

History 313: The Cold War as History

Course Description: The Cold War explores the world historical event called the Cold War. The dates of the Cold War are contested but this particular type of war dominated the entire second half of the 20th century and its legacies are with us until the present. In this course, we explore what constitutes the historical event of the Cold War, the interplay between domestic and foreign policies in the Cold War, and the nature of political and social change during the period of the Cold War. We conclude by examining legacies of the Cold War in foreign policy, attitudes about the role of government, and social policy.

Learning Outcomes for Foundational Studies (hereafter FSO 1-10)

1. Locate, critically read, and evaluate information to solve problems.
2. Critically evaluate the ideas of others.
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history).
4. Demonstrate an appreciation of human expression through literature and fine and performing arts.
5. Demonstrate the skills for effective citizenship and stewardship.
6. Demonstrate an understanding of diverse cultures within and across societies.
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context.
8. Demonstrate an understanding of the ethical implications of decisions and actions.
9. Apply principles of physical and emotional health to wellness.
10. Express themselves effectively, professionally, and persuasively both orally and in writing.

Learning Objectives for Historical Studies (LOHS)

1. Analyze the origins and consequences of historical events and the roles of individuals and societal forces in bringing about change over time.
2. Explain historical events and changes as a continuous movement through time rather than as discrete and disconnected moments in time.
3. Locate and evaluate sources of evidence within the context of time, place, and culture, and
4. Use an historical perspective to understand the world today and address contemporary issues.

Skill Applied Learning Requirements (SALR)

1. Explicitly demonstrate how the curriculum will develop critical thinking skills.
2. Explicitly demonstrate how the curriculum will develop information literacy skills
3. Include a graded writing component, which whenever possible is developmental

Learning Objectives specific to History 313 The Cold War: FSO 1, 2, 7, 10; LOHS 1, 2, 3, 4; SALR 1, 2, 3.

1. Understand the political, economic, and international reasons for the rise and persistence of the Cold War.
2. Understand the meaning of a bipolar world, and its implications for the international system.
3. Analyze the effects of the existence of nuclear weapons on the development of a Cold War.
4. Understand the relationship between decolonization and rise of the idea of the Third World in the context of the Cold War.
5. Understand the relationship between US Cold War policy toward the Third World and US policy toward its domestic civil rights movement.
6. Analyze the rhetoric and social movement strategies of the US civil rights movement in a Cold War context.
7. Understand the uses of popular and high culture by the U.S. government to promote U.S. Cold War aims.
8. Explain legacies of the Cold War which shape aspects of U.S. foreign and domestic policy to the present day, focusing on the topics explored in the class.

About the Course and the Professor

This course meets ???? at ????? in ??????. Attendance is mandatory, and I will take attendance every day. If you have a documented reason for an absence (attendance at school-sanctioned event, illness of yourself or family member you need to care for, death of close friend of family member), please provide me with documentation. It is your responsibility to make up any missed work, and to find out what you may have missed. The professor does not supply class notes; please get those from a fellow student. There are no “free” absences. Any absence, even if for a documented reason, has potential to lower your grade since you may miss work which cannot be made up or you may not choose to make up the work you have missed. I do attempt to accommodate students who miss for legitimate reasons, of course.

Professor Anne Foster’s office is 313 Stalker Hall, and her office phone is 237-8432. Email is a much more reliable way to reach her, however: anne.foster@indstate.edu. Her office hours are Mondays ??? to ??? and Wednesdays ??? to ???.

Assigned books: These books are all required, and all available for purchase in the bookstore. They are listed in the order they will be read for class; you need the first book the first week. Plan accordingly.

Robert McMahon, *The Cold War: A Very Short Introduction* (Oxford, 2003)
Mary Dudziak, *Cold War Civil Rights: Race and the Image of American Democracy* (Princeton, 2011)
Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of Our Times* (Cambridge, 2007)

Laura Belmonte, *Selling the American Way: U.S. Propaganda and the Cold War* (Penn, 2010)

Laptop policies: Sometimes we use a laptop in class for class work. Otherwise, use of a laptop in class is a privilege, not a right, unless you have a documented learning disability which requires use of a laptop. You may have a laptop in class, and use it for taking notes so long as you are not disturbing me, your classmates, or the general classroom environment. If you are using a laptop, you MUST sit in the first rows of the class, filling in from the front row. Proper use of laptops in class is limited to taking notes, and possibly to accessing a website I recommend as part of my lecture. Improper use of laptops includes (but is not limited to) visiting your Facebook page, personal surfing, email, IM, game playing, etc. If you are observed (by me or another student) using your laptop in an inappropriate way, you can lose your laptop privileges for the class session, a longer time, or permanently. I reserve the right to modify this policy at any time.

Other technologies

When you are in class, you need to be focused on the matters of the class for your own sake and that of your classmates. Therefore, I expect that you will turn off and put away all cell phones, iPods, etc. when you arrive, or at the latest when I announce that class is beginning. If you are expecting an emergency call or text, put your phone on vibrate, leave to answer it, and do not return. Otherwise, be in the class, fully. Failure to do so can mean confiscation of your phone or iPod for a period of time to be determined by me.

Statement on Academic Integrity

Indiana State University has made a serious commitment to academic integrity, and all students are required to read and abide by the Policy on Academic Integrity. You can find the code itself at <http://www.indstate.edu/sjp>. A student guide to academic integrity is found at <http://www1.indstate.edu/academicintegrity/studentguide.pdf>. Please read these documents. Ignorance is not a defense.

For me, the community of scholars depends on trust that we all are doing our own work to the best of our own ability. Breaches of that trust strike at the core values of this community, and I find them abhorrent. Act with integrity, and allow me to see that you do. Do not give me reason for suspicion. If you are confused about what you may or may not do, I will be more than happy to discuss it with you.

Using substantive ideas from other students without attribution to answer questions about the reading or in tests would be a form of academic dishonesty. Using the ideas or words without proper attribution from any source you consult for your research would be a form of academic dishonesty. Certainly copying another student's answers would constitute academic dishonesty. These examples are not exhaustive.

Some of your assignments are submitted through "SafeAssign" on Blackboard. This program checks your work against numerous databases. If you have too great a similarity of text with other published work, including on websites or previously written student papers in these databases, you will receive a negative report. This result will most likely prompt suspicion of plagiarism.

For Students with Disabilities: Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an

accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers.

If you will require assistance during an emergency evacuation, please notify your instructor immediately. Look for evacuation procedures posted in your classroom.

Academic Freedom:

“Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.”

The preceding comes from the American Association of University Professors’ statement on academic freedom. Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant. For the purpose of Foundational Studies courses this means that faculty have the right to conduct their class in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty.

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

ASSIGNMENTS AND GRADING

Your grade in this course depends primarily on your demonstrated understanding of the reading and lecture material, both in class discussions and in short essays, as well as a two-part research assignment. There is a midterm and a final exam as well. The grade distribution is below. Descriptions of the assignments follow the course schedule.

Graded class discussions (in class/on Blackboard)	8 @ 20 points	160 pts
Short essays on reading	3 @ 75 points	225 pts
Midterm exam		100 pts
Primary source online research/analysis		150 pts
Secondary research/short paper		250 pts
Final exam		200 pts
TOTAL		1085 pts

GRADING SCALE:

930-1085	A
900-929	A-
880-899	B+
830-879	B
800-829	B-
780-799	C+

730-779	C
700-729	C-
680-699	D+
630-679	D
600-629	D-
599 and below	F

CLASS SCHEDULE

WEEK 1: Course introduction/Periodization and definitions

READ: *The Cold War: A Very Short Introduction*, chapters 1-2

WEEK 2: Overview of the Cold War

READ: *The Cold War: A Very Short Introduction*, chapters 3-8

ASSIGNMENT: Blackboard discussion: Post at least 2 substantive questions or comments about the reading on Blackboard by Wednesday at midnight; helpful replies to your classmates can earn you additional points on this assignment (FSO 1, LOHS 1, SALR 1)

WEEK 3: Review of Cold War overview/US civil rights movement and the Cold War

READ: *Cold War Civil Rights* introduction, chapters 1-2

ASSIGNMENT: Class discussion of posts on Blackboard (FSO 10, LOHS 1, SALR 1)

WEEK 4: US Civil Rights and the Cold War, part 2

READ: *Cold War Civil Rights*, chapters 3-5

ASSIGNMENT: On Blackboard, post at least one substantive question the reading raised for you. Additionally, post one substantive explanation about how your view of the civil rights movement in the United States has been changed by reading Dudziak's book. Helpful and pertinent responses to your classmates will increase your grade on this assignment. The posts must be done by 11:59 pm on Wednesday. (FSO 1, 10; LOHS 2, SALR 1)

WEEK 5: US Civil Rights and the Cold War, part 3

READ: *Cold War Civil Rights*, chapters 6-8

ASSIGNMENT: Working in groups as assigned by Prof. Foster, present to the class an event from the history of the US civil rights struggle with the addition of the Cold War implications or influence. After all presentations, class will work together to a list of suggested additional topics for the teaching of US civil rights history. (FSO 2, 10; LOHS 1, 2; SALR 1)

WEEK 6: The idea of the Third World

READ: *The Global Cold War* introduction, chapters 3, 4 (skim chapters 1, 2)

ASSIGNMENT: Short essay on *Cold War Civil Rights* using writing prompt available on Blackboard (FSO 1, 2, 10; LOHS 1, 2; SALR 1, 3)

WEEK 7: Third World and the Cold War of the 1950s and 1960s

READ: *The Global Cold War*, chapters 5, 6, 7

ASSIGNMENT: Post at least 2 substantive questions and/or comments about the readings in *Global Cold War* through chapter 7. This time half your grade comes from your responses to your classmates. (FSO 1, 2; LOHS 1, 2; SALR 1)

WEEK 8: Third World and the late Cold War

READ: *The Global Cold War*, chapters 8, 9, 10, conclusions

ASSIGNMENT: (1) Class discussion of Blackboard posts for clarification and elaboration (2) Class project: Working in groups as assigned by Prof. Foster, create a presentation of the Cold War foreign policy interests of your assigned country based on what you have read in *Global Cold War*. After presentations, class will create a policy recommendation for US Secretary of State for each of the countries. (FSO 1, 2, 5, 10; LOHS 1, 2, 4; SALR 1)

WEEK 9: Midterm

IN-CLASS midterm exam (essay) (FSO 2; LOHS 1, 2, 4; SALR 1)

ASSIGNMENT: Due Sunday by 11:59 pm, short essay on *Global Cold War* in response to writing prompt on Blackboard (FSO 1, 2, 10; LOHS 1, 2; SALR 1, 3)

WEEK 10: Cold War and Persuasion

READ: *Selling the American Way*, introduction, chapters 1-2

ASSIGNMENT: Get your topic for your primary and secondary source research project approved (must use the same topic). Due on Blackboard by 11:59 pm on Wednesday.

WEEK 11: Cold War and Propaganda

READ: *Selling the American Way*, chapters 3-4

ASSIGNMENT: Post at least two substantive questions or comments on Blackboard by 11:59 pm on Wednesday; half your grade will be determined by the quality of your responses to your classmates. (FSO 1, 2; LOHS 1, 2; SALR 1)

IN-CLASS: What's a primary source? How do I find them in the library or on the web?

WEEK 12: Cold War and the Meaning of America

READ: *Selling the American Way* chapters 5-6, conclusion

ASSIGNMENT: Working in groups as assigned by Prof. Foster, create a propaganda campaign for your assigned Cold War time period or topic. Present at the subsequent class. A portion of your grade will be crowd-sourced! (FSO 2, 3, 4, 10; LOHS 2, 4; SALR 1)

WEEK 13: Primary source analysis

LOCATE: Primary sources about your approved topic, most likely on the web. Print them out and bring to class. (SALR 2)

ASSIGNMENT: In class, analyze your primary sources using the questions provided. It is expected that you can finish this assignment in class. You may take it home to finish if you must. (FSO 2, LOHS 3, SALR 1)

WEEK 14: Secondary Research and paper prep

LOCATE: Two secondary sources about your approved topic. We will work together on this in class.

ASSIGNMENT: Using guide provided, bring together class resources (assigned reading, lecture notes, class discussion results), primary sources, and secondary sources to provide an assessment of your approved topic. Due Sunday at 11:59 pm on Blackboard.

WEEK 15: Review and discussions

Prepare for final exam and report what we learned in individual projects.

EXPLANATION OF ASSIGNMENTS:

DISCUSSIONS: On Blackboard and in class

These discussions are the place for you to ask questions about what you don't understand or what to know more about, and to try out your ideas for the meanings of the readings in the broader context of the course and of your education generally. Your grade depends primarily on your demonstration that you have done the reading thoughtfully, fully, and carefully, and your attempts to deepen and broaden both your own and your classmates' knowledge.

SHORT ESSAYS:

For three of the monographs assigned, you will write a short essay (500 or so words) in response to a prompt I supply. This prompt will relate to the class discussions, and encourage you to think more fully about the issues we have already discussed. It will be submitted on Blackboard, and can contain in-text citations if you use only books assigned in class.

MIDTERM and FINAL EXAMS: The format is essays in response to questions. You will be tested on lecture, class discussion and reading material.

PRIMARY SOURCE ANALYSIS: The point of this exercise is to have you do a small amount of research to locate primary sources about a topic and then to use the kinds of questions which historians do to analyze the meaning, usefulness, and reliability of the sources.

SECONDARY SOURCE/CONTEXTUAL PAPER: For this paper, you also have to do a very small amount of secondary source research about the same topic as your primary source analysis. In this paper, you bring together an array of sources to begin to create your own assessment of an event in history, just as professional historians do.