

History 4990-3
Spring 2019
319 CTIHB

Senior Seminar
Dr. Lehning

This seminar will focus on research practices of the discipline of history. The topic of the seminar is the Cold War, the international conflict between the United States and the Soviet Union between the end of World War II and the collapse of the Soviet Union in 1991, as well as its domestic consequences for the competitors and the rest of the world. Our goals in the course are to familiarize you and give you experience with practices of historical research: formulating questions about the past, developing a workable research project, identifying primary and secondary sources on that project, and writing and presenting orally the results of that research.

Learning Outcomes:

1. Learn intellectual and practical skills in written and oral communication, critical thinking, inquiry and analysis;
2. Learn to formulate historical questions, write a well-organized historical argument, and support an interpretation with information from primary and secondary sources.

Course Requirements:

The following book is required; copies should be available in the University Bookstore:

John Lewis Gaddis, *The Cold War*

All written material that you turn in should conform to the humanities scholarly style as described in Kate Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*. **Use the footnote/endnote style.** A quick reference guide is at:

<https://www.chicagomanualofstyle.org/turabian/turabian-notes-and-bibliography-citation-quick-guide.html>

Because of the availability online of the reference guide, I have not ordered this through the bookstore, but you can easily purchase one on Amazon. The current edition of this is the ninth edition, but there are few changes between editions and if you wish to purchase a copy; the 7th, 8th, or 9th editions should be ok.

Grading:

Your final grade will be calculated on the following basis:

Class participation: 20%
Tentative paper topic due February 12: 10%
Working bibliography due February 19: 10%
Written prospectus due February 26: 10%
Written progress report due March 19: 10%
Class presentation: 10%
Final paper: 30%

The principal project for each student in the seminar is a substantial (25-30 page double-spaced, 12 point type) research paper on a specific topic on the Cold War. This paper must be (1) based on a significant number of primary sources, and (2) reflect substantial familiarity and interaction with the secondary scholarship on the topic.

Because this project, from its initial formulation to the final, polished version, is a substantial undertaking, I have spelled out deadlines in the course of the semester that you must meet in the weekly schedule below. The final versions of your paper is due in CTIHB 310 by 5 PM on Thursday, April 25, 2019. Late papers will be reduced in grade by one full grade (i.e., A to B) for each 24 hour period they are late.

The finished paper is the principle product of this class and is therefore heavily weighted in the calculation of your final grade. If you have concerns during the semester about how you are doing in the class, I urge you to consult with me. If you wish me to read a draft of your final paper, I will do so with adequate notice.

The Paper

The primary sources for your papers must be a number of works or artifacts contemporaneous to the event(s) you are examining. You should discuss specific topics and primary sources with me as soon as possible in the semester. **As we will see, the Cold War was not only a diplomatic event, but rather had implications for many aspects of post-war societies, such as discourses about gender, the organization of universities, technological developments, labor movements, etc. It also influenced many countries other than the US and USSR, and thus could include topics such as decolonization or economic growth, or parts of the world such as Asia, Europe, Latin America, and Africa. International organizations such as the United Nations also could be the focus of a paper.** I would encourage you to think broadly about a topic, and to consult with me about the feasibility of writing your paper on one of these themes.

There is often a problem with accessibility of primary sources, both because of their availability and because of the language in which they are written. For diplomatic aspects of the Cold War, you may wish to begin your search for a topic by consulting the following digital archive:

The Woodrow Wilson Center Digital Cold War Archive:

<http://www.wilsoncenter.org/program/cold-war-international-history-project>

This archive is organized by a number of themes, and often translates documents that are originally in a foreign language. You may wish to consider doing a paper on one of those themes.

The Wilson Center Archive may be supplemented by the documents available in the digital **National Security Archive**. The Marriott Library subscribes to this, and you can access it through the Research Databases link on the ML website.

If you have an interest in the Revolutions of 1989 in eastern Europe, you may wish to consult the George Mason University website on The Making of 1989:

<http://chnm.gmu.edu/1989/primarysources>

For other topics, please consult with me **EARLY** about possible primary sources. These might include periodicals, newspapers, or online document collections from countries other than the United States, etc.

Course Schedule:

January 8: Introduction to course:

Requirements

Primary sources

Scholarly style: footnoting and bibliographic citations

January 15: How do states act?: Liberalism and realism

Read: John Mearsheimer, *The Tragedy of Great Power Politics*, (NY: Norton, 2001), 1-28.

January 22: The History of the Cold War I

Read: Gaddis, Prologue, Chapters I, II and III

Doing bibliography

January 29: The History of the Cold War II

Read: Gaddis, Chapters IV, V, VI and VII

Formulating a research topic

February 5: Broader aspects of the Cold War I

Read: Geoffrey Roberts, "Stalin and Soviet Foreign Policy" in Melvyn P. Leffler and David S. Painter (eds.), *Origins of the Cold War: An International History* (NY: Routledge, 2005 – note edition), 42-57

Using evidence, making historical arguments, and telling stories

February 12: Broader aspects of the Cold War II

Read: Mary L. Dudziak, "Josephine Baker, Racial Protest and the Cold War," *Journal of American History* 81, 2 (1994), 543-570. (Available online through J-Stor)

Eva Moskowitz, "It's Good to Blow Your Top: Women's Magazines and a Discourse of Discontent, 1945-1965," *Journal of Women's History* 8, 3 (1996), 66-98. (Available online through J-Stor.)

Submit: tentative paper topic (100 words)

February 19: Individual scheduled meetings to discuss paper topic

Submit: working bibliography of secondary sources on your topic

February 26: Prospectus presentations to class

Submit: written prospectus (300 words)

Discussion: secondary sources

March 5: no class; optional individual consultation

March 12: Spring Break – no class

March 19: brief progress reports to class

Submit: written progress report (300 words)

March 26: no class; optional individual consultation

April 2: no class; optional individual consultation

April 9, 16: class presentations

Final papers due Thursday, April 25, 2019, by 5PM in my mailbox in CTIHB 310!

The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).