

Course Objectives

- 1) To help students understand the international environment.
- 2) To help prepare those anxious to work in international contexts gain an appreciation of historical developments relevant to their prospective employment.
- 3) To show students how to use history to explain a current situation.
- 4) To show students how to find and use different sources of information.
- 5) To help students develop sound critical thinking skills and objective, reasoned opinions about a host of contentious issues and events.

Course Organisation and Scheduling

The course uses a lecture format with seminars and assigned readings. There are three scheduled hours for this course each week, all in one block, and **we will use ALL hours!** All weeks will involve lectures and, when scheduled, seminars and/or the term test. Given the difficulties in scheduling seminar rooms and teaching assistants during a three hour block, there will be occasion when your class is divided into *both* lectures and seminars. For example, you will *always* have some lecture. On four occasions throughout term (see note on seminars below) you will *also* have a one hour seminar in breakout sessions. On those four days you *may also have* a second hour of lecture. Please pay close attention in class and to my website for reminders about such scheduling and *always* ask questions if you are confused!

We have much to cover in a very short period of time. While some lecturing material will be fairly general, some topics will be dealt with in more depth. Any lecturing schedule in a course such as this is difficult to adhere to with precision, but I have listed below some of the major thematic topics we will cover. Keep in mind that specific events, people, and places will be discussed within these parameters. Please also be advised that the list below is subject to change given the volume of material to be covered.

Please note that the course is *heavily* dependent on lectures. Attendance is not taken (except in seminar classes) but keep in mind that the majority of material appearing on the test and final exam is best covered by lectures. With this in mind, **regular attendance of lectures is strongly encouraged**. Bring coffee. I'll try not to put you to sleep.

Lecturing Topics (*Required readings from the course textbook appear in brackets. Please see note.**)

- September 9 : course introduction / roots of the Cold War
- September 16 : the Cold War begins (preface & ch.1)
- September 23 : Cold War 1950s (ch.2 to page 90)
- September 30 : 1950s, decolonisation (ch.7 to p. 268 , ch. 8 pp. 320-335)
- October 7 : Cold War 1960s (ch.2 pp.90-96; ch. 3 pp. 97-103;
- October 14 : Cold War 1960s (ch. 6. pp.183-208)

- October 21 : Indochina (ch.8 to p. 320)
- October 28 : détente and the 1970s (ch.3 pp. 103-121; ch. 5 pp. 156-160; ch. 7 pp. 268-276)
- November 4 : Africa and the Middle East (ch.9 and 10 *passim*)
- November 11 : late 1970s and early 1980s (see below)
- November 18 : the new Cold War of the 1980s (ch.3 pp. 121-130; ch. 6 pp. 208-217; ch.7 pp, 276-289; ch. 8, pp. 335-354; ch. 9 *passim*)
- November 25 : the end of the Cold War (chapter 4 *passim*)
- December 2 : the world today (ch.5, pp. 160-179; epilogue)

Course Texts

1) William R. Keylor, A World of Nations: The International Order Since 1945 (2nd Edition) (Oxford: Oxford University Press, 2009)

This book is available at the Ryerson bookstore. This book was chosen in part because of its comparatively low cost to students, not because it is the only decent text covering this period of history. Accordingly, you may also consider any of the books listed below that may be able to replace or supplement the Keylor book. Keep in mind that the Ryerson bookstore may not carry them, but they should be available at Toronto area bookstores and libraries. Additional book recommendations on a wide variety of topics and geographical areas are listed at the end of this outline. You will be expected to read the Keylor book in its entirety by the end of the term. Not all chapter and section divisions of the book correspond perfectly to lecturing topics, but rather have been given as guideline based on topic and chronology.

2) Arne Kislenko and Margaret MacMillan (eds.), HST 504/HST 604 Course Reader * (available at the Ryerson bookstore: code number 0-85000-921-B) * also available as a book, The Uneasy Century (Dubuque: Kendall Hunt, 1996)

Some Alternative Texts:

William Keylor, The Twentieth Century World (New York, 2001)

David Painter, The Cold War: An International History (London, 2000)

David Reynolds, One World Divisible: A Global History Since 1945 (New York, 2000)

Marking Scheme

- ✓ Term test = 10%
- ✓ Essay = 25%
- ✓ Log = 20%
- ✓ Seminars = 20%
- ✓ Final Exam = 25%

Term Test

This will be held **Wednesday, October 14** in the first hour of class. It will be in short-answer format, and cover material up to the previous lecture. Further details will be given in class. This will be worth 10% of your overall grade. Please note that **there will be lectures following the test!**

ESSAY and LOG

PLEASE READ THIS VERY CAREFULLY. Your essay and log are discussed together below in **three parts**. The topics list follows.

The **essay** will be a historical examination of whatever topic you pick during (roughly) the Cold War period. The **log** will be a contemporary examination **of the same topic**. The design is that you will use and understand recent history in explaining the present. You **do not** have to connect the two. Each is an independent assignment. However, by studying the recent history of say Afghanistan, one can understand far better what is going on there today. The essay covers **only** the historical: in this case the period between 1945 and 1991 (approximately). The log covers **only** the contemporary: just the 12 weeks of your term.

First, you must carefully pick a topic. Choose something that interests you – there is nothing worse than studying something that you have absolutely no interest in. If you are struggling with the choice, or want some help picking a topic, please feel free to come see me. Don't worry about which may be "harder" or "easier." All topics have their own unique dimensions that make it impossible to gauge such things. Don't think you need some really important academic or professional reason to select a topic either. Pick something that interests you. Perhaps it is a country from which your family comes, a place you always wanted to visit, or simply somewhere or something you chose randomly. Just keep in mind that the choice of your topic **MUST** be made very soon into term as you can see from instructions below. Not all topics will lend themselves well to this historical/contemporary division. For example, global warming wasn't much of an issue until recently and didn't come up much in the Cold War. Similarly, some countries, like Czech Republic, Croatia, or Ukraine, didn't exist as such during the historical period. Nonetheless, an historical component and dimension is important. Come and speak with me on this and together we will discuss your essay and log components should you be interested in a topic where the divide is unclear. I am always interested in new ideas for topics, so feel free to offer one up.

Whatever topic you choose will be the focus of **ALL THREE COMPONENTS** of your written work. The objective will be to examine your topic from the historical **AND** the contemporary perspective. **PLEASE NOTE THAT PART 3 BEGINS IMMEDIATELY.**

Part 1: Provide a one-page email outline on the topic and how you will be approaching it for the other parts of the assignment. List any theses, propositions, or arguments you might deal with on the essay. List any sources that you might be consulting for both essay and log. The objective of this part of the assignment is simply to get constructive feedback, which will hopefully help with the other parts of the work. The outline will also serve to announce to me what your topic is so that I can follow events in the country/issue you choose over term as well. I keep track of every topic being tackled during the term. The outline will **not** be marked, but given the weight on your essay and log you should put some thought into this. This is strictly for your benefit, so the more detail you offer the more I can give feedback. Please note that to ensure we both understand the nature and scope of your topic, the outline must be submitted. **THE OUTLINE (but not the essay or log) MAY BE SUBMITTED BY EMAIL. The deadline for this outline is Wednesday, September 30. Failure to turn in an outline will result in a 5% penalty against both your essay and log.**

Keep in mind too that ALL topics must be approved by me before you begin them even if you do not submit an outline. If you turn in something without having cleared it with me first, it will receive a grade of ZERO. If for some reason you have not submitted an outline by the deadline you can still come see me anytime to clear a topic. I keep a master list of what everyone is doing so you must come speak with me. Also, please note that regardless of what kind of outline you submit you are very welcome, indeed encouraged, to come see me for help at any time during term.

Part 2: Provide a clear and comprehensive essay on your topic, maximum 3,000 words, covering the Cold War period. Each topic will vary, but the idea is to stick within the 1945-1990 timeframe as best as possible. Of course some countries or events will necessitate going beyond these dates, but *do not* attempt a general history “since the beginning of time”. You should be very clear on what timeline and events you intend to cover, and are encouraged to come see me for guidance. Provide the necessary background to understand your topic, discuss key events and people, and assess how your topic impacted on international implications and/or the Cold War. Provide suitable references and bibliographies (see below for details). Keep in mind any comments or suggestions made on your outlines. This part of the assignment is **worth 25%** of your overall grade. **The essay is due Wednesday, November 11.**

Part 3: YOU MUST BEGIN THIS PART IN THE FIRST WEEK OF TERM.

Once you have picked a topic you must follow it for the rest of the term by keeping a log. A log is a record of events over a period of time. **Yours will cover the entire term.** Whereas your essay covers the historical period from 1945 to roughly 1990, the log covers **JUST** the 12 weeks of term. Remember that depending on your topic the essay and log may not connect as easily. For example, high-seas piracy may be a big issue now but wasn't during the Cold War. Don't be discouraged or put off by this. Come see me and we can work out a suitable connection.

This assignment is designed to achieve three primary goals for students:

- 1) to develop your skills managing and producing information projects/reports
- 2) to develop your research skills
- 3) to gain an understanding of what shapes contemporary international relations and how countries, people, and events are shaped by them

Begin your log by seeking out information on your topic from any number of mediums: newspapers, magazines, journals, TV, the web, radio etc. A good list of sources to start your searches with is attached to this outline. You are strongly encouraged to come up with more on your own, but should clear news sources other than those listed on the course bibliography with me first. You are also strongly encouraged to use your language skills: if you have a facility in another language, you can use sources in that language. Just remember – provide accurate translations and be objective. Your entries should include major developments relevant to your topic. You can use clippings, photocopies, printouts, or your own summaries of stories/events. The design and layout of your log is entirely up to you. However, you must make sure to fully reference your sources for each entry. You must also include a comprehensive list of all sources used.

The **absolute minimum** number of entries for your log is three per week. However, given the incredible access to information at your disposal, you are **VERY, VERY, VERY** (did I mention **VERY?**) **STRONGLY ENCOURAGED** to do more: there is no set maximum, but it is not unreasonable to expect between 5-10 entries for some topics.

The key is **QUALITY**. What you choose to list every week depends of course on your topic. However, it also depends on your choice of **RESEARCH** and your own **ANALYSIS** of what's important to international relations. For example, there is no shortage of information on Iraq today. Logically, if you were covering this topic, your entries would reflect the difficult process of reconstructing Iraq after the war. You would also cover the American occupation and the problems it faces in Iraq, at home, and internationally. The challenge would be in deciding which of the many stories and developments are most important. On the other hand, some countries like Norway may not be in the news much. Your task would then be focused on finding good sources for information on the country, and then deciding what is most important in Norwegians right now. In all cases the principal factor will be **RESEARCH**. Be varied and be critical of your sources: think about where they get the information, if they have any obvious biases or factors affecting their interpretations, and if they have particular political agendas or objectives. News on North Korea from Kim Jong Il's fan club letter is **NOT** critical research. Conversely, taking everything from one or two good sources, like BBC, is also **NOT** critical. I will be holding special essay lectures in October during which research and other matters pertinent to your log will be discussed. I will also bring and/or post past examples of logs to class to show everyone and, of course, have them in my office should you ever want to come and see past examples.

Your log must also include a summary of approximately 1500 words. You only need to provide references for direct quotations in the log or summary. The summary should provide an assessment of the main developments in your topic since you first started collecting material in September. **DO NOT** simply provide week-by-week synopses of your stories. Your log should be well detailed, and include any commentary you consider worthwhile. However, try to avoid overly subjective commentary. Be objective and scholarly. This is **worth 20%** of your overall grade. **The log is due Wednesday, December 2** and will be returned to you at the final exam or by special arrangement.

The Inside Scoop

Style and presentation are up to you, but naturally will reflect upon your work. In past years students have varied widely in their submissions. Some assemble binders with maps, chronologies, indexes, and other information. Others prefer the more business-like report. Please note that while I have no particular expectation regarding the format you choose, well-organized and well-presented logs tend to do better. Many students include the stories clipped from newspapers or printed off the web. Others will include only the by-line with their own analysis accompanying it. Either way is fine. The key is to make it professional – and make it your own. **You may submit either hard copy logs or ones on disk, memory stick, blog, or website.** I certainly encourage eco-friendly presentations.

It may be useful to approach this assignment as a business or professional proposition. Imagine that you, as a consultant, have been asked by me – a government ministry or a mysterious multinational corporation – to develop a contemporary (i.e. 12 week) analysis of a country or topic/issue. You don't need to know fully why - just to present an accurate and hopefully exhaustive summary of contemporary developments pertinent to that subject. Whereas your essay is an historical analysis of that subject, the log is exclusively *contemporary*. The two halves will make up your "pitch" to me.

Please note that **ALL** parts of the assignment must be completed before a full grade will be given. You **MUST** do both the essay and the log.

Topics

1. Provide a background essay on **one** of the following countries: Afghanistan, Argentina, Australia, Brazil, Burma (Myanmar), Cambodia, Columbia, Czechoslovakia (for the log, Czech Republic or Slovakia), Finland, France, Georgia, Germany, Greece, Guatemala, India, Indonesia, Iran, Iraq, Ireland, Israel, Italy, Japan, Kenya, Laos, Liberia, Libya, Malaysia, Mexico, Nepal, Netherlands, Nigeria, North Korea, Pakistan, Peru, Philippines, Poland, Somalia, South Africa, South Korea, Sri Lanka (Ceylon), Sudan, Sweden, Taiwan, Thailand, Tibet, Turkey, Ukraine, United Kingdom, Venezuela, Vietnam, Zimbabwe.

Describe and assess the most significant features of that country (i.e. political, social, economic). What are the most important things to understand about its history, especially but not exclusively since 1945? What has shaped its relations with other countries and what are the main components of those relations?

OR

2. Provide a background essay on **one** of the following issues, organisations, or troublespots: the drug trade, international people smuggling, slavery, global pandemics, Group of Seven/Eight summits, global warming, the European Union (Economic Community (EEC)), the Association of Southeast Asian Nations (ASEAN), the Convention on International Trade in Endangered Species (CITES) nuclear arms control, international terrorism, maritime development and the Law of the Sea, international war crimes tribunals, piracy on the high seas, or international human rights accords.

How to Approach the Essay

Trace the main developments related to your topic since 1945 and explain why it has become an issue or troublespot. What outside forces have played a part and how has it affected the world? What are the significant academic arguments surrounding your topic? What do major scholarly sources say about it? Give a critical assessment of whatever you choose to study. This is an academic exercise: you are **NOT** being asked to “pick a side” and argue it or prove some theory.

Other Topics

You are strongly encouraged to develop a topic of your own choosing. However, you **must receive permission from me before undertaking the assignment.** This is to ensure that the topic is feasible, and that appropriate resources are available to you. Please note that the United States and the Soviet Union (Russia) will **not be** sanctioned topics given their centrality, if not dominance, in your course. I might be persuaded on the People’s Republic of China, but you should speak to me beforehand. Please also note that **any assignment on a topic that has not been approved will receive a grade of zero, without any chance of re-submission.**

Possible Problems: You may not be able to find an item for each week for your story; in that case please provide a list of sources consulted. If I find that you have made a reasonable search among possible sources, you will not be penalised. You may find that your story develops in different directions from those outlined in the first article. Be prepared to follow the different threads in your story. **WARNING: Do not clip library material for these logs.**

Guidelines for All Assignments

Assume that you have been asked by someone who does not know a great deal about your topic to explain why a particular problem exists, or what are the most important things to know about a particular issue or country. Ask yourself what the current situation is. Is there a crisis? If so, what does it consist of and why is it occurring? If, for example, someone asks you for a briefing on why Kosovo is such a troubled area, what sort of information and analysis would you need to provide? To give a good answer, you must not only explain the main issues and/or questions involved at present but the reasons why things have unfolded as they have. That means explaining the historical background. In some cases you will need to go back before 1945. In all cases you must explore developments since 1945. Depending on the story you have chosen, you may or may not need to provide statistics of such things as population or economic indicators. You will need to consult books and/or articles, and the names of all works consulted must appear in a bibliography. The report must provide proper references (see below).

Finding Material

1. Consult the bibliography in the textbook.
2. See what books I have placed on reserve (under HST500 or my name).
3. Look for a recent work on your topic and consult its bibliography.
4. Use the Library On Line Catalogue to search by subject.
5. Follow directions on the Library Home Page to search databases for articles or books.
6. Search the Internet **WARNING: web sources are not generally scholarly: be careful.**
7. Search other library catalogues (i.e. university libraries, public libraries, Metropolitan Toronto Reference Library). Remember that both the Ryerson and public libraries can order books for you through inter-library loan.
8. Ask me for advice. I can recommend sources for both essays and logs. Please note that once everyone selects a topic, I will be following your choices too.

As an international relations historian, I maintain large, current lists of scholarship on many topics and will be happy to help recommend some to you. However, finding reputable, factual sources on your own is part of the exercise, and it will greatly enhance your work. Be exhaustive and be critical. Please do not think that what is listed here must be used: each topic has specialized research which you should come and see me about. You are certainly encouraged to use your facility in any language while doing research, provided that you indicate any translations (including by you) and use them with the same rules regarding academic honesty discussed above. For further information on this, and for some advice on foreign language sources, please see me.

Libraries

In addition to Ryerson library, you have at your disposal the Toronto Reference library and public libraries throughout the GTA. You will also likely be given special permission through me to use the Robarts Library at University of Toronto: the largest library of its kind in Canada and one of the best in the world. You may also live near other university libraries where you can access without my assistance. Further details on access to Robarts and other libraries will be given in class.

POSSIBLE LOG SOURCES

Daily Newspapers

Financial Times (Britain)
Guardian (Britain)
National Post (Canada)
Globe and Mail (Canada)
International Herald Tribune (France)
Le Monde (France)
Der Spiegel (Germany)
New York Times (United States)
Wall Street Journal (United States)
Washington Post (United States)

Weekly Newspapers

Guardian Weekly (Britain, France, United States)
New York Sunday Times (United States)
The Observer (Britain)
Sunday Times (Britain)

News Magazines and Journals

Commentary (United States)
Economist (Britain)
Far Eastern Economic Review (Hong Kong)
Foreign Affairs (United States)
International Affairs (Britain)
International Journal (Canada)
Le Monde Diplomatique (France)
New Republic (United States)
New York Review of Books (United States)
Newsweek (United States)
Spectator (Britain)
Survival (Britain)
Time (United States)

Radio and Television Programmes

Al Jazeera
BBC Newshour
BBC World Service News (short-wave radio or CJRT-FM)
CNN
Prime Time News (CBC-TV)
News Hour (PBS)
Newsjournal (CJRT-FM)
Sunday Morning (CBC-Radio)
The World at Six (CBC-Radio)
Washington Week in Review (PBS)
World news on CBC, ABC, NBC, CBS

Just a Few Good Web sites

CNN: www.allpolitics.com/1998/index.html
Cold War History Project: <http://cwihip.si.edu>
Cuban Missile Crisis: <http://hyperion/advanced.org/11046>
Financial Post: www.ft.com
H-Diplo: <http://h-net2.msu.edu/~diplo/>
History Database: www.directnet.com/history
Internet Modern History Sourcebook: <http://www.fordham.edu/halsall/mod>
Arts and Letters Daily: www.cybereditions.com/alldaily
JournalismNet: www.journalismnet.com
www.tamu-commerce.edu/coas/history/ [includes bibliographies and links]
www.yale.edu/lawweb/avalon/20th.htm [historical documents]

ESSAY SOURCES

Please feel free to come see me for advice and direction on finding sources for essay. There are simply too many topics and sources to list here with any efficiency. Please note that it will be exceedingly difficult to discuss essays with you via email. You should make the effort to come to office hours and I will be happy to help.

Submission of Essays:

Essays must be printed in hard copy. If this is a problem, please speak to me. Students should hand essays in directly to an instructor. **Do not** slide essays under my office door. Students are responsible for ensuring that their essays have been received. Please keep copies of your work. **Please note that I cannot accept email essays.**

Deadlines and Penalties

Late work will be penalized 3% per day, each day, including weekends. Extensions may be granted on medical or compassionate grounds. Students requesting an extension must

speak with Dr. Kislenko before the deadline. If this is not possible, students should provide appropriate documentation relating to the extension request (i.e. doctor's note). No late work will be accepted after the last day of classes in the term.

Footnote or Endnote Citations:

Essays **MUST** contain proper references, either in the form of footnotes or end notes, which **include in the first citation the author, place, and date of publication of the work cited, as well as the correct page number**. As a general rule, references should be given for direct quotations, summaries or paraphrases of other people's work or points of view, and for material that is not widely known or accepted. **When in doubt, it is better to provide a reference**. Please take careful note to distinguish between direct and indirect citations/quotes. You should consult see the Ryerson Writing Centre, read a writer's manual, attend Dr. Kislenko's essay research/writing lectures, and come see him in office hours if you have any doubts about referencing. Confusion on the matter often leads to academic integrity violations, and ignorance of the rules is absolutely no defence!

There are several acceptable citation formats, but please make sure you follow one! For example, here is an acceptable citation: Jane Doe, The ABC's of History (Toronto: 123 Publishers, 1997), pp. 20-23.

Bibliographies:

Essays **MUST** provide bibliographies of all works consulted, whether or not they have been quoted directly. An inadequate bibliography (for assignments as long as those above) is one which contains less than six books or articles related to the topic, or books which are entirely general work or texts. Dictionaries, atlases and/or encyclopaedias **DO NOT** count towards this minimum number of sources, and their inclusion should **NOT** be considered as constituting research. Using all your sources from one or two authors is also inadvisable. You want a range of opinions. Above all, you want to be critical and scholarly in choosing your sources. Dr. Kislenko is happy to help if you come see him in office hours or attend his essay research and writing lectures.

An example of a bibliographic citation is as follows: Smith, John. History Rules (Toronto: 123 Publishers, 1997).

Deduction of Marks

The evaluation of your research, content, and argumentation is of primary concern in marking. Equally important is the syntax or structure of your work. Marks will be deducted from work containing excessive grammar/spelling mistakes, which is excessively long or inadequately short, or which fails to provide proper footnoting/bibliography. Be sure to edit and check your work carefully. Do not simply rely on your computer's spelling or grammar check.

Grounds for Failure

Essays which do not supply proper and adequate references and bibliographies **will be failed**. Essays that contain no citations **or** citations without page numbers **will receive a grade of zero**. Any written work that quotes directly from other material without attribution, or which paraphrases extensive tracts from the works of others, is plagiarised. **It will receive a grade of zero, without chance to resubmit. Further disciplinary action will be taken in keeping with the Faculty of Arts and University policies on plagiarism. Please consult the Ryerson academic calendar for further information on plagiarism.** If you have any questions or doubts about how to cite material, please contact Dr. Kislenco or an assistant.

Plagiarism

Plagiarism is a form of intellectual dishonesty in which someone attempts to claim the work of others as their own. Work which has been researched and/or written by others, such as an essay-writing agency, internet service, friend, or family member is **NOT** acceptable. The submission of such work is one form of plagiarism, and it will be dealt with accordingly as academic misconduct. Quoting directly or indirectly from research sources without proper attribution is also plagiarism, and it will also constitute an academic misconduct. The Faculty of Arts policy on plagiarism will be strictly enforced in this course; resulting in a grade of zero for the assignment, a report to the Registrar and the programme department of the student, and possibly other academic penalties including suspension or expulsion as prescribed in the Code of Academic Conduct. See <http://www.ryerson.ca/ai/students/studentcheating.html>

To combat this problem, I reserve the right to request research notes and/or to conduct a brief oral examination on the topic matter in order to ensure that submitted work is legitimate. Students may also be required to submit an electronic version of their work for verification purposes. I will give lectures on essay writing during the term in which plagiarism will be further discussed. If you have any questions or concerns about plagiarism, please feel free to speak me or the teaching assistants. I would **much** rather spend time helping you understand what to do than dealing with any problems that may arise from you being unclear.

Academic Integrity

For additional help, Ryerson offers the **Academic Integrity Website** at www.ryerson.ca/academicintegrity. This offers students a variety of resources to assist in their research, writing, and presentation of all kinds of assignments. It also details all dimensions of Academic Misconduct and how to avoid it. It was put together by a team representing the Vice President Academic, faculty, the library, Digital Media Projects, and Student Services.

Special Assistance and Essay Lectures

If you have other questions about correct procedure and style for writing an essay, please feel free to contact me or the teaching assistants. There are several good guides to essay writing, such as ***Making Sense*** (available at the Ryerson bookstore). Students may also take advantage of help offered by the Writing Centre. **Please note** that in October I will be holding special lectures on essay writing that you are strongly encouraged to attend. However, with so much material to cover in a short time, and to coordinate with my other classes, these sessions will be held outside your scheduled hours for this course. Specific times and locations will be given in class. If you cannot attend, I would still be happy to go over things with you by way of special appointment or office hours. I would much rather have you come and ask questions about *anything* to do with essays than do poorly: essays are not easy - and you should be prepared to put in the time and effort for solid research, good writing, and an effective presentation of your arguments. We're here to help, but don't leave it to the last moment.

Seminars

At the beginning of the term you will be asked to sign up into small groups (capped at 10-12) which will meet four times during the course to discuss major topics. Seminars will be one hour each and run simultaneously in the *second and third hour* of your class block during four select classes. You *will* have a lecture in the first hour these days and, depending on how well I get through material, there *may* be another lecture in the second or third hour (i.e. two identical one hour lectures delivered to two halves of the class). Seminar groups will discuss some of the problems and issues covered in the course and specific questions and readings will be assigned for each meeting. Everyone will be expected to attend and participate in all four meetings of his or her group. There are no formal presentations involved, but seminars are participatory. Attendance alone will not necessarily constitute a passing grade. If you have difficulty speaking in front of others, please consult with the teaching assistants or me as soon as possible. ***Seminars constitute 20% of the final grade, so you should consider them compulsory.*** Please come at the time for which you have signed up. Changes can only be accepted if you speak with us beforehand.

Seminar Marks

Please note that your overall mark in seminars will not be available until shortly after your last seminar class. However, you can get a general idea of how you are doing and how to improve at *any time* by asking your TA. Their emails will be given in seminars and will be posted on my website.

The Inside Scoop

Although participation in seminars will be marked, it is sincerely hoped that you will actually get something out of it beyond grades. The overall objective of this course is to have everyone apply critical, reasoned analysis to the study of international relations history. However, engaging in scholarly discourse need not be terribly intimidating, boring, or formal. To prove this point your humour, passion, experiences, and opinions are essential ingredients in this course. As long as everyone and their perspectives are treated with respect, and a relative decorum is maintained, you are strongly encouraged to voice your interpretations. In this kind of an environment everyone will gain greater intellectual self-confidence, as well as better knowledge of international relations. In addition, drawing connections to current events, such as the U.S. occupation of Iraq or the “war on terror,” is not only welcome – it may in fact be quite useful in better understanding other topics in the course material. Just be prepared to *think* things through.

Seminar Topics, Questions and Readings:

First Seminar: Wednesday, October 7

"The Origins of the Cold War"

Read: Kislenko/MacMillan section 5

Second Seminar: Wednesday, October 28

"From Korea to the Cuban Missile Crisis"

Read: Kislenko/MacMillan section 6 & 11

Third Seminar: Wednesday, November 11

"War and Revolution in Indochina"

Read: Kislenko/MacMillan section 7

Fourth Seminar: Wednesday, November 25

"Détente, the New Cold War of the 1980s, and the fall of communism"

Read: Kislenko/MacMillan sections 8, 9, 12

Final Exam

The final exam will be held during the final exam period in December. It will be **three hours** long and will cover the **WHOLE COURSE**. There will be two parts. The first is identification questions; exactly the same format as the term test. The second will be an essay. You will have a wide range of choices for both sections. This will be worth **25%** of your overall grade.

Course Evaluation

You will have an opportunity to evaluate this course in class in November. Specific dates will be announced in class. A volunteer from the class will be asked to help administer the evaluation. All students are strongly encouraged to participate in the evaluation.

Important Dates

September 9	: class starts
Week of September 16	: sign up for seminars begins
Wednesday, September 30	: outline on your topic for report/log is due
Wednesday, October 7	: first seminar week
Wednesday, October 14	: term test
sometime in October	: special lectures on essays (outside class times)
Wednesday, October 28	: second seminar week
Wednesday, November 11	: essay due and third seminar week
Wednesday, November 25	: fourth seminar week
sometime in November	: course evaluations
Wednesday, December 2	: log due
sometime in December	: your final examination

If you have ANY questions, concerns, or comments about this course, please feel free to address them with us at any time.