The image above was used to prepare Americans for a possible nuclear attack. Unlike Bert the Turtle, I hope that you “come out of your shell” this semester in order to challenge your preconceptions about the Cold War and engage in meaningful research and debate on the topic!

This is a seminar course on the nature of the Cold War and will primarily involve class discussions on assigned readings. Participation in these discussions will be mandatory. While we will be considering the perspectives of several historical approaches, diplomatic, political, economic, cultural, and social history will be emphasized. We will examine the role of the two superpowers in Cold War international relations but will broaden our scope of study beyond the United States and the Soviet Union as well. The class will also consider the domestic implications of the Cold War in the United States – from the Second Red Scare to Cold War literature and films. Students who successfully complete the course will be able to understand international AND domestic Cold War events and their consequences. They will also learn some basic Cold War historiography while developing the skills involved in critical assessment of primary and secondary sources by completing their own research project on some aspect of the Cold War.

Course Outcomes (in no particular order):
1. Students will evaluate and debate the global origins of the Cold War as well as its consequences.
2. Students will consider the role of two superpowers – the U.S. and the U.S.S.R. – as well as the role of other nations in the evolution of the Cold War.
3. Students will learn how the Cold War affected American foreign policy and the United States at home.
4. Students will evaluate and debate the end of the Cold War.
5. Students will be able to comment on the historiography of the Cold War.
6. Students will complete an original research paper on some aspect of the Cold War that uses primary and secondary sources and that considers Cold War historiography.

Required Readings:
- Additional online readings and handouts as listed in the course schedule.

Requirements:
- Attendance, Participation, and Professional Behavior: 50 points (Including discussion questions and other reading assignments) [Assesses outcomes 1-5]
- Chapter Review: 50 points [Assesses outcomes 1 and 3]
- Research Project: 200 points (Proposal and Abstract – 25 points; Introduction - 25 points; Historiography - 50 points; Final Paper – 100 points) [Assesses outcome 6 and the other five depending on research topics]
- Simulation: 50 points [Assesses outcomes 4-5]
- Exams: 200 points (Two at 100 points each) [Assesses outcomes 1-5]
*Grading Scale:

- A+  550 – 539 points
- A   538 – 512 points
- A-  511 – 495 points
- B+  494 – 484 points
- B   483 – 457 points
- B-  456 – 440 points
- C+  439 – 429 points
- C   428 – 402 points
- C-  401 – 385 points
- D+  384 – 374 points
- D   373 – 347 points
- D-  346 – 330 points
- F   329 and below

*Please note that I do not “give you” grades; you earn them. I have established grading policies that I apply to all students equally, so asking for a special grade “bump” at the end of the semester won’t get you anywhere. Instead, take full advantage of bonus opportunities, and talk to me about study and notetaking tips.

Accessibility Statement:
Students with documented or suspected disabilities that prevent full access to course resources and/or facilities should contact Faith Craig, Disability Resources Director. Find the Disability Resource Office in 209 Thompson-Clark Hall or call 724-946-7192 for more information and assistance.

Academic Success Center:
If you are having trouble in class, you are always welcome to contact me for additional help. The Academic Success Center is another helpful resource. See https://www.westminster.edu/academics/learning-writing-services.cfm.

Academic Integrity:
An explanation of the Academic Integrity Policy is listed in your Westminster Catalog. You must submit your own work and properly acknowledge anyone else’s work you use. If I determine that a student has violated this policy, they will – at a minimum – fail the assignment. (You should know that I, like most college instructors, am pretty good at detecting cheating or plagiarism. I do make use of “Turn It In.”) In addition, the following might result:

“After reviewing the instructor’s explanation of the violation and penalty, as well as the student’s record of previous offenses, the VPAA (Vice President for Academic Affairs) will take the following additional action:

   “a. FOR A FIRST OFFENSE, the VPAA may supplement the instructor’s penalty with further action, up to and including suspension and permanent dismissal. . .

   “b. FOR A SECOND OFFENSE, the VPAA will impose a one-semester suspension. . .

   “c. FOR A THIRD OFFENSE, the VPAA will impose a penalty of permanent dismissal from the College.”

Learning Environment and Professional Behavior:
The following guidelines revolve around respecting others’ thoughts and ideas. Offenses will result in a penalty to the attendance/behavior grade or in a penalty on a relevant assignment.

- Do not speak when someone else is speaking. (That includes speaking to a neighbor during the lecture.)
- There will be no name-calling or interrupting.
- Please respect everyone’s right to participate in class.
- Do not pack up your things before class is over.
- Try to arrive on time. If you know you will be habitually late, please let me know.
- Plagiarism, using another’s words or ideas without acknowledging them, is unacceptable. It could result in a failing grade for an assignment or for the class. See the section on academic integrity above.
- Studies have shown that students who take notes the “old-fashioned” way are able to retain the material better. With that said, I expect you to bring all the readings to class so that you can reference them during discussion. This means that you will probably need to bring devices that will allow you to access the posted readings. Since this is an upper-level course that is discussion-based, I expect everyone to be mature about not surfing the Internet during class, which not only hinders your own learning but can also be disruptive for other students.
- Please turn off your cell phones and keep them out of your reach (unless I tell you otherwise). Do not engage in text-messaging during class.
- Walking in and out of the room during class is disruptive. Avoid it.
- Please avoid making appointments (etc.) that will require you to leave class early.
- Use common sense. If you disrupt class repeatedly, your grade will be impacted.
Attendance, Class Participation, Discussion Questions, and Reading Assignments:
A seminar course depends on the preparation, attendance, and participation of everyone. If you know you will be absent for faith-based holidays, etc., please let me know at the beginning of the semester. Your attendance grade will be assessed alongside your participation grade. In order to receive full credit, you should not miss more than one class. (As long as you do not miss class regularly for superfluous reasons, an illness should not hurt your grade.) Missing more than three sessions, however, could be detrimental. Unless an arrangement has been made with Disability Services, doctor’s appointments, etc. will not be excused. If you know you will be absent for a college-sponsored event, you will need to let me know well in advance. Absences will not only negatively impact your attendance grade, but you will also miss out on quite a bit of course material, making it much more difficult to learn the material and to receive a good grade. Please make every effort to attend every class.

Much of this course will consist of class discussions about readings. You MUST complete the reading assignments and be prepared to discuss them in class. Pay close attention to the course schedule, which will include assignments for each day that we meet. In addition to preparing to discuss the material, post your own discussion questions about the reading on D2L (go to the “Discussions” tab) BEFORE class. You may also ask questions about something from the reading that you did not understand or about references you did not know. I will monitor and keep track of your posts. You may also use this feature to respond to your fellow students’ questions. Doing so will count as participation, but it is not required. This is your opportunity to discuss aspects of the reading that most interest you. Your readings posts and participation effort will be assessed as part of your attendance/participation/professional behavior grade. Please note that class participation will be assessed for quality as well as quantity. Comments that do not add to the overall discussion will be evaluated as such.

Reagan and Gorbachev’s discussions at the summit meetings had significant consequences. While our discussions might not impact international relations, your active and meaningful participation will lead to better engagement with the course material, insight, and a better grade!

Exams:
I will pass out a study sheet with five essay questions at least one month before each exam is scheduled and will ask you to complete three of the five on the day of the exam. Students who have carefully prepared by developing a clear thesis that addresses the question and by including specific examples and details ahead of time will receive better grades. The midterm and final are worth 100 points each.

Comic Books and the Cold War Chapter Review:
You will write a three-page chapter review on Comic Books and the Cold War: Essays on Graphic Treatment of Communism, the Code and Social Concerns. Your review should identify the chapter’s thesis, explain how it relates to the book’s theme, analyze the evidence used in the chapter, assess the chapter’s strengths and weaknesses, and comment on what it tells us about the link between the Cold War abroad and at home. Your review will be evaluated based on how well it does these things as well as clarity of prose, grammar, etc. Double-space the review and use margins of one inch and ten to twelve-point Times New Roman font. You MUST cite the chapter throughout (that includes when you quote and when you paraphrase or summarize). You may include page numbers from the chapter in parentheses after referencing it, but citations of any other sources should be in Chicago Manual of Style (CMS). See the “Citation Help” file on D2L for guidance, and don’t be afraid to ask me if you have questions about this! CMS is new to almost all students, so there’s absolutely no shame in asking questions about it. Include page numbers in the upper right corner. (Remember that chapter titles are placed in quotation marks and book titles are italicized.) Upload an electronic copy of your paper to D2L by the due date, but even if you do not have your review written in time for class on that day, you MUST be prepared to discuss your chapter in class. You do not need to turn in a paper copy. Due: Thursday, March 28. A late review will receive a letter-grade reduction.
Research Paper Guidelines and Due Dates:
You will write a 12-15 page research paper (not counting your title page and bibliography) on some aspect of the Cold War of your choosing that analyzes both primary and secondary sources and that incorporates Cold War historiography on your topic. The paper should be double-spaced. Use margins of one inch and ten to twelve-point type in Times New Roman font. You should include a title page with the title, date, name of the college, and your name. (A title page template is posted on D2L.) Historians use Chicago Manual of Style (CMS), so I will ask you to also use CMS to cite your sources in this paper. This essentially means footnotes or endnotes, and if you are not familiar with this style, we will go over it in class. You may also come see me at any time for help, and you should consult the “Citation Help” handout posted on D2L. Another helpful source on CMS can be found at https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html. Bibliographic entries should be single-spaced with blank lines between them. Separate (and alphabetize) your primary and secondary sources in your bibliography. Use Arabic numerals to number every page but your title page. Place those page numbers in the upper right corner. Individual assignment guidelines and due dates are listed below. You do not need to turn in paper copies for any of the assignments below. Instead, submit electronic copies on D2L. Please check your email frequently in case there is a problem with a file you have posted and for notifications of feedback. I will post your grade and my feedback for each assignment, and I WILL expect you to take that feedback into account when you complete your later assignments. Students who do not do so will receive lower grades on subsequent assignments. (See “Instructions for Revising Your Written Work Electronically in Word” on page 6 of the syllabus for help with this.) Together, research paper assignments are worth 200 points. (The proposal and abstract are worth 25 points, the introduction 25 points, the historiography 50 points, and the final paper 100 points.) All late assignments will receive a letter-grade reduction, and a letter-grade reduction will also be applied to final papers of students who fail to submit a draft on time.

Components:
Topic: Each student will choose a narrow topic that in some way addresses the Cold War. We will discuss topics in class together, and I might ask you to meet with me one-on-one. You may select a topic from a pre-approved list posted on D2L (first come, first served). Choose a topic that interests you!

Historiography: Each student will explore the historiography of their topic by reading the secondary source literature and considering how the topic fits into Cold War historiography as a whole.

Research Question and Thesis: Each student will form a research question about their narrowed topic. After identifying and assessing the sources, each student will develop a clear thesis that answers the question and reflects an argument.

Sources: Each student will identify, gather, read, and analyze both primary and secondary sources that help them address their questions. You should use as many primary sources as necessary to support your argument, and your grade will reflect those efforts. (How many will vary depending on your topic.) Primary sources on the Cold War are abundant. You may use any of the links found on the D2L course page to find appropriate documents. If you find other websites with primary sources, send me the links via email so that I may approve them. You may also use any of the documents found in the textbook (Judge/Langdon) or in Debating the Origins of the Cold War. Use good, ACADEMIC secondary sources. You should use monographs (books on specific topics) AND journal articles. (Instructions for how to find academic journal articles on JSTOR can be found on D2L.) Avoid using secondary sources from the Internet, and find AT LEAST ten scholarly sources. (Consider that the minimum.) Remember that the library may or may not have the sources you wish to use. Give yourself time to utilize ILL (interlibrary loan) books, which are typically loaned for a period of one month. Citations should follow CMS guidelines, as explained above.

Bibliography: Separate primary and secondary sources in your bibliography and properly format your entries. See the sample bibliography on D2L for guidance.

Submission Instructions and Deadlines: Submit electronic copies of your proposal and abstract, historiography, introduction, first draft, and final draft by uploading the files to D2L. No paper copies are required.

Proposal: Your proposal will consist of two parts. First, using complete sentences and paragraphs, describe your topic. Explain why it is important to the historical scholarship on the Cold War (mentioning a few relevant secondary sources is a good idea). It should also include your research question and an initial, “suspected” thesis that answers the question. To develop your research question, consider your interests and your preliminary research. Do the sources on your topic mention any questions still unanswered or underexplored? Do they only touch on events or individuals that you would like to know more about? It will help to ask yourself “how” and “why” questions about certain aspects of your topic that most intrigue you. (Note that since you will probably not be finished with your research at this point, you should bear in mind that your thesis could change. DO NOT let an initial hypothesis drive your research. In other words, don’t sift through the evidence looking for things that support an argument. Read the evidence with your question in mind. Draft your final thesis once you have examined your evidence.) Your proposal should identify the most important primary sources you will use. This first part of your proposal will be about one page in length. The second part of your proposal should include your preliminary bibliography. (Use the “page break” feature in Word to begin your bibliography on a new page. Make sure that “Bibliography” appears at the top of the page.) Separate your primary and secondary sources and alphabetize your sources in each section. Use Turabian and/or The Chicago Manual of Style to guide you in properly formatting your entries. Your preliminary bibliography should include AT LEAST ONE primary source and AT LEAST FIVE secondary sources. I will post a sample bibliography on D2L to help you format your own. Your proposal, TOGETHER with your abstract, is worth 25 points. You will not receive a grade until after you turn in your abstract, since I will be grading the two assignments together. Ultimately, your proposal will be assessed on the content and format of your bibliography, on how well the narrowed topic and
question demonstrate an understanding of the Cold War, on the relevance and clarity of the thesis, on the quality of the evidence, on the clarity of its prose, and on grammar. **Due Tuesday, January 5.**

**Historiography:** Your historiographical essay should be between four and five pages long. It should discuss AT LEAST FIVE of the secondary sources you are using in your research project. Use footnotes or endnotes to cite the sources. (You do not need to turn in a bibliography for this assignment.)

- Once you have gathered your secondary sources, READ THEM. As you do so, take notes on the major arguments and the evidence used in each piece.
- Next, organize the material. Consider the dates of the sources, the authors’ backgrounds, the kinds of evidence used, the historical approach, and where the pieces fit into the general Cold War historiography. Did the author[s] consider newly uncovered evidence, for example? Is a work primarily diplomatic history? Cultural? Social? Did a source take a primarily orthodox approach? Revisionist?
- Finally, write your essay. Discuss your sources in a way that reflects your organization of the arguments. You will want to clearly explain the argument[s] of each source. Are the sources’ arguments similar? Different? How? What are the strengths and weaknesses of each piece? Are there any overall themes that are present in all your sources? At the end of your essay, include a paragraph that explains how YOUR research will fit into the scholarship that you just discussed. How is it different? In what ways is it similar? How will it add to our understanding of the Cold War? On a more technical note, deciding which verb tense to use can be tricky when writing history. Usually, when writing about the past, use past tense. However, when you are writing about arguments in secondary sources, as you will be doing in your historiography, use present tense. Something like … In her book on American religion during the Cold War, historian Jane Doe argues… “Argues” is (and should be) in the present tense.

Your historiographical essay will ultimately be included into your paper after the introduction. It is worth 50 points. I will assess it based on the quality of the sources used, on how well the arguments and evidence of the sources are analyzed and organized, on how well it reflects an understanding of the topic and Cold War historiography, on its clarity of prose, and on grammar. **Due Thursday, February 14.**

**Abstract:** Write an abstract of no more than 200 words. Your abstract should concisely explain your topic, thesis, and major conclusions. Include a statement about the importance of your research, the problematik or question, the method and/or significant evidence you are using, and the thesis and conclusions. The following link provides some helpful advice and examples: [http://writingcenter.unc.edu/handouts/abstracts/](http://writingcenter.unc.edu/handouts/abstracts/). Your abstract will be assessed with your proposal. Together, they are worth 25 points. I will assess your abstract on how well your topic and question show an understanding of the Cold War, on the clarity of the thesis, on how well it reflects the significance of your research, on its clarity of prose, and on grammar. **Due Tuesday, February 26.**

**OPTIONAL Outline:** If you would like feedback on your outline, you may upload it to D2L by Thursday, February 28. There is a sample outline posted on D2L that you may use if you find it helpful.

**First Draft:** When analyzing your primary source evidence, remember to ask basic questions that reflect critical thinking. (Who is the author? When and where was the source written? Who was the probable audience? What are the author’s main points? Does the author have any biases? What is the significance of the document to your topic and question?) When you incorporate your primary source evidence into your draft, make sure to answer these questions in the text if they are relevant to your analysis. You should also remember to introduce authors of secondary sources when you summarize, paraphrase, or quote their conclusions. … After your introduction, space down one line before inserting your historiographical essay (making any adjustments necessary to ensure that your paper flows nicely). Space down one line again after your historiography before beginning the body of your draft. Be sure to re-read the paper guidelines above before turning in your draft. Include your bibliography at the end of your draft. (Use the “page break” function in Word to begin your bibliography on a new page.) **If you do not turn in a complete first draft on time, I will apply a letter-grade reduction to your final paper.** Neglecting to turn in a first draft prevents you from receiving adequate feedback to improve your final paper. **Due Thursday, March 21.**

**Final Paper:** **Due Thursday, April 11.**

**Assessment:** My evaluation of your paper will reflect your knowledge of the Cold War, the insightfulness of your research question, the clarity of your thesis, your historiographical understanding of the secondary source literature, your skill in analyzing your primary and secondary sources, the quality of the bibliography, and the quality and clarity of your organization and prose. Your grade will also take into account your performance in planning and revising your project over the course of the semester. See D2L for a rubric.
In this photo, children cheer on an American cargo plane during the Berlin Airlift. Feel free to celebrate when you have completed your research paper and learned something in the process!

**Simulation:**
Students will participate in a simulation about the end of the Cold War. The simulation will consist of two parts. All students will be expected to conduct research outside of class, participate actively in the simulation in class, and submit brief written assessments. The simulation grade is worth a total of 50 points, and the form I will use to evaluate your work is posted on D2L.

- **Part One – The End of the Cold War in the 1980s and the 1990s:** Each student will represent the leadership of one country. After researching and considering each country’s interests, positions, forms of government, economies, and histories, students will represent their countries in a fictional conference of nations. Additional instructions and guidelines will be posted on D2L.
- **Part Two – Historians Discuss the End of the Cold War:** Each student will represent one historian at a fictional conference about the end of the Cold War. After researching the historians’ conclusions, students will debate questions about the end of the Cold War. Additional instructions and guidelines will be posted on D2L.

**Instructions for Revising Your Written Work Electronically in Word:**
Note that the following instructions address electronic feedback in Word. If you submit pdf files, come and see me. These instructions are also posted on the D2L page.

- I make two kinds of comments: comments in the bubbles and editing suggestions throughout. If you can't see the editing comments, click on the vertical lines in the left margin of your paper. You might also need to click on each comment bubble to read those.
- Please go through and read each comment carefully. The suggested edits are meant to help you improve your writing, so pay attention to those as well as to the content suggestions.
- **ONLY AFTER YOU HAVE READ THROUGH ALL THE COMMENTS,** go to the "Review" tab and select the "Track Changes" button. This turns off the tracking function that I used to make the comments. If you don't turn that off, it will continue to track the changes you make to your paper.
- There are two ways to address the editing suggestions. The first is to right click on each suggestion and accept or reject the changes. This gives you more control over your edits, and I would recommend it. There is another (quicker) way to accept all the changes at once, though. To do that, find the "Accept" button in the "Review" tab. Click on the arrow and select "Accept All Changes." This will automatically put in the changes I suggested, which is why it is important to read them first. Be sure to read your paper carefully after doing this. Sometimes I make mistakes. Make sure everything makes sense once the changes are accepted.
- Next, you will want to address the comments in the comment bubbles. These often ask you to clarify your points, add more details, or do some more research. These will take more time to address but doing so will mean earning more points on the revision. Once you have addressed a comment in a bubble, right click on the bubble and select "Delete Comment" to get rid of it.
- When you are finished, REREAD your paper carefully, making sure that everything makes sense. It’s always a good idea to have a friend (who’s not afraid to be critical) read your work, too.

**Extra Credit Opportunities:**
I will sometimes announce extra credit opportunities in class or via email, but I do not offer extra credit to individuals that I do not also make available to everyone else. (Please do not ask.)

**Other Items of Note:**
- For the most part, I do **not** post Power Point slides or my notes. If you miss class, it is your responsibility to keep up with the reading and to borrow the notes from someone. The outlines in class are only meant to aid your note taking. Do not assume that you only need to write down what appears on the slides. Part of critical thinking involves listening for and identifying
points of significance. Please ASK if you need me to slow down, pause, or repeat something. I’m willing (even eager) to clarify or discuss points and questions.

- I frequently send out important email announcements. In addition to checking the syllabus every day for the reading assignment, you should form a habit of checking your Westminster email account at least once a week.
- You should assume that it will take me at least one week to return exams and papers. If you miss class the day I hand back assignments, you may ask me for those at the end of the next class you attend. After returning your work, I will post the grades on D2L. Please note that I do not assign attendance/participation grades until the very end of the semester.
- If Westminster cancels classes, please check your email account for updates. If the weather is bad and Westminster does not cancel classes, I still might cancel on my own. On those days, you should check your email before coming to class, since I will certainly send out a message if I do cancel. Due dates and exam dates are liable to be changed if weather interferes or for other unforeseen reasons. You are responsible for knowing about and adhering to any changes.
- Please bring the appropriate books and readings to class so that you can reference them during our discussions.
Course Schedule:
The assigned readings this semester are a blend of introductory material, classic works, and newer scholarship. Most of the reading assignments are secondary sources, but we will be analyzing primary sources in class as well. Please bring the readings to class so that you may reference them in the discussions. All starred reading assignments require a post on D2L BEFORE class on that day.

Tuesday, January 15 – Course Introduction

Thursday, January 17 – Interpreting the Cold War: Historiography
*Read: Timothy White, “Cold War History: New Evidence Behind Tradition Typographies,” International Social Science Review (2000) – Posted on D2L [While it is not required, there is a Wikipedia article titled “Historiography of the Cold War” that is not a bad reference. You might want to read that first before diving into the White piece. Please note that you should NOT cite Wikipedia in your papers. In some cases, though, it can be useful. The White article will probably not be an easy read for you, but it is brief. Do your best and we will discuss it in class.]

**********The Beginning**********

Tuesday, January 22 – Origins of the Cold War
*Read: Judge/Langdon chapters 1 and 2

Thursday, January 24 – Origins of the Cold War: The American Perspective
*Read: Debating 1-30

Tuesday, January 29 – Library Day – Meet in the Robinson Room (first floor) of McGill Library

Thursday, January 31 – Origins of the Cold War: The American Perspective
*Read: Debating 30-62

Tuesday, February 5 – Origins of the Cold War: The Soviet Perspective
*Read: Debating 85-114
Due: Proposal (See pages 4-5 for instructions.)

Thursday, February 7 – Origins of the Cold War: The Soviet Perspective
*Read: Debating 114-151

Tuesday, February 12 – The Beginning: Germany and China
*Read: Judge/Langdon chapters 5 and 6

**********The Global Cold War from the 1950s to Détente**********

Thursday, February 14 – The Cold War Turns into a Hot War in Asia: Korea
Read: Judge/Langdon chapter 7
Due: Historiographical Essay (See page 5 for instructions.)

Tuesday, February 19 – The Role of Nuclear Weapons and Propaganda in the Cold War
*Read: Selections from John Lewis Gaddis, The Cold War: A New History – Posted on D2L
Due: Abstract (See page 5 for instructions.)

This is Alexander Zhitomirsky’s 1952 Capitalism with Its Friendly Dean Acheson Mask. Propaganda was widely used during the Cold War. Good historians learn to ask questions, verify sources, and consider perspective when drawing conclusions about the past.
Thursday, February 21 – The Cold War in the 1950s
*Read: Judge/Langdon chapters 8 and 9

Tuesday, February 26 – Kennedy and Khrushchev
*Read: Judge/Langdon chapter 10
Due: Introduction (See page 5 for instructions.)

Thursday, February 28 – Southeast Asia and the Cold War
*Read: Judge/Langdon Chapter 11
OPTIONAL: Outline (See page 5.)

Gamal Abdel Nasser, Marshal (Josip Broz) Tito, and Jawaharlal Nehru were part of the Non-Aligned Movement.

Tuesday, March 5 – Decolonization, Non-Alignment, and the Role of Allies
*Read: Selections from Odd Arne Westad, *The Cold War: A World History* – Posted on D2L

Thursday, March 7 – Exam #1

Tuesday, March 12 – No Class – Spring Break

Thursday, March 14 – No Class – Spring Break

**********The Cold War at Home**********

Tuesday, March 19 – Cold War Culture: The Red Menace and the Capitalist Threat
*Read: Selection from Stephen Whitfield’s *The Culture of the Cold War* – Posted on D2L

Thursday, March 21 – Apocalyptic Culture
Due: First Draft!! (See pages 4-5.)

Tuesday, March 26 – Domestic Containment and Cold War Civil Rights
*Read: Selections from Elaine Tyler May’s *Homeward Bound* and Mary L. Dudziak’s *Cold War Civil Rights: Race and the Image of American Democracy* – Posted on D2L

Thursday, March 28 – Cold War Culture – Comic Books
Be prepared to summarize your chapter and conclusions from *Comic Books and the Cold War*
Due: Chapter Review of *Comic Books and the Cold War* (See page 3.)

**********Détente and Its End, the 1980s, and the End of the Cold War**********

Tuesday, April 2 – Détente
*Read: Judge/Langdon chapters 12-13

Thursday, April 4 – The Erosion of Détente
*Read: Judge/Langdon chapter 14

Tuesday, April 9 – The 1980s
*Read: Judge/Langdon chapters 15 and 16
Thursday, April 11 – **The 1980s**
Read: Selections from *The Cold War: A New Oral History* – Posted on D2L (Read pages 477-495; pages 597-618 are for your reference, since they provide brief bios of the eye witnesses)

**Due: Final Paper!! (See pages 4-5.)**

Tuesday, April 16 – **Individuals and the End of the Cold War**
*Read: Selection from William Taubman *Gorbachev: His Life and Times* – Posted on D2L

Thursday, April 18 – **No Class – Easter Break**

Tuesday, April 23 – **No Class – Monday Classes Meet**

Thursday, April 25 – **The End: A New World Order?**
*Read: Judge/Langdon chapters 17 and 18

Tuesday, April 30 – **The End: A Cold War Simulation**
**Due: Simulation Assignment Part I (See the instructions for part one of the simulation on D2L.)**

Thursday, May 2 – **The End: A Cold War Simulation**
**Due: Simulation Assignment Part 2 (See the instructions for part two of the simulation on D2L.)**

**Wednesday, May 8 (8:00 a.m. – 10:30 a.m.) – Final**