2013

HIST 210-02 Sophomore Colloquium: History of the Cold War, 1945-1991

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HIST 210-02
Sophomore Colloquium
History of the Cold War, 1945-1991

This course meets Ohio Education Standards: 1.1/1.2/1.3/1.4/1.5/1.6/1.7/1.10/2.1/3.2

Description:
The Sophomore Colloquium introduces and develops the analytical and research skills necessary for success in history electives and seminars. The class also requires students to begin articulating the ways in which these skills will be applicable to careers both inside and outside the field of history. By the end of the semester you will be able to compose bibliographies of primary and secondary sources on specific topics.

This class will explore the history of the Cold War, 1945-1991 as the mechanism of developing the skills we expect history majors to acquire while at the same time affording students the opportunity to learn about the Cold War and its historiography. The Cold War was much more than just a clash between the US and the Soviet Union. Rather, the competition between the “West” as embodied in the U.S. and the Communist “bloc” which grew from the Soviet Union to include China, North Korea, North Vietnam, almost every state in Eastern Europe played a major role in shaping both foreign and domestic policy during the five decades which followed WWII. Arguably, we can still see remnants of the Cold War that persist even in the two decades since is officially “ended.”

Required books for this course:

Required Software: Download ZOTERO from Zotero.org
Readings as posted on Blackboard or as assigned.

The class will be divided into three major parts or modules.
Module 1: During the first module we will read America, Russia, and the Cold War. At the conclusion of the first module you will write a 5 page review of LaFeber.
Module 2: The second module we will consist of developing “research” projects based on topics in which you have developed an interest as a result of the LaFeber book. You will each hand in a bibliography consisting of at least 20 items, including primary and secondary sources which would enable you to write a research paper on the topic. Each of you will present to the class explaining how you developed your bibliography and how the documents included contribute to the topic.
Module 3: The third module will consist of historiographical interpretation. In constructing your bibliography, each of you will read at least two or three scholarly articles on the topic you have selected. You will write a paper reviewing at least two of the articles discussing the author’s arguments, how each author supports the argument and how the arguments differ from one another. Your analysis will include a discussion of how each author supports the arguments and whether the sources which the author cites may play a role in whether and how interpretation differs. Each of you will present your discussion to the class.

**Resume:** Finally, since we will also be learning how to write a resume which enumerates both your accomplishments and your skills, each of you will be composing a resume as part of your 210 experience.

**Participation and Attendance:** I expect each of you to attend class regularly, show evidence of having completed the reading, and regularly participate in discussion both in class and on Blackboard. For every chapter, write out at least one or two questions that you think highlight a major point. If a student is absent more than five times, I will assign ZERO points for participation and attendance. Even missing class five times will diminish your grade in this respect.

La Feber review:  150 points  
Annotated “Research” topic bibliography and proposal:  200 points  
Research topic presentation: 100 points  
Historiography paper: 200 points – you will review two articles and discuss their historiographic importance.  
Historiography presentation: 100 points  
Resume: 100 points  
Participation and attendance:  150 points
Class Schedule
Please note that dates are still tentative from the end of September onwards.

Module 1:
August 26:
Introduction to the course: What are the most important questions we can ask about the Cold War? How do we answer them?
Wednesday and Friday: LaFeber, chapter 1-3.

September 4 and 6:
Library work:
Wednesday: Anne Davies will take us through some of the special materials on the Cold War in the Library.
Friday: Michelle Early will go over data bases, Zotero, and citations. The class will meet in 207 CLC. THIS IS A MANDATORY CLASS. THERE WILL BE A SIGN IN FOR ALL STUDENTS.

September 9-13
LaFeber, chapters 4-8.

September 16-20.
LaFeber, 9-15.

September 23: Discussion of LaFeber

YOUR LAFEBER REVIEW WILL BE DUE SEPTEMBER 27.

Module 2:
September 30, October 2 and 4:
What kind of research projects are each of you interested in pursuing? Based on reading LaFeber, what area of the Cold War would you like to learn more about? What kinds of sources can you find to develop your project?
Reading: During these two weeks you should be reading documents and scholarly articles pertaining to your topic.

Week of October 9: Students in the seminar on the Cold War will present their research designs to the class for you to question and critique. Since there will be no assigned readings this week, your job is to meet with me and Anne Davies to help formulate your bibliographies.

Week of October 14: Students will present their Research topic bibliographies. In your presentation you should be prepared to discuss why you think the primary and source documents would be important to construct a research project.
Week of October 22: Using the handout posted on Blackboard on how to write a research proposal, submit your research proposal (which includes an annotated bibliography) for grading. During this week we will be discussing how each of you selected the secondary articles and books for your bibliography and how to use the articles for the historiography module.
**Module 3: Telling the Cold War, different specialties, different views.**

Week of October 29: Guest speakers TBA, Readings TBA
Week of November 5: Historiography of the Cold War, readings TBA

Week of November 12: Historiography continued: Identifying arguments and how historians debate.

Week of November 19: Group presentations regarding historiography projects

**Resume writing and skills:**
November 22, 2013: Career Center with Dr. Whipple’s class—resumes, internships, and jobs.

Monday, November 25: How write a cover letter and resume appropriate for a job.

Your resume will be due immediately after Thanksgiving break, December 2.

**Thanksgiving Break.**

**Critiques of Seminar’s History Projects**
Week of December 2: Presentations by Seminar students of their Cold War research projects. Presentations may continue through December 9. Each of you will be expected to raise questions and comment on the presentations.

Your Historiography article reviews and paper will be due December 9.

December 11:
Wrap up.