OFFICIAL COURSE DESCRIPTION

This course explores the impact of the Cold War on the cultural and social history of the Soviet Union, the United States and selected other areas of the world. Includes analyses of social and cultural confrontations between Cold War powers in areas such as sports, the arts, and space exploration.

WHAT YOU CAN EXPECT TO LEARN AND DO IN THIS COURSE (STUDENT LEARNING OUTCOMES)

In this class you will:

1. Become familiar with key terms and analytical methods used in cultural history and related disciplines.
2. Write breakdowns of short scholarly articles in order to practice identifying the structure and arguments of secondary sources.
3. Analyze primary sources that provide information about the past by using secondary sources to place them in historical context during in-class workshop activities.
4. Compare and contrast scholarly articles on a single topic in order to practice identifying historiographical debates and evaluate your own position within those debates.
5. Debate scholarly articles and primary sources in a seminar setting, which will improve your oral presentation skills.
6. Develop an understanding of the Cold War as a global argument about what constitutes a meaningful life and competing visions of the future. You will become familiar with key aspects of that debate, including the impact of the Cold War on society, cultural confrontations between Cold War powers, and reactions to the Cold War in popular culture.
7. Develop an appreciation for the discipline of history as a way of reasoning about the past, just as professional historians do. By the end of the session, you will understand that history is about critical thinking and interpretation, not about memorizing facts. See p. 5 for more on historical reasoning.

These skills are closely related to the History Department’s Program Learning Outcomes. With a BA in History, you should be able to:

1. Interpret the past in context.
2. Understand the complex nature of the historical record.
3. Engage in historical inquiry, research and analysis.
4. Craft a historical narrative and argument.
5. Practice historical thinking as central to engaged citizenship.
**REQUIRED READINGS**

The readings for this course will consist of academic articles and primary sources posted to D2L. That means that you don’t need to buy anything for this course. Yay! However, it also means that you will must have consistent internet access in order to keep up with the weekly assignments. You will find it difficult to read these materials on your phone. If you do not have access to a tablet or computer, you should plan to spend a few hours at the library every week in order to complete the assignments. You may also find it helpful to have a copy of the most recent edition of Turabian.

**ASSIGNMENTS, GRADES, AND DUE DATES**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Exam on Cold War events:</td>
<td>150 pts</td>
<td>September 12</td>
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<tr>
<td>Article breakdowns:</td>
<td>450 pts</td>
<td>Three at 100, 150, and 200 points respectively. Schedule below.</td>
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<tr>
<td>Article mini preps:</td>
<td>150 pts</td>
<td>Do up to eight for an A. Scored pass/fail. Schedule below.</td>
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<tr>
<td><strong>Total</strong></td>
<td>1000 pts</td>
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**Exam on Cold War events:** While this course will focus on the social and cultural impact of the Cold War, you won’t be able to understand that material if you do not have a strong grasp of the history of the Cold War itself. Therefore I will lecture on political and economic aspects of the Cold War for the first three weeks of the course, just to make sure that everyone knows the timeline and key issues. We’ll also cover the basics of Soviet history in the period, which will help you follow articles on Soviet culture. There will also be a small amount of material on cultural history as a discipline, just to provide a common vocabulary for the class. This exam will be a traditional in-class essay exam on Wed., September 12.

**Article Breakdowns:** You will write three 1200-1500 word essays on assigned articles. This assignment is intended to prepare you for both the final paper and HIS 470 by teaching you how to identify both the structure and content of an scholarly article and how to place the argument of an article in historiographical context. You will also analyze a primary source related to the article as a way of testing its argument. Since you have probably never written anything like this before, the value of these essays will start low and increase as we proceed: 100, 150, 200 points (10%, 15%, 20%). The due dates of the essays will also be staggered. The class will be divided into three groups. Every Wednesday (beginning September 19), one group will be assigned a full article breakdown essay, while the other two will do mini preps. This schedule will allow us to discuss three different articles, plus primary sources, on Wednesdays. (I will lecture on Mondays to prepare you for the Wednesday discussions.) Formal instructions will be posted on D2L.

**Article Mini Preps:** The mini preps will be a one-paragraph version of the article breakdown. You will respond to a specific question about the article posted on D2L. These will be scored pass/fail and will be due before class on Wednesdays whenever your group is not responsible for the breakdown. As noted above, this schedule will ensure that the entire class is prepared for Wednesday discussions. Complete all eight to receive an A for this assignment, seven for a B, six for a C, and five for a D.

**Bonus Points:** Both the breakdowns and mini preps will include at least one footnote and bibliography entry. The breakdowns will probably have 2-3 required footnotes. You will earn one bonus point for every one that is completely free of errors. You must use the Turabian/Chicago style and footnotes must be created using the insert note function. These points will be added to your final percentage grade, so they are well worth the effort.
**Final paper:** In lieu of a final you will write an 8-10 page historiographical paper on one of the topics discussed in the class. You will discuss at least four articles and three primary sources. You may substitute one monograph for two articles. You will also develop a proposal for a research project appropriate for HIS 470. Formal instructions will be posted on D2L.

**Tentative Schedule**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Aug 27-29</th>
<th>Introduction/The Cold War &amp; American History</th>
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<tr>
<td>Week 2</td>
<td>Sept 3-5</td>
<td>Lectures: Overview of Soviet History, Overview of the Global Cold War</td>
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<td>Week 3</td>
<td>Sept 10-12</td>
<td>Lecture: Intro to Cultural History</td>
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<td>Week 4</td>
<td>Sept 17-19</td>
<td>Propaganda at Home: Culture as Discipline</td>
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<td>Week 5</td>
<td>Sept 24-26</td>
<td>Propaganda Abroad: Culture as Competition</td>
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<td>Week 6</td>
<td>Oct 1-3</td>
<td>The Culture of Nuclear War</td>
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<td>Week 7</td>
<td>Oct 8-10</td>
<td>Religion as a Site of Cold War Competition</td>
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<td>Week 8</td>
<td>Oct 15-17</td>
<td>Sports as a Site of Cold War Competition</td>
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<td>Week 9</td>
<td>Oct 22-24</td>
<td>The Cold War and masculinity</td>
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<tr>
<td>Week 10</td>
<td>Oct 29-31</td>
<td>The Cold War and femininity</td>
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<td>Week 11</td>
<td>Nov 5-7</td>
<td>Film and the Arts as a Site of Cold War Competition</td>
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<td>Week 12</td>
<td>Nov 12-14</td>
<td>The Space Race</td>
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<td>Nov 17-19</td>
<td>Thanksgiving break—Recharge your batteries!</td>
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<td>Week 13</td>
<td>Nov 26-28</td>
<td>The Civil Rights Movement and the Cold War</td>
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<td>Week 14</td>
<td>Dec 3-5</td>
<td>Youth Rebellion and Other Dissenters</td>
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<tr>
<td>Week 15</td>
<td>Dec 14</td>
<td>Final paper due Friday at 10:30</td>
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**Student Rights and Responsibilities**

**Internal Course Policies**

**Consultations:** I take my responsibilities as an instructor seriously. You are warmly invited to come to my office hours to discuss readings, lectures or anything else that you have concerns or questions about. You may also make an appointment, if my hours are not convenient. If you are having problems in the class, the worst possible thing you can do is wait until the end of the semester to say something. Let me know right away, so that I can help you.

**Coursework:** You should think of this course like joining a health club. As your personal trainer, it is my responsibility to show you how to do everything that is required of you. I give you my word that I will stick to the syllabus, so far as policies go. I will do my best to keep to the schedule and promise to notify you of any changes. On the other hand, it is your responsibility to exercise and eat right—that is, to come to class, keep up with the reading, and
prepare for assignments. The grade you earn is determined by the quality of your effort, not necessarily by the amount of time you spend.

Technology: While I understand that students sometimes need access to phones for family emergencies, it is easy to become distracted by technology. Please be careful with your phones, so that you and those around you can focus on what we are doing. As long as your use of technology remains professional, I have no problem with it.

Attendance: Although attendance is not formally required in this class, poor attendance will make it difficult to perform well. There will be no make-ups on in-class assignments, and all of the assignments will build on skills developed in the classroom. Students who fail to complete the course will receive a grade of QF, which may limit future eligibility for financial aid. In addition, you cannot pass the course unless you submit all of the breakdowns, even if your overall average is above 60%.

Professionalism: Students are expected to be on time and to behave in a professional manner. Disruptive or distracting behavior will not be tolerated. Students reading non-course material or disrupting the class in any way will be asked to leave the room. The penalty for cheating and plagiarism will range from failure of the assignment to failure of the course and referral to your dean, depending on the severity of the incident. We will practice avoiding accidental plagiarism in class, and I will help you learn to write about sources in your own words. I understand that it is difficult to do sometimes. Be aware that I am very patient with students learning a new skill, but I have no tolerance for deliberate plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Penalties for Academic Dishonesty in this class
I make every effort to distinguish between intentional cheating and unintentional errors made by students as they learn how to cite their work. Minor errors that are clearly the result of a misunderstanding of the rules will result in a small penalty ranging from a point deduction to resubmission of the work. I am more interested in helping you understand professional standards than punishing you. However, deliberate plagiarism is a violation of our community trust and insults the hard work of other students. Therefore, significant plagiarism will result in a zero for the assignment or failure of the entire course. I will also report plagiarists to the dean. Students who have demonstrated a record of deliberate academic dishonesty in multiple classes have been expelled from the university.

You may read the complete policy at http://www.sfasu.edu/policies/student_academic_dishonesty.pdf.

Withheld Grades (SFA Policy 5.5)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically

OFFICIAL UNIVERSITY POLICIES

Academic Integrity (Adapted from SFA Policy 4.1)
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Disability Statement (SFA Policy 6.1)**

I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. Together we'll develop strategies to meet both your needs and the requirements of the course. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. You are also welcome to contact the Office of Disability Services to begin this conversation or to establish accommodations for this or other courses. I welcome feedback that will assist me in improving the usability and experience for all students. If you need official accommodations, you have a right to have these met. The Office of Disability Services works with students to identify accommodations that remove barriers to learning. The ODS is located in the Human Services Building, Room 325, 468-3004 / 468-1004 (TDD). For additional information, go to [http://www.sfasu.edu/policies/academic-accommodation-for-students-with-disabilities.pdf](http://www.sfasu.edu/policies/academic-accommodation-for-students-with-disabilities.pdf)

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### The Five C's of Historical Reasoning

What is historical reasoning? What do historians do when they reason about the past? We will use five main concepts to help you develop your historical reasoning skills.

1. **Change and Continuity**: Historians debate what has changed over time and what has remained the same. Change can be a dramatic pivot or a slow shift.

2. **Causation**: Historians debate the causes of historical events. Actually, it would be more accurate to say that we argue about causality, sometimes passionately. Few events have only one cause (monocausal), so we argue with one another about which cause should be considered the most important.

3. **Context**: Historians insist that the past must be understood on its own terms. Any historical event, person, idea must be placed in the context of its historical era to be interpreted. The historian’s goal is to discover how people in the past understood their own lives, which is often very different from how we might react to their situation.

4. **Contingency and Connections**: Historians are aware that events happen for a variety of reasons, which are often interconnected. Change one factor, and the event might not have happened at all. This idea helps us to remember that historical events are not inevitable.

5. **Complexity**: Historical reasoning is not about memorizing dates and names. It is about making sense of the messiness of the past, in all its complexity. That means recognizing that different historical groups experienced events in different ways.
Students of history should understand...

**History:** History is an interpretative account of the past supported by evidence that survives. History is not simply an account of “what happened”; the past cannot be known except through a disciplined process of problem solving.

**The Past:** The object of historical study is the past. Recognizing the “pastness of the past” directs historians to understand people of the past by contextualizing their actions: what they were trying to accomplish, the nature of their beliefs, attitudes, and knowledge, the culturally and historically situated assumptions that guided thought and action.

**Historical Evidence:** Historians use primary and secondary sources to make sense of the past. History students should know that primary and secondary sources come in diverse forms, represent diverse perspectives, and have distinct strengths and limitations as evidence about the past.

**Complex Causality:** Historians are intensely interested in the how and why of historical events. Historical accounts are multiple and layered, avoiding monocular causality and reductionist thinking.

**Significance:** Significance is the indefinite standard by which historians determine what questions are worth asking, what parts of the past are worth teaching, learning, and remembering, and which pieces of the extant past properly belong in a meaningful, coherent account.

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**Students of history should be able to...**

**Evaluate Historical Accounts:** Recognize historical explanations in their most common forms: narrative, exposition, causal model, and analogy; identify an author’s interpretation and critically scrutinize the evidence and analysis used to support it; and critically evaluate, compare, and synthesize historical accounts.

**Interpret Primary Sources:** Distinguish primary from secondary sources; assess the credibility of sources and make judgments about their usefulness and limitations as evidence about the past; consider how the historical context in which information was originally created, accessed, and distributed affects its message; and address questions of genre, content, audience, perspective, and purpose to generate subtexts that illuminate the intentions of the author.

**Apply chronological reasoning:** Take account of the role of time, sequencing, and periodization in historical narratives. Contextualize: Place an event, actor, or primary source within the context of its time in order to interpret its meaning and significance.

**Construct a historical argument using primary sources:** Construct acceptable historical accounts that interpret the past using primary sources as evidence for knowledge claims in ways that demonstrate understanding of historical concepts, especially the nature of historical evidence, interpretation, and perspective.