Kyle Cuordileone

Addendum to IDC Application: History 3402

*1) Provide some further detail on the General Education goals of the course (question 8)  and 2) In questions #6 and 7 on the application, the recommendation was to provide a little more detail in reference to 'technology' (i.e., a particular technology)? This could just be a sentence or two.*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_--------------------

8. How does this course address General Education learning goals or City Tech students?

∞ Students will deepen their knowledge and understanding of historical agency by learning how political, technological, economic, cultural and/or social factors each contributed to the rise and impact of the cold war.

∞ As students integrate knowledge from various fields, they will understand that history is not a simple chronology of cause-and-effect relationships initiated by powerful leaders, but rather a complex set of intersecting currents that produce unique historical outcomes at a given moment.

∞ In closely analyzing and debating various interpretations of the cold war, both orally (debates, class presentations) and in writing (short assignments and essays), students’ will exercise their communication skills, with particular emphasis on rhetoric and logic.

∞ In regularly reading the newspaper and analyzing current events as well as their roots in the past, students will develop a knowledge and awareness of the world and its complexities: they will become better informed citizens of the world, and ideally develop a sense of civic, political or and global connectedness and engagement.

∞ As students inquire about history and seek knowledge about particular historical events, they will learn to evaluate not just the legitimacy of historical interpretations but the the credibility of *sources* of knowledge—an extremely important skill in this era of widely disseminated online information. (We will be discussing cold war propaganda and disinformation in some detail).

∞ Students will consider and evaluate the ethical nature of decisions made on both sides of the iron curtain, from the formation of NATO to the formation of the Warsaw Pact, from indiscriminate carpet bombing of Vietnamese civilians by the US to the indiscriminate bombing of Afghan civilians by the USSR. In comparing and sorting out the many moral questions that the cold war raises, students will confront concepts such as historical “false equivalencies,” etc.

6 & 7: Point of clarification:

The cold war involved the creation and the proliferation of atomic weapons, which resulted in an arms race between two superpowers. It also involved the use of new chemical weapons (napalm, agent orange, etc.) as well as the development of high-tech intelligence gathering equipment (satellites, U2 surveillance planes, etc.). I have here loosely used the terms “science,” “physics” and “technology” to suggest that we will be discussing how the nature of warfare and diplomacy changed during this era./