

**School for New Learning
DePaul University
HC 186 The Cold War and Its Impact: America, Russia, and the World, 1945-Today
Winter 2009**

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LOCATION: DePaul University O'Hare Campus

DATES/TIMES: Monday, 6:30 p.m.-9:30 p.m.

CREDIT HOURS: 2 per competence

COURSE DESCRIPTION AND FACULTY BIOGRAPHICAL SKETCH:

This course is a study of the central international reality of the years after the end of the Second World War, the "Cold War" confrontation between two world power systems: the United States and its allies and the Soviet Union and its associated states. We will investigate the cause, course, and termination of the Cold War and examine how that struggle shaped the foreign policy decisions of the United States and the Soviet Union, and impacted the history of the world and its nations over the past sixty years. For this class, our focus will be less on what happened but rather why as we search for a usable interpretation of the past. The various interpretations of this period and the foreign policies of the US and the USSR are very controversial and hotly debated among historians. We shall examine these controversies and the different views and voices of historians examining the period using disparate lenses of analysis and review of primary source material. Among the questions we will explore are: Was the Cold War inevitable; What role did ideology play in the development and maintenance of the international system during the Cold War period; What values prompted decisions made by leaders in each nation; What impact did the Cold War have on peoples and nations throughout the world especially in the "Third World"; and What is the impact from the Cold War on the crises we face today?

Kevin Kirberg is a member of the SNL Visiting Faculty and the Campus Administrator for the DePaul University Rolling Meadows Campus. He holds an M.A. in History from Northern Illinois University and a B.A. in History from Western Illinois University. He is also pursuing a Ph.D. in History from Northern Illinois University. His research interests include Twentieth-Century United States history, international relations, and United States foreign relations since World War II.

This course description and biographical sketch can also be located in the School's registration materials.

COMPETENCIES:

- H-1-F: Can describe and explain the roles of individuals, groups, societies, or states in history.
1. Demonstrates an understanding of connections among selected events over time.
 2. Uses an informed historical approach to interpret events or roles of individuals, groups, or states.
- H-1-X: Can define and evaluate an historical period and its origins, development, and impact on the modern world.
- H-5: Can analyze issues and problems from a global perspective.
1. Analyzes one or more global issues, problems, or opportunities facing the human race.
 2. Explains how these issues affect individuals or societies in both positive and negative ways.
- A-3-E: Can compare substantially different theological or philosophical systems.
1. Identifies two theological or philosophical systems.
 2. Determines the basis for meaningful comparison between these two systems.
 3. Articulates key assumptions and ideas of both systems as they apply to a particular issue.

LEARNING EXPERIENCES:

Learning Strategies:

- Lecture/Discussion
- Readings
- Videos
- Written Assignments
- Written/Oral Feedback
- Collaborative Work/Discussions
- Individual Meeting with Instructor

Required Readings:

- David S. Painter, The Cold War: An International History, Routledge, 1st Edition, ISBN 0415153166

Suggested Readings:

- Melvyn P. Leffler and David S. Painter, eds., Origins of the Cold War: An International History
“Introduction: The International System and the Origins of the Cold War,” 1-12
- Robert J. McMahon and Thomas G. Patterson, eds., The Origins of the Cold War
“National Security and US Foreign Policy,” 15-41
“Stalin and Soviet Foreign Policy,” 42-57
- Michael J. Hogan, The End of the Cold War: Its Meaning and Implications
Ch. 12-14, 17
- Odd Arne Westad, ed., Reviewing the Cold War: Approaches, Interpretations, Theory
“Why Did the Cold War End in 1989? Explanations of ‘The Turn’” 343-368
- Jules Benjamin, A Student’s Guide to History
- Mary Lynn Rampolla, A Pocket Guide to Writing in History, Fourth Edition

Attendance and Participation:

Attendance, punctuality, and participation are expected and the responsibility of the student. Considering that the class meets only once per week attendance is critical. Therefore, students who miss more than two classes during the quarter will not pass the course.

If it is necessary to miss a class, students must notify the instructor in advance, or as soon as possible after any unplanned absence. Any missed assignments must be made-up within a period of one week in a manner agreed upon by the student and instructor.

Written assignments must be completed and submitted to the instructor on time, unless an extension is granted by the instructor in advance of the due date. An extension will be granted only in the event of extraordinary circumstances.

Always consult our Blackboard site for information distributed during class.

OUTCOMES:

Students who successfully complete this course will:

- Possess a basic understanding of the historical international origins of the Cold War
- Understand the basic ideologies and decision-making determinates of individuals and governments of the United States and the Soviet Union and how these contributed to the development and continuation of the Cold War
- Possess a basic understanding of domestic considerations and how these both impacted the waging of the Cold War and were impacted by the Cold War in both the United States and the Soviet Union
- Identify the impact of the Cold War on the international system, nations, social groups, and peoples of the world during the second half of the twentieth century
- Understand the impact of the Cold War on the Post-Cold War world and the present international system
- Be able to identify the two primary philosophical systems governing decision-making within the United States and the Soviet Union during the Cold War and how these systems guided policy-makers and their decisions during the period

EVALUATION:

Students will be evaluated on their ability to analyze and understand the historical origins of the Cold War period, its development throughout the second half of the twentieth century, and its impact on the present international system. Each student will submit written responses to the weekly readings and lectures relating individual learning to course themes. Students will prepare written analysis of primary sources and historiographical perspectives relating these to the historical impact of the Cold War period. Students will be also be evaluated on knowledge of key geographical locations of noted events during the Cold War.

CRITERIA FOR ASSESSMENT:

- 35% Weekly 1-2 page written (typed, double-spaced) response to the questions posted on Blackboard relating to that week's reading and lecture. This response should use the reading and class discussion to answer the questions posted.
- 10% Research Paper Synopsis and Bibliography of Sources (2 pages, typed, double-spaced) and 5- 10 Minute Presentation. Each student will also be assigned to peer review a colleagues paper and research.
- 15% In class Essay Assignment.
- 40% Final Research Paper and 10-15 Minute Presentation (7-8 pages, typed, double-spaced). The topic and thesis of your paper should address a specific aspect of the Cold War and its impact on a nation, people, group, or society. The research for the paper should include both primary and secondary sources and should follow the School for New Learning standards as set forth in the SNL publication, Using Sources and Writing Research Papers at the School for New Learning (a copy is available on the course Blackboard site).
- 5% Book Review 1 (Optional Extra Credit).
2-3 page (typed, double-spaced) book review and presentation on a book that you select related to the theme of the course. The book must be approved, in advance, by the instructor.
- 5% Book Review 2 (Optional Extra Credit).
2-3 page (typed, double-spaced) book review and presentation on a book that you select related to the theme of the course. The book must be approved, in advance, by the instructor.
- 110% Total**

Written Work Will be Evaluated As Follows:

A= designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B= designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

CLASS SCHEDULE:

Tentative Class Schedule

- 1/5: Introduction, Orientation, Prelude to the Cold War: The World of 1945**
Video “Comrades”
- 1/12: Research Class (Strategies, Methodologies, Format, Discussion)**
Research Proposal Due (1-2 paragraphs detailing proposed thesis and how it relates to competencies for which you are registered)
Readings for 9/21:
Painter, 1-30
- 1/19: Origins of the Cold War 1945-1950**
Video “Iron Curtain”
Readings for 9/28:
Painter, 31-55
- 1/26: The First Cold War 1950-1962**
Optional Book Review #1 Due
Video “After Stalin”
Readings for 10/5:
Painter, 56-76
- 2/2: Age of Détente 1963-1973**
Research Topic and Primary/Secondary Research Written and Oral Report Due
Video “Détente”
Readings for 10/12:
Painter, 77-94
- 2/9: From Détente to Confrontation 1973-1980**
In Class Essay Assignment
Video “Freeze”
Readings for 10/19:
Painter, 95-111

2/16: The Rise and Fall of the Second Cold War 1981-1991

Video “The Wall Comes Down”

Readings for 11/2:

Painter, 112-118

**2/23: Cold War at Home in the US and the USSR
Post Cold War Era 1990-2006**

Optional Book Review #2 Due

Video “Reds” & “Spies”

3/2: Research Time (Individual Meetings, No Class Meeting)

3/9: Research Paper and Presentations Due

Video “Conclusions”

DEPAUL UNIVERSITY ACADEMIC INTEGRITY POLICY:

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students’ own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university’s academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DEPAUL UNIVERSITY INCOMPLETE POLICY:

It is expected that students will complete course assignments and evidence by specified due dates within the quarter. In circumstances which the instructor determines to be exceptional, when a student is unable to complete required coursework by the established due dates, the student may request (BY CONTRACT, IN WRITING) that a grade of incomplete (IN) be issued. This request must be made formally, in writing, by completion of an IN Request Form, that the student signs. The form specifies the final date by which all outstanding coursework must be completed. Failure to submit outstanding work by the specified date, will result in a grade change from IN to W or FX for each enrolled competence, along with serious academic and/or financial consequences. AFTER THE FINAL SUBMISSION DEADLINE, THE STUDENT WILL HAVE NO FURTHER OPPORTUNITIES TO SUBMIT WORK FOR A PASSING GRADE.

DEPAUL POLICY ON PLAGIARISM:

Students are expected to observe the University's established guidelines regarding academic integrity, including the following statement regarding plagiarism, as quoted from the University's "Handbook for Undergraduate Studies":

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another's as one's own. Plagiarism includes, but is not limited to the following:

The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's.

Copying of any source in whole or in part with only minor changes in wording or syntax without proper acknowledgement.

Submitting as one's own work a report, examination paper, computer file, lab report or other assignment, which has been prepared by someone else. This includes research papers purchased from any other person or agency.

The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions taken by the instructor do not preclude the College or University taking further punitive action, including dismissal from the University.

ONE FINAL NOTE:

Fundamentally, this course is all about learning. The more you put into this endeavor, the more benefit you will discover. I encourage each of you to meet with me at any time during the quarter to discuss the course and your role in this learning process. I am very willing to arrange times that are mutually convenient to meet with you at the O'Hare Campus. I do require one individual meeting early in the quarter to discuss assignments and your role in the class. This required meeting will be discussed and scheduled at our first class session.