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!

The readings in this directed study will cover several historical approaches, but diplomatic, political, economic, cultural, and social history will be emphasized. They will examine the role of the two superpowers in Cold War international relations but will also cover topics beyond the United States and the Soviet Union. Some will consider the domestic implications of the Cold War in the United States – from the Second Red Scare to Cold War literature and films. In addition to evaluating the readings, a research project will be completed.

Course Outcomes (in no particular order):
1. Evaluate the global origins of the Cold War as well as its consequences.
2. 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. Discuss how the Cold War affected American foreign policy and the United States at home.
4. Evaluate the end of the Cold War.
5. Comment on the historiography of the Cold War.
6. 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:
- **Reading Reflections**: 200 points (23 at ten points each; the three lowest scores will be dropped) [Assesses outcomes 1-5]
- **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]
Grading Scale:
- A+ 400 – 392 points
- A   391 – 372 points
- A-  371 – 360 points
- B+  359 – 352 points
- B   351 – 332 points
- B-  331 – 320 points
- C+  319 – 312 points
- C   311 – 292 points
- C-  291 – 280 points
- D+  279 – 272 points
- D   271 – 252 points
- D-  251 – 240 points
- F   239 and below

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.”

Reading Reflections:
In addition to the research paper, you will complete the reading assignments listed below. (There’s one film assignment.) For each one, write a one-page reflection. Your reflections should (briefly) summarize the main points in the reading assignments and discuss their significance (either in terms of how the it helps us understand the Cold War or how it contributes to the historiography or both). You might want to review some of the readings by elaborating on the kinds of sources used as evidence and the pieces’ strengths and weaknesses. To reflect on the film, explain what it tells us (as a primary source) about how the Cold War influenced American culture. The reflections are worth 10 points each, and I will drop your three lowest scores. (There are 23 assignments, so that means that these reflections are worth 200 points collectively.) The reflections will be evaluated based on how well they demonstrate an understanding of the material, the analysis, and grammar, etc. Due dates for each set of readings can be found below.

Periodic Meetings:
We will schedule periodic meetings to discuss the readings in each category [Historiography – the week of 1/21; “The Beginning” – the week of 2/11; “The Global Cold War from the 1950s to Détente” – the week of 3/18; “The Cold War at Home” – the week of 4/8; and “Détente and Its End, the 1980s, and the End of the Cold War” – the week of 4/29]. Meeting dates and times will be flexible to accommodate our schedules and preferences.

Reagan and Gorbachev’s discussions at the summit meetings had significant consequences. While our discussions might not impact international relations, they will hopefully lead to some mutual insight!
Research Paper Guidelines and Due Dates [The following description comes from the 308 syllabus. Anything that doesn’t apply to the directed study can be altered.]:

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_17thEdition/cmos_formatting_and_style_guide/chicago_manual_of_style_17thEdition.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, February 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!

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Readings:
The assigned readings this semester are a blend of introductory material, classic works, and newer scholarship.

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.]

Reflection due on or before Jan. 26

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

Origins of the Cold War
Read: Judge/Langdon chapters 1 and 2

Origins of the Cold War: The American Perspective
Read: *Debating* 1-30

Origins of the Cold War: The American Perspective
Read: *Debating* 30-62

Origins of the Cold War: The Soviet Perspective
Read: *Debating* 85-114

Origins of the Cold War: The Soviet Perspective
Read: *Debating* 114-151

The Beginning: Germany and China
Read: Judge/Langdon chapters 5 and 6

All reflections due on or before Feb. 16
**********The Global Cold War from the 1950s to Détente**********

The Cold War Turns into a Hot War in Asia: Korea
Read: Judge/Langdon chapter 7

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

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.

The Cold War in the 1950s
Read: Judge/Langdon chapters 8 and 9

Kennedy and Khrushchev
Read: Judge/Langdon chapter 10

Southeast Asia and the Cold War
Read: Judge/Langdon Chapter 11

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

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

All reflections due on or before Mar. 23

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

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

Apocalyptic Culture
Watch: *Dr. Strangelove: Or How I Learned to Stop Worrying and Love the Bomb*

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

Cold War Culture – Comic Books
Read: One chapter of your choice from *Comic Books and the Cold War*

All reflections due on or before Apr. 13
**********Détente and Its End, the 1980s, and the End of the Cold War**********

**Détente**
Read: Judge/Langdon chapters 12-13

**The Erosion of Détente**
Read: Judge/Langdon chapter 14

**The 1980s**
Read: Judge/Langdon chapters 15 and 16

**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)

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

**The End: A New World Order?**
Read: Judge/Langdon chapters 17 and 18

**All reflections due on or before May 4**