

Power & Control in the Cold War Era, from 1945 to Brexit

7.1 Module Overview									
Module Number		Module Title	Power and Control in the Cold War Era, from 1945 to Brexit						
Stage of Principal Programme			3	Semester	2	Duration. (Weeks F/T)	12	ECTS	5
Mandatory / Elective (M/E)	E	Hours of Learner Effort / Week	2						
Analysis of required hours of learning effort									
Teaching and Learning Modalities					✓if relevant to this module	Approx. proportion of total (hours)			
Contact Hours									
In person face-to-face					✓	24			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other:									
<ul style="list-style-type: none"> Independent self- direct reading 					✓	47			
<ul style="list-style-type: none"> Research, preparation and completion of assessment 					✓	54			
Total						125			

Pre-Requisite Module, if any. Module # and Title	N/A	
Co-Requisite Module, if any. Module # and Title	N/A	
Maximum number of learners per instance of the module	120	
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required	Staff - Learner Ratio X:Y
Lecturer	A minimum level 9 qualification in History or closely cognate area	1:120

Assessment Techniques – percentage contribution					
Continuous Assessment	100%	Proctored Exam – in person		Practical Skills Based	
Project		Proctored Exam - online		Work Based	
Capstone (Y/N)?	N	If Yes, describe			

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO	Related MIPLO #
On completion of this module a learner will be able to:	
1. Collaborate effectively with peers and formulate arguments based on the existing literature and primary sources on this era.	1, 2, 3, 6
2. Demonstrate knowledge of key historical changes from political, social, environmental and cultural perspectives.	1, 3, 5

3. Differentiate topics central to the evolution of modern-day Europe and America and their relationship with the wider world.	1, 3, 5
4. Critically assess the new ideas of this era within the historical context in which they were written, using both secondary and primary sources.	2, 3

7.3 Indicative Module Content, Organisation and Structure

This module will begin with an investigation into how European societies went about rebuilding – culturally, politically, and socially – in the wake of the unparalleled death and infrastructural destruction of the Second World War. The module will examine the geopolitical struggles during the Cold War and examine the anxieties and hopes evoked by post-war technological and economic progress – by ‘Americanisation’ and the ‘Economic Miracle’. A central focus of this module will be to examine the rise of the United States and the Soviet Union as superpowers and the Cold War that developed and was fought in a number of ‘proxy’ wars across the world. The role of the UN is also discussed. The second strand of the module examines how Europeans look towards unification as a different vision of power in the region in the post-war era, strengthening European economic and cultural ties through the ECSF, and EEC/EU. It looks at how policies and legislation impacted on member states, including Ireland. The module will conclude by examining the collapse of the Soviet Union, the integration of former Eastern Bloc countries into the EU, and will discuss current geopolitical dynamics in the post-Cold War world.

The systematic structure of the module helps to form learner knowledge and opinion. The two-hour weekly lectures will provide the knowledge forum and information on primary sources. Learners will receive readings on Moodle prior to attending lectures so their knowledge-base is broadened and they can pose informed questions or offer informed contributions. Having attended lectures, read the required material, conducted research and displayed comprehension and analytical skills in written and verbal assignments, learners will have covered all the learning outcomes of this module.

7.4 Work-based learning and practice-placement *(if applicable)*

N/A

7.5 Specific module resources required *(if applicable)*

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

The teaching and learning strategy utilised for this module contributes to the development of the Carlow College graduate attributes in a number of ways, namely enhancing problem-solving and communication skills through in-class discourse related to the assigned primary sources and debating their peers on an assigned debate topic.

Learners will be required to complete two assignments on this module. They will undertake the research and writing of a 1,250 - 1,500-word essay based on relevant primary sources, supplementing their work with secondary readings. This will demonstrate that the learner can specialise in primary research and present their findings in conjunction with contemporary academic opinion.

The continuous assessment for this module will be a debate on a topic provided by the lecturer(s). Learners will be formed into debating teams to prepare their arguments. Learners will be expected to demonstrate an excellent command of concepts and demonstrate some originality of thought, address the central issues surrounding the topic assigned. They must develop coherent arguments that demonstrates critical and analytical thinking and be able to respond to counter-arguments posed by the opposing debate team. They will have to examine and use primary source documents related to the topic and integrate these into their

overall argument. Learners will be expected to work as part of a team, engage the audience and use presentation aids effectively to enhance delivery.

Moodle will be utilised to encourage engagement with Technology Enhanced Learning (TLE). Lecturers will upload notes from lectures to enable learners to follow progress and they will supplement reading lists with relevant journal articles and online primary sources links. The latter will allow learners to have direct links to sources relevant to course work.

Written Assessment

Learners will submit a 1,250 – 1,500 word written summative assessment attracting a mark of 50%.

Debate and Written Assessment

The debate and written piece of 1,000 words will attract a total mark of 50%; the debate participation mark will comprise 25% and the written assessment will comprise 25%. The preparation and participation in this debate will further develop invaluable transferable skills like research, interpretation, presentation and critical analysis. The class will be divided, at random, into groups (depending on the size of the class, there may be two debate topics). Each group will draft a speech/argument for a debate on the assigned topic.

Learners will be graded on the following merits for the continuous assessment debates. The summative assessment will be based on the learner’s debate and this will be submitted as a written piece.

The marking rubric for the debate portion of the tutorial assignment is broken down into five categories: content, argument, use of primary sources, use of secondary sources and overall presentation. Each of the five categories are weighted equally and have a maximum total value of twenty points.

Categories

- Content
 - Learners are expected: to demonstrate an excellent command of concepts and demonstrate some originality of thought; address the central issues surrounding the topic assigned and present those issues in a coherent manner.
- Argument
 - Learners are expected: to develop a coherent argument that demonstrates critical and analytical thinking; demonstrate an ability to respond to counter arguments posed by the other debate team.
- Primary Sources
 - Learners are expected: to examine and utilise primary source documents related to the topic assigned; integrate primary source material into their overall argument.
- Secondary Sources
 - Learners are expected: to examine and utilise secondary sources related to the topic assigned; demonstrate an excellent command of the secondary literature; demonstrate the ability to integrate these sources into the debate so that their argument is further solidified.
- Overall Presentation
 - Learners are expected: to present an argument in an articulate manner; work as a member of a team; engage the audience and use presentation aids effectively to enhance delivery.

Upon completion of the essay and the debate, all learners should have demonstrated all the learning outcomes for this module.

7.7 Summative Assessment Strategy for this module		
MIMLOs	Technique(s)	Weighting
2, 3, 4	Essay: learners will submit a 1,250 – 1,500 word written summative assessment.	50%
1	Debate: learners will be divided into groups given debate topics to be debated during the designated lecture.	25%

2, 3, 4	Debate Written Assessment: learners will submit a 1,000-word written assessment articulating the debate position assigned.	25%
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7.8 Sample Assessment Materials

Sample Essays:

1. Using the primary sources below, critically compare the United States and British/French approach to the Suez Crisis.
 - Primary Sources for the United States – *United States Diplomacy and the Sinai and Suez Campaigns, October 29 – November 6, 1956*
(<https://history.state.gov/historicaldocuments/frus1955-57v16/ch2>)
 - Primary Sources for the United Kingdom – Parliamentary Sources ([Hansard \(Parliamentary Debates\) - Parliament Archives](#))
2. Compare and contrast the aims and policies of the North Atlantic Treaty Organization and the Warsaw Pact up to 1970.
3. Examine the impact of the Cold War on Western Europe between 1945 and 1965.

Sample Continuous Assessment (Debate Topics):

1. The United States and its allies were legally justified to invade Iraq (2003).
2. Explore the causes and consequences of the Cuban Missile Crisis from the perspective of the United States and the Soviet Union.
3. Who won the 'Space Race', in popular perception, the USSR or the United States? Debate.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9 Indicative reading lists and other information resources

Indicative Core Readings

Bosworth, *The Oxford Handbook of Fascism* (Oxford: OUP, 2010)

Freeman, Joshua, *American Empire: The Rise of a Global Power, the Democratic Revolution at Home, 1945–2000* (New York: Penguin Books, 2012)

Judt, Tony, *Postwar: A History of Europe since 1945* (New York: Penguin Books Ltd., 2012)

Stone, Dan, *The Oxford Handbook of Postwar European History* (Oxford: Oxford University Press, 2012)

Indicative Other Readings

The list below is only a sample list and will be supplemented with articles relevant to individual texts / themes.

Gaddis, John Lewis, *The Cold War: A New History* (London: Penguin, 2005)

Hitchcock, William I., *The Struggle for Europe: The Turbulent History of a Divided Continent, 1945 to Present* (New York: Anchor Books, 2004)

Hopkins, A.G., *American Empire: A Global History* (Princeton, NJ: Princeton University Press, 2019)

Houghton, David Patrick, *The Decision Point: Six Cases in U.S. Foreign Policy Decision Making* (Oxford: Oxford University Press, 2013)

Immerman, Richard H. and Petra Goedde (eds), *The Oxford Handbook of the Cold War* (Oxford: Oxford University Press, 2016)

Knutsen, Torbjorn, *A History of International Relations Theory* (Manchester: Manchester University Press, 2016)

Lundestad, Geir, *International Relations Since 1945: East, West, North and South* (Los Angeles: SAGE, 2017)

—, *International Relations Since the End of the Cold War: New and Old Dimensions* (Oxford: Oxford University Press, 2013)

—, *The United States and Western Europe since 1945* (Oxford: Oxford University Press, 2003)

Mandelbaum, Michael, *Mission Failure: America and the World in the Post-Cold War Era* (New York: Oxford University Press, 2016)

Roth, Tanya L., *Her Cold War: Women in the U.S. Military, 1945-1980* (Chapel Hill: The University of North Carolina Press, 2021).

Trachtenberg, Marc, *The Cold War and After: History, Theory and the Logic of International Politics* (Princeton: Princeton University Press, 2012)

Online Databases and Primary Sources:

The American Presidency Project (APP)

Avalon Project – Documents in Law, History and Diplomacy (Yale University)

EBSCO

JSTOR

Primary Sources for the United Kingdom – Parliamentary Sources

Wilson Center Digital Cold War Archives

Europeana: The History of the European Union