Points Achieved at Yalta	Points Achieved by End of the Cold War
Establishing the United Nations	10	10	5
Agreeing that the Soviets will enter the war against Japan	10	10	-10
Creating a democratic Eastern Europe friendly to the Soviet Union	10	10	5
Making no statement on European colonial empires	10	10	5
Placing China on the United Nations Security Council with veto power	5	5	-5
Agreeing to divide Germany into two countries	-10	0	-10
Agreeing to exact German war reparations	-10	0	-5

Score Achieved at Yalta: 45

Score Achieved by End of the Cold War: -15