210-01 History of the Cold War, 1945-1991

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HIST 210-01
Fall 2014
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.” This past year we have watched its remnants explode in Ukraine with as the US and NATO have attempted to deal with the various crises resulting from the tensions between Russia and Ukraine as well as between Russia and “the West.”

Student Learning Outcomes:
The following History Department Student Learning Outcomes Apply to this Course.

3. Change over time and historical processes
History majors will be able to comprehend the significance of change over time and be able to explain the historical processes that have transformed the past into the present world we inhabit.

4. Interpretation of sources
History majors will be able to work individually and in groups to analyze and interpret a variety of texts, images, objects, and artifacts within their historical context.

5. Oral, written, technological expression
History majors will be able to express historical and historiographical arguments clearly and persuasively orally, in writing, and through technology.

6. Research
History majors will be able to locate and identify primary and secondary texts.
7. Articulate trends and make historiographical arguments
History majors will be able to articulate and explain major trends in historical thought and thereby craft historiographical arguments.
8. Explain skills to broad audience
History majors will be able to articulate broader applications of historical research, evaluation of arguments and evidence, and persuasive communication to a variety of situations and careers.
9. Research Paper
This course will assist history majors so that they will be able to design and carry out a research agenda for a substantial research paper.

**Required books for this course:**
Required Software: Download ZOTERO from Zotero.org
Readings as posted on CANVAS 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 discussion 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 an annotated 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. You will also read at least two scholarly articles discussing the historiography of the Cold War, these can be found on CANVAS. You will then write a paper reviewing two of the articles. 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. We will also schedule a week of class meetings to discuss the various articles which I have identified and to which I provide links on Canvas.

In constructing your bibliography, each of you will include at least three scholarly articles on the topic you have selected. You will present a short discussion of one of these articles 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 paper: 150 points
Annotated “Research” topic bibliography and proposal: 200 points (Final).
Research topic presentation: 150 points
Historiography paper (midterm): 200 points.
Presentation of historiographic articles in bibliography: 100 points
Resume and Cover Letter: 100 points
Participation and attendance: 100 points
Module 1:
Week of August 25 and September 5
   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 5:
   Class has been cancelled for Wednesday, September 3, Spirit Celebration.
   Library work: Meet in CLC 207
Anne Davies will take us through some of the special materials on the Cold War in the Library.

Week of September 8
LaFeber, chapters 4-8.

Week of September 15.
LaFeber, 9-12

Week of September 22 and September 29
LaFeber 13 to end.
LIBRARY SESSION on Friday, September 26: Learning to use ZOTERO

LaFeber paper: DUE October 8

Module 2:
Week of October 6:
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 this week you should be reading documents and scholarly articles pertaining to your topic. Instead of class we will meet in small groups in my office to discuss your ideas. You can also meet with Anne Davies who can help you find material for your bibliography and proposal.

Weeks of October 13 and October 20: Students will present their Research topic ideas informally in class. In your presentation you should be prepared to discuss how you conceive of the project and what kind of primary and secondary documents would be important to construct a research project.

Tentative Date: Jonika Moore Diggs from Career Development will present a class on resume writing on FRIDAY, October 17th. Attendance is required.

Module 3: Telling the Cold War, different views.
Weeks of October 27 and November 3: Historiography of the Cold War.
Seven articles on Cold War historiography can be found under Articles for Review in the Modules section on Canvas. We will be reading and discussing these articles. Two of you will be responsible for each article and then for your paper you can select one additional article. We will be reading these articles and discussing their content during these two weeks.

Week of November 10 and 17: Using similar criteria to the ones for the articles in class, each of you will present one of your secondary scholarly articles to the class to discuss its historiographic significance. This 10 minute presentation will constitute your historiography presentation. Feel free to compose a PowerPoint or develop a Handout for the class presentation.

YOUR ARTICLE REVIEW PAPER IS DUE November 14

November 21: Library work with Anne Davies in Room 207 CLC. You can discuss with Anne any issues you may have in finding documents for your bibliographies or any issues you might have in using ZOTERO.

Resume writing and skills:

TBA: How to write a resume session with Career Development representative.

Monday, November 24: How write a cover letter and resume appropriate for a job.

Your resume and cover letter will be due immediately after Thanksgiving break, December 1.

Thanksgiving Break.

Critiques of History Projects: Weeks of December 1 and December 8

Each of you will present your projects beginning December 3rd so that we have five sessions for your presentations. We will use December 1 to catch up and to review any questions you may have regarding your presentations and projects.

Your Research Proposals and Annotated Bibliography will be due December 12. They constitute your final exam question.