This course represents the culmination of the history major at Brigham Young University. It gives you the opportunity to demonstrate and apply everything you have learned—including your research and writing skills, analytical ability, and historical knowledge—in a senior thesis. The final product of the course will be an original and in-depth research project of article length that should make a unique contribution to the historical literature on your topic. The final essay should be publishable—that is, able to stand up to peer-review in a professional journal. Indeed, the paper that results from your efforts should be the best work you have done at the undergraduate level.

My field of specialization and research is U.S. foreign relations, and the focus of this seminar is the Global Cold War (1945-1991). Your research project in this course must be related directly to this field—e.g. the international context of the Korean War, the importance of the Third World in the evolution of the Cold War, or how domestic political considerations influence foreign policy. This requirement serves two purposes: first, it allows me to give you the most effective guidance with your project during the semester; and second, it ensures that all of the members of the seminar to be generally familiar with the other on-going research projects, thus allowing for more dialogue and informed commentary as we proceed.

Given the structure of the course, you will need to come to class prepared and ready to actively participate in the discussions—and, most importantly, be open to giving and receiving constructive criticism, a vital aspect of being a historian. Feel free to express opinions that are contrary to what I say, what other students say, or what the readings say. Often, it is through debates over interpretation of historical material that clarity (if not consensus) about the past emerges. Remember, however, that this is an academic environment. A broad spectrum of opinions exists on any given subject and it is vital to respect the views of others even if you are convinced that their perspective is totally, completely, and unconditionally wrong. Personal attacks or criticisms based on gender, ethnicity, political predilections, religious beliefs, etc. will not be tolerated. Finally, in order to register for this course, you must have successfully completed the prerequisites (History 200 and English 115); concurrent enrollment is not acceptable.

In addition, this course will not be on Blackboard, so please be sure to check your e-mail regularly for updates or announcements relating to the course. If you do not have an e-mail account, please join the 21st century and obtain one (either through the university or one of the many free e-mail services) and update your preferred e-mail account information on Route Y as soon as possible so that I can contact you if necessary.
LATE PENALTIES: Failure to submit any of the writing assignments on time will result in a grade penalty. Each 24-hour period after the stated due date will incur a penalty of two letter grades (e.g. B to D). **NO EXCEPTIONS.** Excuses such as getting engaged, broken-hearted roommates, computer catastrophes, “my plane/bus/train was late,” and the timeless “my dog ate my homework” will not cut it. Curiously, family deaths and other tragic tales of woe and misery occur with unbelievable, X-Filian regularity around due dates. Plan ahead to ensure that these cosmic misfortunes won’t affect you. This is, after all, college and you are an adult; you are responsible for your own success or failure.

GRADE APPEALS PROCEDURE: If you have a question about a grade you received, you must wait 24 hours after receiving the paper or exam back before making an appeal. Further, I will not discuss a grade with you until you have submitted a **detailed written appeal** discussing your specific concerns. I reserve the right to raise or lower the grade upon further review. There is an iron-clad, **one-week time limit** on any discussion of a grade.

HONOR CODE & PLAGIARISM: As a student at Brigham Young University, you have agreed to abide by the university’s honor code. In this course, the most relevant aspects of that commitment relate to academic honesty. A detailed explanation of the university’s policies on plagiarism (additional information below), cheating, and fabrication can be found at [www.byu.edu/honorcode/honor_code.htm](http://www.byu.edu/honorcode/honor_code.htm). I take these issues very seriously and will prosecute **ALL** violations vigorously according to Brigham Young University policies.

Plagiarism is defined at [www.historians.org/governance/pd/curriculum/plagiarism_defining.htm](http://www.historians.org/governance/pd/curriculum/plagiarism_defining.htm). The short version is that all work for this course must be your own. Plagiarism includes (but is not limited to) borrowing a friend’s paper, lifting text from digital sources, using “paper mills,” and reproducing the ideas and phrases of other authors without credit. In addition, you cannot “self-plagiarize;” that is, you cannot use a paper from another course (past, present, or future) for this seminar, and vice versa. **All course work must be created exclusively for this course.**

DISABILITY & DISCRIMINATION: If you have a disability that may affect your performance in this course, contact the office of Services for Students with Disabilities (1520 WSC), which can evaluate your disability and assist in arranging for reasonable accommodations.

Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by law and by Brigham Young University policy. If you believe you are being subjected to such behavior, bring your concerns to me. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or the Honor Code Office (4440 WSC).

LEARNING OBJECTIVES: An overview of the learning objectives for history majors—most of which apply to this course, even for non-history majors—can be found at [history.byu.edu/undergrad/learning.htm](http://history.byu.edu/undergrad/learning.htm).
Please be aware that your previous academic preparation (e.g. writing and research skills, historical knowledge) will affect your performance in this course, and your perception of your effort–by itself–is not enough to justify a distinguished grade. Your grade will be determined on your performance in the following five areas:

1. **Participation and Attendance (15%)**: Attendance at the scheduled class meetings and participating actively in discussions (this includes being prepared for the seminar) will be an important—not to mention required—part of the course. As part of this portion of your grade, you will be expected to read and be ready to comment on ALL of the common readings, as well as each of the seminar members’ prospectuses and submitted drafts, even if you are not the primary respondent. It will also include oral presentations on the readings, the reading summary papers, and other writing assignments throughout the semester.

2. **Prospectus & Oral Presentation (10%)**: The research proposal for your thesis should describe your project, the questions you seek to address and answer, your sources, the problems you anticipate, and situate your research within the broader historiography (as well as demonstrating your familiarity with the existing literature). It should also contain any preliminary conclusions that you think may result from your analysis. Be as specific and narrowly focused as you can; not only will this save you a great deal of work, but it will also make your project easier to manage. There is a more detailed description of the prospectus on the handout I will distribute the first day of class. A hard copy of the prospectus will be due on **Monday, October 11 by 9:00AM in my office**. You should also e-mail your prospectus to the other members of the seminar that morning.

3. **First Submitted Draft & Oral Presentation (10%)**: Presenting your research to an audience of peers is one of the main activities of any historian. This will give you practical experience in both your written and oral skills. You should turn in a polished version of your paper (20-25 pages) complete with a 100-word abstract, footnotes, bibliography, and title page (all properly formatted according to Turabian). This should not be the first, unedited draft of your paper; rather, it should be a solid piece of historical writing in progress which incorporates your arguments and conclusions to date. This draft will be summarized orally by the author and critiqued by the seminar. A hard copy of this draft will be due on **Friday, November 5 (1-6) and Friday, November 12 (7-12) by 9:00AM in my office**. You should also e-mail your draft to the other members of the seminar on the morning it is due. The oral presentation schedule will be determined on the first day of class.

4. **Critique (2.5% each; 5% total)**: Another important part of being an historian is evaluating the work of your peers. Thus, your critiques should be well-conceived assessments of the arguments, evidence, research style, and organization of your colleagues’ papers. Your criticism should be clear and provide concrete ways in which the papers’ content and arguments can be improved. You will receive a separate handout on what a good critique entails later in the semester. The critiques will be due on the date of the oral presentation by the paper’s author and will form the basis of...
your own oral critique of the papers you have reviewed. You will need to submit copies of your critiques to me and the authors of the papers you are critiquing on the day they are presented.
5. **Final Draft (60%)**: The final paper should be a well-written analytical (not simply narrative) historical essay of published article length (25–35 pages, exclusive of the required bibliography; longer papers should be avoided without prior consultation) that makes an original contribution to the field of U.S. foreign relations. Your argument **must** be based on primary sources, while concurrently demonstrating familiarity with the relevant secondary literature in support of your findings and/or to challenge (or refute) what other scholars have written. It must also conform to both Turabian and the course style guide. Papers that fail to meet these criteria will not be accepted, which is tantamount to an automatic failure for the course. A hard copy of the final draft and the marked copy of your first submitted draft will be due on **Thursday, December 9 by 12:00 PM in my office**.

### REQUIRED READINGS FOR HISTORY 490

- John Lewis Gaddis, *The Landscape of History: How Historians Map the Past*
- Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed.
- Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of Our Times*
- Vladislav M. Zubok, *A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev*

**History 490 handouts & on-line readings**

- N.B. The required books will be available at the BYU Bookstore. To subvert the monopoly system (and potentially save yourself some money) you might consider buying books from an alternate source such as bookfinder.com, abebooks.com, or amazon.com.

### THE FOLLOWING NON-COMPREHENSIVE LIST OF BOOKS WILL BE USEFUL TO YOU AS REFERENCE GUIDES AND GENERAL KNOWLEDGE OF THE COLD WAR PERIOD DURING THE SEMESTER:

- H.W. Brands, *What America Owes the World*  
- George Herring, *From Colony to Superpower*  
- Walter LaFeber, *The American Age*
- Walter McDougall, *Promised Land, Crusader State: The American Encounter with the World since 1776*
- Dennis Merrill and Thomas Paterson, eds., *Major Problems in the History of American Foreign Relations*

### THE FOLLOWING NON-COMPREHENSIVE LIST OF JOURNALS WILL BE USEFUL IN YOUR RESEARCH DURING THE SEMESTER; MOST ARE ACCESSIBLE THROUGH JSTOR, PROJECT MUSE, OR HISTORICAL ABSTRACTS:

- *Diplomatic History*  
- *Journal of Cold War Studies*  
- *Cold War History*  
- *International History Review*  
- *Journal of Military History*  

- *Diplomacy and Statecraft*  
- *Journal of Conflict Studies*  
- *Journal of Policy History*  
- *Presidential Studies Quarterly*  
- *American Historical Review*
THE FOLLOWING NON-COMPREHENSIVE LIST OF BOOKS IS COMPLETELY OPTIONAL; HOWEVER, THE BOOKS DO PROVIDE INSIGHTS INTO THE HISTORIAN’S CRAFT AND THE PROCESS OF WRITING, RESEARCH, AND STYLE IF YOU WISH TO CONSULT THEM:

Stefan Berger, et. al., *Writing History: Theory and Practice*
Wayne Booth, et. al., *The Craft of Research*
Norman Cantor and Richard Schneider, *How to Study History*
David Fischer, *Historians’ Fallacies: Toward a Logic of Historical Thought*
Konrad Jarausch and Kenneth Hardy, *Quantitative Methods for Historians*
Francis Prucha, *Handbook for Research in American History*
Donald Ritchie, *Doing Oral History*
William Storey, *Writing History: A Guide for Students*
William White, *Elements of Gordon the Past*

Strunk, Jr. and E.B. *Style*, 3rd ed.
Wood, *The Purpose of*
YOU ARE RESPONSIBLE FOR EVERYTHING ON THIS SYLLABUS AND ALL OTHER HANDOUTS I WILL GIVE YOU DURING THE COURSE, AS WELL AS ALL E-MAIL COMMUNICATION THAT OCCURS DURING THE SEMESTER. IN THE IMMORTAL WORDS OF BRAD HAMILTON, “LEARN IT, KNOW IT, LIVE IT.” IGNORANCE IS NOT A VALID DEFENSE.

TENTATIVE SCHEDULE OF CLASS MEETINGS & READING ASSIGNMENTS

* * * * *

Week #1: GETTING STARTED

August 31  Introduction to the course & organization (including position lottery & e-mail exchange);
September 2  Research strategies; writing history; ambitious vs. “do-able” topics; sample essay discussion;
document analysis; book reviews; sources for the history of U.S. foreign relations; sample
490 essay discussion; etc.

TOPIC SELECTION E-MAIL DUE BY FRIDAY, SEPTEMBER 3 AT 12:00PM

Reading: Preliminary review of literature on your topic
Sample 490 essays & other writings samples TBA
Turabian, review as needed

Week #2: THE HISTORIAN’S CRAFT AND THE STATE OF THE FIELD

September 7  Discuss Gaddis, The Landscape of History and article readings
September 9  Book review exercise

Reading: Article readings (see handout for specifics)
Gaddis, The Landscape of History, all

Week #3: EXPLAINING THE HISTORY OF THE GLOBAL COLD WAR

September 14  Discuss Gaddis, Strategies of Containment and Zubok, A Failed Empire
September 16  Discuss Westad, The Global Cold War and article readings

TOPIC SUMMARIES (1-6) DUE IN CLASS

Reading: Article readings (see handout for specifics)
Gaddis, Strategies of Containment, all
Westad, The Global Cold War, assigned chapters
Zubok, A Failed Empire, all
Week #4: Who’s Doing What?

September 21  Topic presentations & discussion (1-6)
   Topic Summaries (7-12) Due in Class
September 23  Topic presentations & discussion (7-12)

Reading: Read, make notes, and be ready to comment on topic summaries in class

Weeks #5-7: Working in the Coal Mine

September 28-30 No Class: Individual Consultations (Schedule TBA)
October 5-14 No Class: Research and Writing
   Prospectus Due Monday, October 11 at 9:00 am to 2161 JFSB

Week #8: Checkpoint

October 19  Research updates & prospectus discussion
October 21  Writing an effective critique

Reading: Read and be ready with substantive and written comments on prospectuses

Weeks #9-10: Back to the Grind

October 26-28 No Class: Dr. Johns Out-of-Town
November 2-4 No Class: Research & Writing
   Drafts 1-6 Due by Friday, November 5 at 9:00 am to 2161 JFSB

Reading: Read all six draft essays and prepare comments for discussion

Week #11: Presentations I

November 9  Oral presentations & critiques (1-3)
November 11 Oral presentations & critiques (4-6)
   Drafts 7-12 Due by Friday, November 12 at 9:00 am to 2161 JFSB

Reading: Read all six draft essays and prepare comments for discussion

Week #12: Presentations II

November 16 Oral presentations & critiques (7-9)
November 18 Oral presentations & critiques (10-12)
Week #13:  RESEARCH & REVISIONS (AND FOOTBALL & TURKEY)

November 23  NO CLASS: THANKSGIVING HOLIDAY
November 25  NO CLASS: THANKSGIVING HOLIDAY

Weeks #14-15:  FINAL TOUCHES

November 30  NO CLASS: INDIVIDUAL CONSULTATIONS

December 2-9  NO CLASS: INDIVIDUAL CONSULTATIONS & FINAL REVISIONS
Final paper due Thursday, December 9 by 12:00pm in 2161 JFSB
(you must submit your marked rough draft with your final paper)