

Course Syllabus

Title of the course	Cold War Encounters		
Title of the Academic Programme	Applied and Interdisciplinary History “Usable Pasts”		
Type of the course	Elective		
Prerequisites	Command of English, Basic knowledge of world history		
ECTS workload	5		
Total indicative study hours	Directed Study	Self-directed study	Total
	40	150	190
Course Overview	<p>This course will demonstrate that the Cold War is not a merely chronological context, but an epistemological framework essential for interpreting postwar history. We will start from researching competing historiographical accounts of the Cold War. This is to introduce students to the basics of the Cold War while allowing them to keep a critical distance from empirical material. In its core, this course examines the Cold war as a period of both tensions and cooperation across the Iron Curtain from 1946 to 1991.</p> <p>While considering traditional and novel approaches, we will treat the Cold War as a global phenomenon which defined political cultural histories in the East and West. Uncovering economic, technological, environmental, and aesthetical dimensions of the Cold War, we will trace unique biographies of various actors from institutions to individuals, from officials to civilians, from politicians to tourists.</p> <p>Overcoming dominant understanding of the Cold War as a political rivalry, we will discuss in details the significance of economic and cultural developments as can be seen in the history of exchange visits, mutual projects, international fairs and exhibitions, scientific cooperation, etc. Such themes as technological and cultural modernity; economic competition; decolonization and technological aid to the Third World; technology transfers and encounters of small actors; and imagining the other are part of the course as well. Such research optics allows examining trajectories of communism and capitalism in different parts of the globe while revealing international tensions and cooperation. Upon completion of the course, the students will have a firm knowledge of the period and a full-fledged understanding of manifold of historical approaches.</p> <p>While carefully examining Cold War texts, students will master skills of critical reading, which is especially crucial for emerging scholars. Ultimately, the course will cover topics from cinema to space race in order to demonstrate the dramatic effects the Cold War produced onto various aspects of human activity. This course will interest students</p>		

	specializing in various areas from economics to history.
Intended Learning Outcomes (ILO)	<p>Upon completion of the course student:</p> <p>Is able to create new theories, invent new ways and tools of professional activity (CK-2)</p> <p>Is able to improve and develop his intellectual and cultural level, to build a trajectory of professional development and career (CK-4)</p> <p>Able to organize and manage multilateral communication (CK-7)</p> <p>Able to perform professional activities, including research and development activities in the international environment (CK-8)</p> <p>Able to perform research with modern research methods and techniques, using knowledge of the humanities and social sciences and close scientific fields of knowledge (PIK-1)</p> <p>Is able to perform interdisciplinary interaction and cooperation with representatives of other fields of knowledge while solving research and applied tasks (PIK-2)</p> <p>Is able to analyze historical sources, scientific texts and reports, to review scientific literature in Russian and foreign languages (PIK-3)</p> <p>Assesses information and predicts given objectives (PIK-9)</p> <p>Is able to analyze and propose scientific interpretation of historical events in their interrelation (PIK-17)</p> <p>Is able to use social and multicultural differences to solve problems in professional and social activities (PIK-21)</p> <p>Is able to identify and use general aims into professional and social activities (PIK-22)</p>
Teaching and Learning Methods	The course is based on traditional methods of teaching and combines traditional lectures and seminars. Seminar activities require reading of suggested texts and active participation in class discussions. The methods of the course also include brainstorming, work in small groups, and home tasks.

Content and Structure of the Course

№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1.	Cold War Basics: Who Started the Cold War?		2		8
2.	Cold War Ideologies			2	8
3.	Construction and Studies of Cold War Global Commons (oceans, Antarctic, space)		2	2	10
4.	Technopolitics		2		8

5.	Cold War Encounters in Science and Technology			2	8
6.	Domestic Fronts of Cultural Cold War		2		8
7.	Cold War Binaries and Art			2	8
8.	Cold War and Cultural Engagements		2		8
9.	Cold War Cinema			2	8
10.	Cold War Commemoration		2	2	10
11.	Modernity and the Cold War		2		8
12.	Modernities			2	8
13.	Global Inequalities and Economic Competition		2		8
14.	Materiality and Innovations			2	8
15.	Environmental Cold War		2	2	10
16.	Project presentations			4	20
Total study hours		190	18	22	150

Indicative Assessment Methods and Strategy	<p>Assessment:</p> <p>Students' current grade will consist of:</p> <p>Class attendance and engagement: 40 % Written assignments (current form of control): 60 %</p> <p>The final grade will consist of:</p> <p>Current grade: 50 % Exam: 50%</p> <ul style="list-style-type: none"> Guidelines for Knowledge Assessment <p>Students are expected to attend both lectures and seminars, regularly do their homework reading and study according to the lists of sources</p>
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provided by the lecturer. The resources for this class are the primary sources, research literature, lectures, etc. At seminars, students are expected to take active part in the discussion and demonstrate knowledge of the content of lectures and readings. Seminar discussions are based on the previously given readings, and fragments of sources introduced by the teacher and analyzed collectively by the class. Once during the course, the students have to prepare questions for the paper discussion and act as a discussion leader. Attendance and levels of participation in class discussions during the seminars influence the final grade. If the student misses more than 35% of class meetings, additional assignment can be provided. In the end of the course students submit a review essay. The grade will be composed of attendance, class participation, and review. The final grade is drawn on the 10-grades scale. The final grade's composition will be the following: attendance and class participation (50%), exam (50%).

The written assignment is a form of current examination. The assignment is five research questions suggested by students based on the themes of the course. The research questions should be sophisticated, well grounded and thought showing that the student has formulated them well. The current examination is conducted after the first module during the session.

In case the student does not pass the current form of control because of a reasonable excuse, he or she can pass it once again presenting the questions by the specifically set deadline. The latest deadline for re-submissions is 15 October as set by the University rules.

The exam is taken in the form of written essay of five – seven pages long. The grade for the exam is made both from the essay and discussion of essays held at the final seminars. The theme of the essay must be defined by the student consulting the instructor and must address an aspect related to the course. The instructions for essays are given below.

O stands for “grade”. The formula for the current grade (O current) is the following: $O_{\text{current}} = 0,6O_{\text{written assignments}} + 0,4O_{\text{attendance}}$. The formula for the final grade (O final) is the following: $O_{\text{final}} = 0,5O_{\text{current}} + 0,5O_{\text{written exam}}$.

Readings / Indicative Learning Resources

Mandatory

Greiner, B. Bringing the Cold War Back Home, in West Germany, the Global South and the Cold War, edited by Bresselau Von Agnes Bressensdorf, et al., Walter de Gruyter GmbH, 2017

Farbøl, R. Commemoration of a Cold War: the Politics of History and Heritage at Cold War Memory Sites in Denmark

Friedman, JS. Shadow Cold War: The Sino-Soviet Competition for the Third World. Chapel Hill: The University of North Carolina Press; 2015.

	<p>Ch 1</p> <p>Gille, S. Transnational Materiality, in Framing the Global: Entry Points for Research, edited by Hilary E. Kahn, Indiana University Press, 2014</p> <p>Greenberg, C. Avant-Garde and Kitsch, 1937.</p> <p>Kemenov, V. Features of Two Cultures, 1946</p> <p>Krige, J. Embedding the National in the Global: US-French Relationships in Space Science and Rocketry in the 1960s, in Science and Technology in the Global Cold War, edited by Naomi Oreskes, and John Krige, MIT Press, 2014</p> <p>Krige, J. & Jessica Wang. Nation, Knowledge, and Imagined Futures: Science, Technology, and Nation-Building, Post-1945, History and Technology, 2015:(31:3), 171-179</p> <p>Pugach, S. Eleven Nigerian Students in Cold War East Germany: Visions of Science, Modernity, and Decolonization. Journal of Contemporary History. 2019;54(3):551-572</p> <p>Westad, O.A. The Cold War: A World History. Hachette, UK, 2017. Ch 8</p> <p>Youngblood, S. Cinematic Cold War, Ch 1, 2</p>		
Indicative Self- Study Strategies	Type	+/-	Hours
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	80
	Assignments for seminars / tutorials / labs	+	30
	E-learning / distance learning (MOOC / LMS)		
	Fieldwork		
	Project work		
	Other (please specify)		
	Preparation for the exam	+	40
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials		
Facilities, Equipment and Software			
Course Instructor	Elena Kochetkova, Kirill Chunikhin, Julia Lajus		

Intended Learning Outcomes (ILO) Delivering

Programme ILO(s)	Course ILO(s)	Teaching and Learning Methods for delivering ILO(s)	Indicative Assessment Methods of Delivered ILO(s)
<p>Distinguish between different perspectives by drawing on their knowledge of the discipline</p> <p>Practice a range of research skills and scientific methods for studying history</p> <p>Demonstrate a wide range of generic skills, including skills in communication, information processing, teamwork, critical and creative thinking, computing independent learning</p> <p>Distinguish between different perspectives by drawing on their knowledge of the discipline</p> <p>Take a creative approach to using new and existing technologies for educational purposes</p>	<p>Is able to create new theories, invent new ways and tools of professional activity (CK-2)</p> <p>Is able to improve and develop his intellectual and cultural level, to build a trajectory of professional development and career (CK-4)</p> <p>Able to organize and manage multilateral communication (CK-7)</p> <p>Able to perform professional activities, including research and development activities in the international environment (CK-8)</p> <p>Able to perform research with modern research methods and techniques, using knowledge of the humanities and social sciences and close scientific fields of knowledge (IIK-1)</p> <p>Is able to perform interdisciplinary interaction and cooperation with representatives of other fields of knowledge while solving research and applied tasks (IIK-2)</p> <p>Is able to analyze historical sources,</p>	<p>Lectures/tutorials about research in history</p> <p>Reading research</p> <p>Seminars-staff and student led</p> <p>Given scenarios, analyze a situation and present a solution</p>	<p>Essays on appropriate topics</p> <p>Development and presentation on practical technology use e.g. blog, wiki, poster, presentation</p> <p>Critiques of research literature</p>

	<p>scientific texts and reports, to review scientific literature in Russian and foreign languages (ПК-3)</p> <p>Assesses information and predicts given objectives (ПК-9)</p> <p>Is able to analyze and propose scientific interpretation of historical events in their interrelation (ПК-17)</p> <p>Is able to use social and multicultural differences to solve problems in professional and social activities (ПК-21)</p> <p>Is able to identify and use general aims into professional and social activities (ПК-22)</p>		
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Course Content

Lecture themes:

Lecture 1. Cold War Basics: Who Started the Cold War? (Basic timeline and schools of thought)

Lecture 2. Construction and Studies of Cold War Global Commons (oceans, Antarctic, space)

Lecture 3. Technopolitics

Lecture 4. Domestic Fronts of Cultural Cold War

Lecture 5 Cold War and Cultural Engagements

Lecture 6. Cold War Commemorations

Lecture 7. Modernity and the Cold War

Lecture 8. Global Inequalities and Economic Competition

Lecture 9. Environmental Cold War

Seminars:

Seminar 1. Cold War Ideologies

Obligatory reading:

Bernd Greiner, Bringing the Cold War Back Home, in West Germany, the Global South and the Cold War, edited by Bresselau Von Agnes Bressensdorf, et al., Walter de Gruyter GmbH, 2017

Hilcer A. The Global Cold War and Its Legacies. Kritika. 2019;(1):208

Seminar 2. Construction and Studies of Cold War Global Commons (oceans, Antarctic, space)

Seminar 3. Cold War Encounters in Science and Technology

Obligatory reading:

John Krige, Embedding the National in the Global: US-French Relationships in Space Science and Rocketry in the 1960s, in Science and Technology in the Global Cold War, edited by Naomi Oreskes, and John Krige, MIT Press, 2014

Seminar 4. Cold War Binaries and Art

Read Vladimir Kemenov's "Features of Two Cultures" (1946) and Clement Greenberg's "Avant-Garde and Kitsch" (1937). Make a list of other Cold War binaries and think of how they help and limit our thinking. Think of any ternary structures you might know?

Seminar 5. Cold War Cinema

Seminar 6. Cold War Commemoration

Read “Commemoration of a Cold War: The Politics of History and Heritage at Cold War Memory Sites in Denmark by Rosanna Farbøl.

Please find a case of preserving/constructing memory of a Cold War object/case. Be ready to discuss its significance within a 5 to 10 minute presentation. This might be a proto-project for your final paper.

Seminar 7. Modernities

Obligatory reading:

Friedman JS. *Shadow Cold War : The Sino-Soviet Competition for the Third World*. Chapel Hill: The University of North Carolina Press; 2015. Ch 1

Odd Arne Westad. *The Cold War: A World History*. Hachette, UK, 2017. Ch 8

Seminar 8. Materiality and innovations

Task: before the seminar meeting, please find three examples of Cold War technological innovations and be ready to present them explaining the relevance of the things to the Cold War. What does make them Cold War materials? How do they explain the specifics of the Cold War? What is specific in inventing them?

Obligatory reading: Suzu Gille, *Transnational Materiality*, in *Framing the Global : Entry Points for Research*, edited by Hilary E. Kahn, Indiana University Press, 2014.

Seminar 9. Environmental Cold War

Seminar 10-11. Discussing essays

**Assessment Methods
and Criteria**

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Test				
	Essay				
	Report/Presentation				
	Project				
	In-class Participation	*	*		
	Other (write appropriate control forms for the course)				
Interim Assessment (if required)	Assignment (e.g. written assignment)		*		
Summative Assessment	Exam		*		

Assessment Criteria

In-class Participation

Grades	Assessment Criteria
«Excellent»(8-10)	A critical analysis which demonstrates original thinking and shows strong

	evidence of preparatory research and broad background knowledge.
«Good»(6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory»(4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail»(0-2)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

Project Work

Grades	Assessment Criteria
«Excellent»(8-10)	A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good»(6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
«Satisfactory»(4-5)	Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
«Fail»(0-2)	Fails to demonstrate any appropriate knowledge.

Written Assignments (Essay, Test/Quiz, Written Exam, etc.)

Grades	Assessment Criteria
«Excellent»(8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good»(6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory»(4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail»(0-2)	Fails to demonstrate any appropriate knowledge.

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

Recommendations for essay

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*
2. *Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.
3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

1. *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
2. *for persons with hearing disorders:* a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
3. *for persons with muscle-skeleton disorders:* a printed text; an electronic document; audios; individual assignments and advising.