HIST 463-01 Seminar: Cold War Foreign Policy

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HIST 463-01  
Fall 2013  
Seminar: Cold War Foreign Policy

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

The purpose of this seminar is to examine the problems and questions in the history US and Soviet Cold War Foreign Policy from WWII through to the present. The seminar is designed as a research seminar in which each student will write a substantial research paper on a specific topic in foreign policy using primary sources. Consequently, much of each student’s time will be devoted to developing a research topic, doing the actual research, presenting and writing the research paper. Each student will work closely with me and with Anne Davies from the Xavier Library in developing a research design and then implementing it to write a paper.

Our goal is that by the end of the semester you will have had the opportunity to write a paper based on primary and secondary research while learning the latest techniques about finding appropriate information both through books and documents, as well as through the Internet.

You will also learn how to develop an appropriate research topic, annotate the material correctly, while developing an argument with appropriate support for your assertions. In this manner you will not only learn about a particular foreign policy question pertaining to Cold War policy in the 20th century, but how to construct a research problem and follow through on researching it.

In addition to learning how to write a research paper, you will also learn how to present your findings to a broader audience, situating your particular research topic within a larger framework.

By the end of this course, you should better appreciate how historians develop their research and what it takes to write an article or book.

The following books and software are required for this course:


Optional:

Required:
Supplementary readings posted on Blackboard.

Required:
Download ZOTERO for your computer. Go to Zotero.org to download the appropriate Zotero for your browser. It is free, and an excellent mechanism for keeping track of primary and
secondary documents. On September 6, Michelle Early will discuss how to use ZOTERO with you if you are not familiar with it.

ASSIGNMENTS AND PAPERS:
Because this is a research seminar, your research paper will be the major product of the class. However, it will not be the sole grading opportunity. I grade on a basis of 1000 points. Your grade will be made up of the following:

Attendance: 100 points
I expect each of you to be present in class and to meet with me for schedule appointments to discuss your research progress.

Participation: 200 points
Each of you will be expected to prepare the readings for classes, comment on those readings, comment on other students’ research design, post comments and questions on Blackboard and lead student in HIST 210 in discussion of LaFeber.

Research Design: 200 points
Each of you will present a research design to the class on assigned days. These will be posted on Blackboard on the Monday prior to your presentation so that others in the class may read and comment. Your research design is a prospectus and I will be distributing information to you as to what it should contain.

Research Presentation: 200 points
You will be presenting your research to the class at one of the last four sessions of the class. Although you may not have completed writing your paper as yet, your presentation will be an opportunity for you to share your work with the class and answer questions which may give you direction for revision of your ideas.

Research Paper: 300 points
Your paper should be the product of not only research on your part, but of work and consultation with me and with Anne Davies, from the XU Library.

HISTORY DEPARTMENT GRADING STANDARDS:
Since most of your grades will be based on your writing, for your information, I include the History Department’s grading standards for writing.
A: Exceptionally well-written and well-organized, strong argument, excellent analysis, insight into material, offering significant evidence and material as support, not repetitive or regurgitative.
B: By comparison this paper is not as well written, is lacking in one way or another (compared to "A"), may exhibit some mastery of material but is often repetitive or regurgitative.
C: Deficient in writing or organization, marked by a paucity of sources, "satisfactory," lacking analysis.
D: Serious flaws in any or many of the areas mentioned above.
F: Didn't answer the question, incoherent, entirely missed the nature/goal of the assignment.

Grading values: A=93+; A-=90-92; B+=87-89; B=83-86; B-=80-82, etc
Presentation grades will be based on similar values—organization, argument, analysis, and quality of evidence.

**Plagiarism and End/Footnotes:**
Plagiarism literally means using someone else’s words or concepts and passing them off as your own. All forms of plagiarism are cheating. Even if you attribute your text to the correct author, but quote excessively without inserting your own writing, you are engaging in a form of plagiarism. Not only do we in the History Department regard such activities as a serious form of dishonesty, the University devotes special paragraphs to plagiarism in the catalog. Any discovery of plagiarism in any work you submit to me will result in an immediate and irrevocable grade of F on the paper or project and the possible grade of F for the semester. In short, don’t plagiarize or engage in any other forms of academic cheating! The University’s Academic Honesty Statement for the University’s position on plagiarism is appended below:

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.

If you are not sure what plagiarism is, or how to avoid it, consult the following websites:
http://www.indiana.edu/~wts/wts/plagiarism.html
http://www.utoronto.ca/writing/plagsep.html
Both websites offer lots of other information on good writing. Also, be sure to consult the Purdue OWL website for good pointers in writing.
**Office Hours:** I make every effort to be available to my students. Occasionally I may have to miss some of my hours because of a meeting; however, I usually can be found in my office at many others times than just office hours. If my hours are not convenient, we can always make an appointment. Also, I am often in my office even though I have no posted hours. Don’t be afraid to knock and drop in, especially if you are having a problem. It is better to talk about what you don’t understand prior to a quiz or an exam, rather than after it.

**Class Schedule**

Week of August 26 Introduction to course and discussion of LaFeber, ch. 1-3.

Week of September 4: Meet with Anne Davies regarding available materials (September 4)
   Meet with Michelle Early in CLC 207 regarding data bases and annotation (optional)
Week of September 9: LaFeber and premises of Soviet view of diplomacy

Week of September 16: LaFeber, 9-15.

Week of September 23: You do not have to attend class. Each of you should meet with me and then with Anne Davies to discuss your project and how to develop a research design. You do not have to attend class.

During week of September 30, you will be working on developing your research design for presentation.

Week of October 9: Presentation of Research Design. Each of you will take 10-15 minutes of class time to present your research design in the HIST 210. We will use part of class time on both days. Be prepared to field questions from your fellow students and from me.

During the next few weeks, each of you will meet with me during office hours to discuss progress on your paper. I expect to see each of you for about 15 minutes every other week. I will also expect you to meet with Anne Davies regarding your papers.

December 2, 4, 6 and 9:
Each of you will present your research to the class and to the 210 class on each of these days.