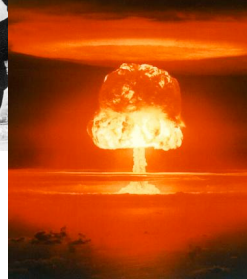


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Office Hours:  
Mondays, 12:30pm-2:30pm  
or by appointment



Mondays, 3:00pm-5:30pm  
Wescoe 3134



As advanced students in history, you have learned by now that history is as much about writing as it is about research. And while every historian approaches their topics of interest from a unique perspective, we all follow a basic methodology for discovering knowledge and communicating it to other (hopefully!) interested people. This course provides senior History majors with intensive training in historical research and writing.

To that end, the course is divided into two parts. For the first seven weeks, we will engage in readings and class discussions that are geared towards demystifying the process of historical research by examining a single historical event—in our case, the Cuban Missile Crisis—placing it into historical context, and then examining multiple perspectives about the nature and significance of that event. Through this phase of the course, you will refine your own approach to historical scholarship by identifying and researching the topic of your senior thesis.

During the second half of the course, you will write and revise a substantive research paper using primary and secondary sources. While there is wide latitude for your paper topics, you must choose a topic that relates broadly to one of these themes during the period 1945-1970: 1) “atomic culture” and the Cold War at home (politics, culture, social issues); 2) nuclear politics and/or policy (science/technology, nuclear arms treaties); 3) the U.S. and the “Third World,” (politics, culture, foreign relations, policy impacts).

## Course Objectives:

This course aims to provide students with fluency in the essential elements of the historical method, including an thorough introduction to primary source research, critical analysis, and historical writing. At the end of this course, you will have researched and written a piece of original historical scholarship.



## Requirements

Course requirements include regular attendance and participation in discussion (40 percent); peer review (10 percent); and one research project (50 percent). Failure to complete any of these requirements will result in failure of the entire course.

**Participation:** Informed discussion and debate are vital to the historical method and, as such, active participation in our class discussions is necessary. In addition to regular participation and attendance, student teams will be responsible for leading discussion each week.

**Research Project:** The ultimate goal of this course is to provide you with the guidance and opportunity to research and write a piece of original historical scholarship. In terms of topics, because of the basic theme of our readings (The Cuban Missile Crisis) and the wealth of resources on various aspects of atomic culture available to you in the Lawrence area, I would like you to choose a topic from the years 1945-1970 that relates, in very broad terms, to the issues we will explore in class. I will give you more guidance about this as we go through the readings, but as you are preparing for class discussions, make note of topics that the readings address that might be fruitful for your further research. While much of this project will be self-directed, we will engage in guided research work throughout the semester to help hone research skills and familiarize students with the resources available to them at KU and environs.

To provide you with the kind of feedback that a project of this nature demands, I will require you to present your work to me and to your classmates at various stages throughout the semester. The components of this process include 1) a 7-10 page prospectus; 2) two drafts for revision; 3) a peer review; 4) a final draft; and, 5) occasional writing exercises as indicated in the course schedule. See due dates in the course schedule below. The prospectus, drafts for revision, and written exercises are required components, but you will not receive a letter grade for any of these elements. Instead your grade for the final project will rest entirely on the finished product.



## Policies

**Attendance and Participation:** This is a small, intensive course in which each week's readings and discussion will provide you with the necessary intellectual tools

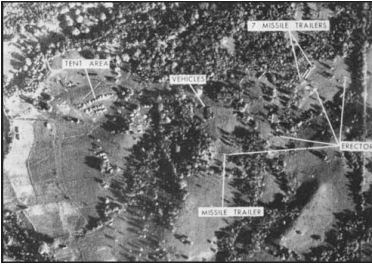
to undertake your own historical research. As such, it is imperative that you attend each week and come prepared to discuss the assigned readings. You are allowed no more than **one** unexcused absence during the semester. **More than one unexcused absence will result—unequivocally—in failure of the course.** Should serious health or family emergencies arise that require your absence, please email, telephone, or see me immediately to ensure that your grade is not negatively affected. If you inform me of an anticipated absence, make-up work may be assigned.

**Assignments:** Written drafts must be turned in on time to allow for the time necessary for me to provide substantive feedback. The final project must also be turned in on time. You will be docked **one full letter grade** on the final draft for every 24 hours period past the deadline.

**Academic Integrity:** History, like all academic disciplines, is of no use to us without confidence in the integrity of its authors. Our own work builds on that of those who have gone before and, as such, precise and rigorous citation of documents and sources is absolutely necessary. Proper citation is not a technicality—it is the technique by which we make a concrete contribution to the field and build upon an existing body of knowledge. Your citations may be a future historian's roadmap. On the course website, you will find a guide to citing sources correctly and we will discuss citation formats in class. On the subject of plagiarism, in this and every other respect, you will be expected to meet—and exceed—the standards for academic honesty found below. The line between plagiarism and using material as background can, in the moment, seem blurry, but there are clear rules that absolutely must be followed. If you have questions about these rules, feel free to ask. Failure to follow these rules will result in a failing grade for the course and appropriate recourse through the Dean's Office—this may include censure, dismissal, and/or expulsion. In this digital age, it is as easy to detect impropriety as it is for you to perpetrate it. So, if you have questions, again, feel free to come to me with questions about how to cite sources properly. Flagrant violations, however, will be punished to the greatest extent available to instructors at KU. The Writing Assistance Center site offers suggested ways to avoid plagiarism. For further clarification, a copy of the University policy on plagiarism, including definitions and methods of avoidance, is available at the following websites:

[www.writing.ku.edu/instructors/docs/ku\\_handbook.html](http://www.writing.ku.edu/instructors/docs/ku_handbook.html)

<http://www.writing.ku.edu/students/docs/integrity.shtml>



Academic misconduct is not limited to plagiarism. It also includes forgery, cheating and disruptive or disrespectful behavior. The History Department's policy and procedures regarding academic misconduct are available at:

<http://www.history.ku.edu/undergraduate/> .

## Required Texts

### Books (available @ KU Union Bookstore and on Reserve at Watson Library)

Timothy Naftali and Aleksandr Fursenko, One Hell of a Gamble: Khrushchev, Castro, and Kennedy, 1958-1964 (W.W. Norton & Company, 1998).

**Other Readings (all in HIST696 Course Pack available from University Readers @ <http://www.universityreaders.com/students/instructions/>)**

Peter Smith, Talons of the Eagle: Dynamics of U.S.-Latin America Relations, Second edition (Oxford University Press, 1999), 1-87.

Odd Arne Westad, The Global Cold War: Third World Interventions and the Making of Our Times (Cambridge: Cambridge University Press, 2007), 1-158.

Paul Boyer, By the Bomb's Early Light: American Thought and Culture at the Dawn of the Atomic Age (University of North Carolina Press, 1990), pp. 1-26; 243-287

Elaine Tyler May, Homeward Bound: American Families in the Cold War Era (BasicBooks, 1988), pp. 10-29; 80-101.

## Course Schedule

**Monday, 1/25:** Introductions/The Moment

Feature Film: "Thirteen Days" (2000) **WRITE BLOG ENTRY AFTER CLASS**

**Monday, 2/1:** The Sphere of Influence: The U.S. in Latin America

**Read:** Peter Smith, Talons of the Eagle: Dynamics of U.S.-Latin American Relations, pp. 1-87;

**Monday, 2/8:** The Cold War in the Third World

**Read:** Westad, The Global Cold War: Third World Interventions and the Making of Our Times, pp. 1-158.

**Monday 2/15:** LIBRARY TRAINING – MEET AT STEPS OF WATSON LIBRARY

**SATURDAY, 2/20 PROSPECTUSES DUE**

**Monday, 2/22 Atomic America**

**Read:** Tyler May, Homeward Bound, pp.10-29; 80-101  
Boyer, By the Bomb's Early Light, pp. 1-26; 243-87.



**Monday, 3/1 The Crisis as Crisis, October 1962**

**Read:** Documents from Digital National Security Archive

**Monday, 3/8 The Crisis as History**

**Read:** Naftali/Fursenko: One Hell of a Gamble: Khrushchev, Castro, and Kennedy, pp. 77-290

**Monday, 3/15 SPRING BREAK – RESEARCH! RESEARCH REPORT DUE**

**Monday, 3/22: NO CLASS – RESEARCH! DOCUMENT PROFILE DUE**

**SUNDAY, 3/28 ROUGH ROUGH ROUGH DRAFTS DUE**

**Monday, 3/29 WRITING HISTORY WORKSHOP**

**Read:** Handout



- Monday, 4/5**                    **NO CLASS – WRITE!**  
**INTRODUCTION DUE**
- Monday, 4/12**                **NO CLASS – WRITE!**
- Monday, 4/19**                **NO CLASS – REST!**  
**COMPLETE FIRST DRAFTS DUE by 5pm**
- Monday, 4/26**                **CLASS PARTY**  
**PEER REVIEWS DUE**
- Monday, 5/3**                 **NO CLASS – REVISE!**
- WEDNESDAY, 5/12**   **FINAL DRAFTS DUE**