

New York City College of Technology of the City University of New York
History 3402: Topics in Modern World History Since 1945 (Interdisciplinary)
The United States and the Global Cold War
Fall 2017

Dr. K.A. Cuordileone

Office: Namm Hall 610

Office Hours: Tuesdays 10-11am or by appt.

Email: KACuordileone@gmail.com

Class Meets: Wednesdays, 2:30-5pm

Location: XXXXX

Section: XXXX

Course Description

History 3402 is an interdisciplinary course exploring the global history of the Cold War between the United States and the Soviet Union from several perspectives. Moving chronologically, the course examines the causes of the Cold War, and the implications of cold war hostilities and rivalries, including the development of atomic weapons, the rise of a nuclear arms race, the formation of the Warsaw Pact and the establishment of a vast US national security state that sought to contain Communism at home and abroad. After the cold war's origins are understood, we then examine specific US and/or Soviet interventions in nations such as Korea, China, Cuba, Guatemala, Chile, Iran, Germany, Vietnam, Cambodia, Czechoslovakia, and Afghanistan. In the last segment of the course, we explore the social, political and economic forces that underlay the challenge to Communist rule in Eastern Europe, leading to the fall of the Berlin Wall, the collapse of the USSR and the end of the Cold War. Secrets, threats, spies, sabotage, proxy wars, regime-building, covert operations, nuclear provocations, brinkmanship—this is the cumulative legacy of the Cold War. We will study it from multiple perspectives, including its sociological and scientific/technological dimensions. Course materials include primary sources, historiographical articles and books, documentary films and newspaper articles. Since many tensions in the world today have their origins in conflicts that occurred in the Cold War (1945-1990), we will also regularly discuss current events in light of our complex cold war past.

Required Readings

~~BOOK TBA~~ (I AM CHANGING THE COURSE BOOK BECAUSE THE PREVIOUS ONE WAS TOO DIFFICULT)

*Recommended Research Resources:*John Lewis Gaddis, *The Cold War: A New History* (Penguin, 2005)Odd Arne Westad, *The Global Cold War* (Cambridge University Press, 2007)Melvyn Leffler and Odd Arne Westad, *Cambridge History of the Cold War, Vol. I, II, III*CNN Documentary Video Series, *Cold War* (Parts 1-24)

Students are required to take out a subscription (free to City Tech students!) to the *New York Times* newspaper (digital version). We will be discussing current events and you will have assignments that involve semi-regular newspaper reading.

Interdisciplinary Course Objectives

Students in History 3402 will develop a multi-faceted understanding of the Cold War and its implications around the world, especially wherever US intervention occurred in the name of “containing” the spread of communism. The interdisciplinary nature of the course means that students’ understanding of the cold war era will be broadened by viewing history through the lens of other disciplines. For example, through the realm of science, physics and technology, we will discuss the rise of the nuclear arms and the space race between the US and the USSR, while paying close attention to the role that scientists and physicists played in accelerating the arms race as well as the controversies that occurred over “sharing” atomic bomb secrets (espionage) with other nations. From the perspective of sociology, we will analyze the impact of collectivization policies on Eastern European Communist society, discuss how daily life in rural areas changed under Communist governments, and explore the nature of the 1930s famine. Additionally, students will learn to interpret history by closely analyzing primary as well as secondary source documents so that they may learn how to formulate historiographical questions and draw logical, informed conclusions about history based on evidence. Finally, through regular newspaper reading, students will develop an awareness of current events and how they have been shaped by our past.

Capstone Aims

This course fulfills the LAA/LAS Associate Capstone requirement, which is designed for students entering their second year in the program. LAA/LAS Associate Capstone courses prepare students to continue their studies in a bachelor's degree, third-year, or junior, level. In addition, Associate Capstone courses are intended to help students develop an awareness of the importance of knowledge, values and skills developed in general education courses, and to integrate what they have learned into their advanced academic study and professional careers.

Communication

All students have a City Tech/CUNY email. Blackboard only works with CUNY email, so checking your City Tech email is essential. I rarely send out mass emails to the class, but occasionally I do so. This means you should check your City Tech email regularly and get in the habit of using it (for this class and others). Also, please be mindful when sending an email to me (or any instructor). Remember, instructors may have over 100 students in a semester so always state *which class and section* you are in before proceeding. Be sure to sign your email with your *full name* (I do not answer unsigned or anonymous emails) and write in full, punctuated, coherent sentences (*not* in “text-speak” slang).

Blackboard

Course information (syllabus, grades, films etc.) as well as required readings and films can be found on our Blackboard site at www.cuny.edu. If you lose your syllabus or any other class study materials, please go to our course site and print them out.

Course Requirements

Midterm Exam 25%

Final Exam 25%

Short Writing assignments 30%

Quizzes 10%

Class Performance/Presentation: 10%

Class Performance: In addition to regular attendance, students are expected to respect the classroom experience, which means fulfilling the expectations outlined here. Students must read the assigned chapters by the day we are scheduled to cover that material (see reading schedule below), and be well prepared to examine the topics of the day and speak about them when prompted. Respecting the classroom experience also means arriving on time, turning off smart phones and any other electronic devices, paying attention and participating in class, and refraining from “taking breaks” during class (walking in and out) and other behaviors which interfere with the learning process. Unless it is an emergency, I ask that you please *not* walk *in and out* of the classroom during class.

Attendance: Attendance in class is very important, especially in a class that meets only once a week and involves guest speakers and in-class exercises as well as the usual lessons. Students who miss an excessive number of classes usually do not pass the course because they have not learned the material presented during class time. Also note that regular attendance in class does *not* mean that a student will automatically pass the course. Combined, weighted scores on exams, quizzes, assignments, etc. ultimately determine the final grade.

Academic Integrity

Please review the NYCCT catalog on the topic of academic integrity and note the policies and penalties for violations of college policy. Keep in mind that plagiarism is a serious violation of our academic integrity policy. According to the catalog, plagiarism is “intentionally and knowingly presenting the ideas or works of another as one’s own original idea or works in any academic exercise without proper acknowledgement of the source.” What this means, in short, is that *any* written work you turn in to me (or any other professor) must be written *in your own words*. Unless you are quoting an external source and using quotation marks [“ ”] with proper citations, all work submitted to the instructor must be written in your own words. Also note that memorizing sentences that are not your own and regurgitating them on an in class exam is also defined as plagiarism. Moreover, cheating in any way—for example copying another student’s work on a take-home assignment, or using unauthorized notes during an in-class test—is a violation of academic integrity policy and can result in severe penalties and even disciplinary action. If you have any questions about what constitutes academic dishonesty, please see me.

Grade Scale

A	Exceptional 100-93
A-	Superior 90-92
B+	Very good 89-87
B	Good 86-83
B-	Above Average 82-80
C+	Slightly Above Average 79-77
C	Average 76-70
D	Poor 69-60
F	Failure 59 and below

Please note: at City Tech there are no plusses and minuses below the C grade. Therefore, if you fall below a 70 average, there is no plus or minus “cushion.” This means a student can easily fall into the D grade if she/he falls below a 70 average (or the dreaded F grade if below a 60 average). Remember: your course average is based on the percentages *accorded to each assessment category*. You can see your quiz and exam grades as well as your weighted course average on Blackboard. If you have any questions, please see me.

Tentative Course Schedule

Week 1	Introduction to the Course: Defining the Cold War	
Week 2	Communism, World War II and the Seeds of the Cold War GUEST SPEAKER: "Collectivization and its Sociological Consequences"	BB, Folder #1 <i>Prof. Muncy (sociology)</i>
Week 3	The Cold War Arrives; Historiographical Explanations and Debates	BB, Folder #2, Leffler Cha. 1
Week 4	Behind the Iron Curtain: Eastern Europe and the Warsaw Pact	BB, Folder #6
Week 5	Cold War Heats Up: The "Loss of China" and The Red Scare GUEST SPEAKER: "Atomic Weapons and the Arms Race"	BB, Folder #3 <i>Prof. Gelman (physics)</i>
Week 6	Hot War in Korea; Communism in Southeast Asia	BB, Folder #4, Leffler Cha. 2
Week 7	CIA Covert Operations: Iran and Guatemala	BB, Folder #5
Week 8	Midterm Exam	Review Previous Readings
Week 9	Cuba: The Bay of Pigs and Cuban Missile Crisis	BB, Folder #7, Leffler Cha. 3
Week 10	Domino Theory: Vietnam, Laos and Cambodia	BB, Folder #8
Week 11	Cold War Politics and Interventions in Latin and Central America	BB, Folder #9
Week 12	The US and the Soviets in Afghanistan	BB, Folder #10, Leffler, Cha. 4
Week 13	Cold War Ends; Velvet Revolutions and Break-Up of the USSR GUEST SPEAKER TBA, "Protest in the Soviet Sphere"	BB, Folder #11 <i>TBA</i>
Week 14	The Post-Cold War World: From Glasnost to Putin	BB, Folder #12, Leffler Cha. 5
Week 15	FINAL EXAM	

New York City College of Technology
Interdisciplinary Committee

Criteria for an Interdisciplinary Course

I. Interdisciplinary Studies Definition

Interdisciplinary studies involve two or more academic disciplines or fields of study organized around synthesizing distinct perspectives, knowledge, and skills. Interdisciplinary study focuses on questions, problems, and topics too complex or too broad for a single discipline or field to encompass adequately; such studies thrive on drawing connections between seemingly exclusive domains. Usually theme-based, interdisciplinary courses intentionally address issues that require meaningful engagement of multiple academic disciplines. Pedagogical strategies focus on, but are not limited to, inquiry or problem-based learning.

Although many academic disciplines, such as African American Studies and Engineering, are inherently interdisciplinary, to be considered an interdisciplinary course at City Tech the course must be team-taught¹ by more than one faculty member from two or more departments² in the College. An interdisciplinary course, by definition, has an interdisciplinary theme as its nucleus. In its essence, such a course brings the analytic methods of two or more academic disciplines to bear on a specific problem or question. Thus, a course in Music History is not likely to be considered interdisciplinary, but a course in Music History from an economist's perspective might very well lead to such a course. The application of different methods and concepts is the key to assessing whether a course is or is not interdisciplinary. The term interdisciplinary is occasionally used to identify individual projects or assignments, but these, though possibly commendable, fall short in the necessary scope for learning experiences that demand in-depth exposure to the methodologies of distinct intellectual disciplines, and the creative application of these methodologies to specific problems.

Studies show that interdisciplinary courses improve student learning (Elrod & Roth, 2012; Klein, 2010; Lattuca, 2001; Lattuca, Voigt, & Fath, 2004; Project Kaleidoscope, 2011). To foster interdisciplinary learning, the Interdisciplinary Committee has identified goals and outcomes that students taking interdisciplinary courses should be able to achieve.

Learning Outcomes of Interdisciplinary Courses

Students will be able to:

- ∞ Purposefully connect and integrate across-discipline knowledge and skills to solve problems
- ∞ Synthesize and transfer knowledge across disciplinary boundaries
- ∞ Comprehend factors inherent in complex problems
- ∞ Apply integrative thinking to problem-solving in ethically and socially responsible ways
- ∞ Recognize varied perspectives
- ∞ Gain comfort with complexity and uncertainty
- ∞ Think critically, communicate effectively, and work collaboratively
- ∞ Become flexible thinkers

¹ See "Application for Interdisciplinary Course Designation" question 9b for team-teaching options.

² Exceptions are made for Departments that provide a home for multiple disciplines, such as Humanities and Social Science.

New York City College of Technology
Interdisciplinary Committee

Application for Interdisciplinary Course Designation

Date Feb. 23, 2017

Submitted by Kyle Cuordileone

Department(s) Social Science (History)

II. Proposal to Offer an Interdisciplinary Course

1. Identify the course type and title:

- An existing course HIS 3402: Topics in World History -
THE COLD WAR
- A new course _____
- A course under development _____

2. Provide a course description HIS 3402: Topics in World History is devoted to
the study of the cold war in international context. It explores the
origins of the cold war and its impact on various parts of the world, from
Eastern Europe to Latin America to Southeast Asia.

3. How many credits will the course comprise? 3 How many hours? 3

4. What prerequisite(s) would students need to complete before registering for the course? Co-requisite(s)?

One lower level (1000) history course or AFR 1460, 1461, 1465, 1466 or LATS 1462,
Also, EG101.

5. Explain briefly why this is an interdisciplinary course. The cold war is complex and
has many dimensions: military, economic, geo-political, technological,
sociological and cultural. Understanding how it arose and why it
persisted for so long requires a broad, multi-disciplinary approach.

6. What is the proposed theme of the course? What complex central problem or question will it address? What disciplinary methods will be evoked and applied?

The theme is the rise and fall of the cold war. The central question: How and why did the world become divided into two hostile spheres beginning in the late 1940s? Methods involving the disciplines of physics/technology/science and sociology will be applied.

7. Which general learning outcomes of an interdisciplinary course does this course address?

Please explain how the course will fulfill the bolded mandatory learning outcome below. In addition, select and explain at least three additional outcomes.

Purposefully connect and integrate across-discipline knowledge and skills to solve problems

Several guest speakers will illuminate questions regarding the nature of communist collectivization (sociology) and the role of atomic physicists

Synthesize and transfer knowledge across disciplinary boundaries in the arms race (phys)

Historical questions will be addressed by delving into science/technology and sociology via readings, lectures and perhaps films.

Comprehend factors inherent in complex problems

The causes of the cold war are complex and require different perspectives to explain the rise and especially the persistence of the cold war, and its end.

Apply integrative thinking to problem solving in ethically and socially responsible ways

Recognize varied perspectives

Debates have raged for decades about which side is responsible for the cold war, so we will explore various schools of thought (conservative, liberal, radical) and US vs. Soviet (Russia) points of view.

Gain comfort with complexity and uncertainty

Students will break down the various factors involved in the rise of the cold war and grasp how various interpretations arise and are not always as incompatible as they may

Think critically, communicate effectively, and work collaboratively

Close readings of texts, in-class debates and written assignments require critical thinking and effective argumentation.

Become flexible thinkers

Other

I hope to foster awareness about current events as a means of encouraging our students' sense of civic engagement and responsibility as voters and citizens of the world (not just the U.S.)

General Education Learning Goals for City Tech Students

- ∞ **Knowledge:** Develop knowledge from a range of disciplinary perspectives, and hone the ability to deepen and continue learning.
- ∞ **Skills:** Acquire and use the tools needed for communication, inquiry, creativity, analysis, and productive work.
- ∞ **Integration:** Work productively within and across disciplines.
- ∞ **Values, Ethics, and Relationships:** Understand and apply values, ethics, and diverse perspectives in personal, professional, civic, and cultural/global domains.

8. How does this course address the general education learning goals for City Tech students?

Foster knowledge of world cultures; promotes critical thinking + problem-solving; encourages research and fact-finding skills.

9. Which department would house this course³? Social Science

Would all sections of the course be interdisciplinary? No Yes

a) Would the course be cross-listed in two or more departments? No Yes
Explain.

b) How will the course be team-taught⁴? Co-taught Guest lecturers Learning community

If co-taught, what is the proposed workload hour distribution? _____

Shared credits Trading credits

If guest lecturers, for what approximate percentage of the course? Minimum 20%⁵ other: ___%

Please attach the evaluation framework used to assess the interdisciplinarity of the course.⁶

* c) What strategies/resources would be implemented to facilitate students' ability to make connections across the respective academic disciplines?

Articles, lectures, films + oral presentations will be used to facilitate students understanding of the scientific/technological dimension of the cold war as well as its sociological dimension

10. Would the course be designated as:

a College Option requirement⁷? an elective? a Capstone course⁸? other? Explain.

³ An interdisciplinary course for the College Option requirement may be housed in a department that is not liberal arts.

⁴ Attach evidence of consultation with all affected departments.

⁵ While an interdisciplinary course must be team-taught, there is no formal percentage requirement, but this minimum is a guideline.

⁶ In the case that a course is equally taught, include proposed plans for faculty classroom observation and student evaluation of teaching.

⁷ To qualify for the College Option, such a course must also meet the New York State definition of a liberal arts and sciences course.

<http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm>

⁸ A course proposed as a Capstone course must be separately approved by the Capstone Experience Committee.

* Guest Speakers confirmed:
Prof. Minicyk (sociology)
Prof. Gelman (physics)

HIS 3402
Topics in Modern World History 1945-1950 (ID COURSE)

Course Related Learning Outcomes and Assessment Methods (Interdisciplinarity)

1. Students will be able to explain the origins and global consequences of the cold war from multiple disciplinary perspectives.

Method: Class discussions, Exams, Quizzes and Writing Assignments

2. Students will be able to grasp competing interpretations of cold war related events as expressed by non-historians including physicists and sociologists.

Method: Class discussions, Exams, Quizzes and Writing Assignments

3. Students will be able to discuss complex cause and effect relationships by considering several disciplinary perspectives on specific historical questions.

Method: Class discussions, Exams, Quizzes and Writing Assignments

4. From the macro to the micro, students will grasp how the cold war impacted various dimensions of human activity across the globe, from daily life to the nuclear arms race.

Method: Class discussions, Exams, Quizzes and Writing Assignments

5. Students will understand the complex set of reasons for the collapse of Communism and the cold war's end from multiple disciplinary perspectives.

Method: Class discussions, Exams, Quizzes and Writing Assignments