



**COURSE SYLLABUS**  
**HISTORY 597.02W (PSCI 597.01W)**  
**SUMMER I 2020**  
**THE UNITED STATES IN THE GLOBAL COLD WAR**

**Instructor:** Dr. Sharon Kowalsky  
**Office Location:** Ferguson Social Sciences 111  
**Office Hours:** By appointment  
**Office Phone:** 903-886-5928  
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**COURSE INFORMATION**

**Course Description:**

This course explores the role of the United States in the global Cold War. It is geared for secondary school teachers and will introduce students to the major historians and their arguments about the global Cold War, engage students with analysis and interpretation of primary documents, and assist students to develop innovative approaches to teaching the topic.

**Course Materials:**

The following required books should be acquired:

- McMahon, *The Cold War: A Very Short Introduction*
- Zubok, *Inside the Kremlin's Cold War*
- Gati, *Failed Illusions: Moscow, Washington, Budapest, and the 1956 Hungarian Revolt*
- Suri, *Power and Protest: Global Revolution and the Rise of Détente*
- Peacock, *Innocent Weapons: The Soviet and American Politics of Childhood in the Cold War* (available online through Gee Library)
- Brown, *Plutopia: Nuclear Families, Atomic Cities, and the Great Soviet and American Plutonium Disasters* (available online through Gee Library)
- Geist, *Armageddon Insurance: Civil Defense in the United States and the Soviet Union, 1945-1991*
- Chamberlain, *The Cold War's Killing Fields: Rethinking the Long Cold War*
- Rabe, *The Killing Zone: The United States Wages Cold War in Latin America*
- Gleijeses, *Visions of Freedom: Havana, Washington, Pretoria, and the Struggle for Southern Africa, 1976-1991*

Additional readings are required as noted on the Course Schedule, and will be provided via MyLeo Online. You may be able to find these books through other library systems delivered online, possibly even your public library, although that may be a long shot. I only located two through Gee Library, accessible through ProQuest Ebook Central, noted above. I apologize for the cost of the book list and the inconvenience of not being able to access the vast majority of these books through a physical library. You may be able to find some of them used through Amazon.com or at the Half Price Books website.

**Course Objectives:** To prepare students to make nuanced and compelling arguments about the Cold War based on the latest historical scholarship; to identify, locate, and assess primary documents and other sources useful for understanding the development in the Cold War; and to prepare students to communicate these arguments in a classroom setting.

**Student Learning Outcomes:**

1. Students will be able to summarize and explain historical arguments regarding the Cold War. Historians work by building on research done by previous scholars, taking their argument and evidence into consideration in the formulation of their own assessment of the situation. To fully understand the shifts in arguments about the Cold War have, it is important for students to be able to distill the position, argument, and impact of a particular historian's work. This learning outcome will be assessed through the written book review assignment.
2. Students will be able to identify and evaluate primary sources relevant to teaching about the Cold War. Historians use primary sources as evidence to build arguments. These are also useful for teaching students about the Cold War. This learning outcome aims to facilitate the integration of primary sources into the teaching of the Cold War by having students identify and evaluate primary sources in terms of their usefulness for the classroom. This learning outcome will be assessed through the source evaluation assignment.

Students' ability to meet the objectives and learning outcomes of this course will be evaluated through the assignments indicated above, according to a rubric.

<b>COURSE REQUIREMENTS</b>
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**Instructional / Methods / Activities Assessments**

*Participation*

Since this is an online class, participation in the course will consist of four elements:

1. Students will attend two one-hour synchronous meetings at a time to be mutually determined in the days before the term begins. These discussions will allow us to interact with each other in a more immediate way, to discuss any general questions or issues, and to work through some of the material together.
2. Students will participate in weekly online discussions. To show engagement, students must respond to the instructor's weekly question, post their own question, and respond to at least two colleagues' questions or responses. The responses must be substantive paragraphs of 100-150 words (i.e., posting "I agree" will not count, although you are certainly welcome to do so) that specifically address the question and provide detailed and text-relevant answers (meaning you should refer to specific evidence in the readings to support your points).
3. Students will engage with and evaluate each of their colleagues' presentations, providing substantive comments and suggestions.
4. Attend a virtual conference on the Cold War on June 4 (more details to follow).

For all discussions and interactions, students are expected to be prepared to engage with the assigned material. I expect all students to participate actively in our class discussions and discussion boards, and to contribute their thoughts, ideas, and questions to our collective exploration. I especially encourage you to bring your questions to our meetings or post them in our discussion boards. I will create, and expect you to uphold, an intellectual environment in the classroom where we can listen to and consider others' arguments and opinions with an open mind and where we respect viewpoints other than our own.

Your participation grade will be based on your engagement in our class discussions and be guided by the following rubric:

- A = Always prepared, frequently participates, rarely absent
- B = Always prepared, participates only when called on, rarely absent
- C = Usually prepared, rarely speaks, rarely absent
- D = Often unprepared, several absences
- F = Usually unprepared, frequent absences

*Written Assignments:*

Book Reviews: Students will prepare three book reviews over the course of the term, one each in weeks 2, 3, and 4. The reviews can be over any one of the books assigned for each of the weeks. Book reviews should be no more than 800-1000 words and should summarize the major arguments made in the book. The full bibliographic citation of the book should be provided in place of the title. More guidance for book reviews can be found on MyLeo Online. Book reviews are due on the Sunday at the end of the relevant week, by 10:00pm.

Source Evaluations: In weeks 1-4, by Thursday of each week, students will prepare an evaluation of primary source accessible through an online database of primary sources. One of those weeks, students should review a Cold War film. More details about this assignment will be provided on MyLeo Online.

Cold War Lesson Project: Drawing on our class material and our exploration of primary sources, students should prepare a 15-20-minute lesson/lecture on any topic that incorporates the broader historical arguments and primary sources. Students should prepare a written lesson plan that sets out their objectives for the lesson, an activity that engages primary sources, and the desired outcomes. Students should also create/record a lecture/PowerPoint presentation. Be sure to include a bibliography as well. These documents should be uploaded to MyLeo Online by Tuesday, June 30 by 10:00pm. Colleagues will then have two days to make comments on the presentations. More details about the parameters of this project will be provided on MyLeo Online.

As always, all written assignments should use Turabian/Chicago style.

**Grading**

Grades for the semester will be determined according to the following breakdown:

Attendance/Participation:	30%
Book Reviews:	30%
Source Evaluations:	20%
Lesson Project:	20%

Your grades for written work will be determined based on the following rubric:

- A = Mastery of reading and class material; factual accuracy; thoughtful, historical argumentation demonstrating ability to synthesize and/or some originality of thought; technically clean; proper citation format
- B = Good to excellent command of most reading and class material; accuracy; good level of historical argumentation; reasonable thesis statement; proper citation format
- C = Good command of class material; accuracy; ability to articulate a historical point of view, even if it is not compelling or is poorly reasoned; some errors in citation format
- D = Poor command of required assignments; errors; ahistorical or narrow reasoning; poor citation format

The grading scale used for this course is as follows:

90-100 =	A
80-89 =	B
70-79 =	C
60-69 =	D
59 or less =	F

## TECHNOLOGY REQUIREMENTS, ACCESS, AND NAVIGATION

The following information has been provided to assist you in preparing to use technology successfully in this course:

### *Word Processing:*

You will need access to a word processor and printer to prepare written exams and research projects. You should be able to insert footnotes in your papers.

### *MyLeo Online:*

This course is web-enhanced through D2L Brightspace (MyLeo Online), the Learning Management System used by Texas A&M University-Commerce. You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu). To get started with the course, log on to MyLeo Online and click on this course. MyLeo Online will be used to send you announcements and reminders, to post grades, and to provide access to course materials (except required readings) such as handouts and assignments. In addition, MyLeo Online will be the primary means for me to communicate with you outside the classroom. Be sure that you can access the email account the university has on record for you. You should get into the habit of checking the MyLeo Online site for this course on a daily basis.

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

### *Turnitin:*

Students must submit all written work to Turnitin. Work is submitted through the dropbox in MyLeoOnline. All student work must be turned in through MyLeo Online and will automatically be submitted to Turnitin. Please let me know if you have any problems.

## COMMUNICATION AND SUPPORT

### **Interaction with Instructor:**

Students are encouraged to contact the professor for any and all reasons whatsoever. The more you let me know what is going on with you, the better I can help you out when necessary. The best way to get in touch with the professor is through email. Please talk to me about any concerns you might have and

about any problems or issues that arise during the semester. I can be very understanding but only if I know what is going on with you.

**Librarian:**

Our librarian for Humanities and Social Sciences is Sarah Northam. She is available to assist you in your research, whether it is using the library or identifying and locating sources. Please take advantage of this assistance as you need it. Her contact information is as follows:

Sarah Northam, Head of Research and Instruction Services  
Gee Library  
903-886-5714  
Sarah.Northam@tamuc.edu

<b>COURSE AND UNIVERSITY PROCEDURES/POLICIES</b>
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The syllabus is a guide and a contract. It sets out the requirements and policies of the course and should be your reference for the semester. As instructor, I promise to adhere to the information as set out in this document. Circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance as much as possible.

***Classroom Behavior***

All students are expected to observe basic tenets of common decency and acceptable behavior conducive to a positive learning environment (The Code of Student Conduct is described in detail in the [Student Guidebook](#), Policies and Procedures, Conduct). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html). During class time, I expect your undivided attention. This means turning off cell phones, pagers, iPods, and other devices, and putting away newspapers and other forms of distraction, for the duration of the class period (exceptions will be allowed for emergencies with advance permission of the professor). Please come to class on time and plan to stay for the entire period. Coming late and/or disrupting the learning environment shows disrespect for me, your colleagues, and the educational endeavor in which you are engaged. If you must leave early, please let me know at the beginning of class. I can be very understanding of problems that might arise over the course of the semester, but only if I know what is going on with you. I encourage you to come to my office hours, to get to know me, and to keep me informed of any issues you might have that would affect your performance in this class.

For more information about the University's attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01: http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx)

***Late Papers***

All written assignments are due on the date listed in the Course Schedule below. Late assignments may be accepted only with the advance approval of the professor and will be assessed a penalty of one full letter grade per week. If you have a problem with a due date because of a specific emergency, please notify the professor in advance or plan to turn the assignment in early. *I can be very understanding and flexible with you, but only if you come to talk to me in advance.* To pass this class, all assignments must be completed. Any missing assignments at the end of the course will result in an automatic overall course grade of D or F.

### ***Academic Honesty***

In all courses, we expect that all work that you do and turn in is your own. It is the policy of the University, the History Department, and myself that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling of academic products with the intention that they be submitted to satisfy an academic requirement. Students are expected to uphold and support the highest academic standards at all times. Any student found guilty of academic dishonesty will automatically fail the assignment in question, will likely fail the entire course, and will be subject to disciplinary action by the University (See Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3]). Further information on the History Department plagiarism policy can be found on the History Department web page. If you are even unclear about what constitutes plagiarism or academic dishonesty, please ask.

### ***Writing Center***

Students are encouraged to take advantage of the resources of the Writing Center for assistance with drafting their papers. The Writing Center is a resource for you. They will not write your paper; they will help you improve your writing skills. If you use the Writing Center, please plan ahead. They can only help you if you see them in advance and have time to incorporate their suggestions into the final paper. More information can be found at <http://www.tamu-commerce.edu/litlang/CSC/>.

### ***Campus Concealed Carry Statement***

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer. Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1. Web url: <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

### ***Nondiscrimination Statement***

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### ***Students with Disabilities***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Gee Library 162**  
**Phone (903) 886-5150 or (903) 886-5835; Fax (903) 468-8148**  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)  
[Student Disability Resources & Services](#)

<b>COURSE OUTLINE / CALENDAR</b>
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This schedule will guide you through the semester and indicates when your assignments are due. It should be referred to often. I will do my best to adhere to this schedule, but I reserve the right to make adjustments to it during the course of the semester as such circumstances arise. This course starts on June 1, 2020. The course lasts for five weeks with the last class day on July 2. The course is organized by week-long topical units. Each unit will have two one-hour synchronous meetings through Zoom, to be arranged at a mutually convenient time during the days preceding the start of the term. More details are on MyLeo Online.

**Week 1: June 1-5, 2020: The Cold War, an Overview**

Readings: McMahon, *The Cold War: A Very Short Introduction*; Zubok, *Inside the Kremlin's Cold War*

Due: Source Evaluation 1, Thursday, June 4, by 10:00pm  
Synchronous Meetings  
Discussion Postings

**Week 2: June 8-12, 2020: Protests and Global Powers**

Readings: Gati, *Failed Illusions: Moscow, Washington, Budapest, and the 1956 Hungarian Revolt*; Suri, *Power and Protest: Global Revolution and the Rise of Détente*

Due: Source Evaluation 2, Thursday, June 11, by 10:00pm  
Book Review 1, Sunday, June 14, 10:00pm  
Synchronous Meetings  
Discussion Postings

**Week 3: June 15-19, 2020: Comparing Experiences: The US and the Soviet Union in the Nuclear Context**

Readings: Peacock, *Innocent Weapons: The Soviet and American Politics of Childhood in the Cold War*; Brown, *Plutopia: Nuclear Families, Atomic Cities, and the Great Soviet and American Plutonium Disasters*; Geist, *Armageddon Insurance: Civil Defense in the United States and the Soviet Union, 1945-1991*

Due: Source Evaluation 3, Thursday, June 18, by 10:00pm  
Book Review 2, Sunday, June 21, 10:00pm  
Synchronous Meetings  
Discussion Postings

**Week 4: June 22-26, 2020: The Third World Cold War**

Readings: Chamberlain, *The Cold War's Killing Fields: Rethinking the Long Cold War*; Rabe, *The Killing Zone: The United States Wages Cold War in Latin America*; Gleijeses, *Visions of Freedom: Havana, Washington, Pretoria, and the Struggle for Southern Africa, 1976-1991*

Due: Source Evaluation 4, Thursday, June 25, by 10:00pm  
Book Review 3, Sunday, June 28, 10:00pm  
Synchronous Meetings  
Discussion Postings

**Week 5: June 29-July 2, 2020: Conclusions**

Readings: Fukuyama, "The End of History"; additional readings TBA

Due: Lesson Project, Tuesday, June 30, by 10:00pm

Synchronous Meetings

Discussion Postings