

13-207a

LSC: AP-4/10/14  
UWUCC: App-4/22/14  
Senate: App-4/29/14

REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE II DEPARTMENT COMMITMENT

Professor Alan Baumler  
Department History  
Email baumler@iup.edu  
Course HIST 495 Topics in United States History

Please provide answers to these questions on the next page:

- 1. Include the most recent syllabus for the Type II course.

Addendum: This does not have to be the syllabus of record, since the syllabus of record could potentially be rather dated. These syllabi are not meant to replace the syllabus of record; rather they represent how the department is currently teaching a particular Type II W course. These syllabi do not have to be revised using the Liberal Studies objective format.

- 2. Include a new "Statement Concerning Departmental Responsibility". The statement of departmental responsibility explains how the department will ensure that the writing component is present regardless of who is teaching the course. It needs to identify the specific department group or individual who is responsible for ensuring this.

Addendum: This section should show how the department is going to support the W nature of a Type II course, not repeat what is being taught in the course. For example, there is no need to repeat the writing criteria (5000 words, essays exams, research papers etc.) in this section as the type of writing and/or assignments might change over the years. The responsibility relies on the department and they should explain how it will be supporting the W course to ensure that it is being taught in the proposed manner. That may be creating a community of writers within the department or a yearly meeting(s) to discuss Type II offerings. It might also be associated with particular outcomes from the course (often in accredited programs).

Approvals:	Signature	Date
Professor (s)		4/2/14
Department Chair		4/2/14
College Dean		4/7/14
Director of Liberal Studies		4/16/14
UWUCC Co-chair(s)		4/22/14

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Received APR 7 2014 Liberal Studies

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Professor Alan Baumler Department History  
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## TYPE II DEPARTMENT COMMITMENT

PROFESSOR Alan Baumler

DEPARTMENT History

**HIST 495 Topics in United States History** is one of the department's capstone classes. All majors take one or two Topics classes, depending on their program. The center of the course is a major research project, and the final research paper and associated assignments (revisions, drafts, etc.) must make up at least 50% of the grade.

Multiple instructors within our department will teach this class, but they will all continue to follow the course syllabi and use equivalent writing assignments. Assuring this equivalence is the responsibility of the department chair.

Topics classes are also an important part of the department's assessment process. Papers from all Topics sections are collected each year and used to assess student writing and research skills. This assessment is done by the department Assessment Committee, and includes assessment of student writing. The Assessment Committee assesses the quality of student writing in the final papers and, when needed, makes recommendations for changes in the course or the overall curriculum. Papers are also read by a committee that awards a prize for the best topic paper of the year.

**Note:** As part of our revision of the History program HIST 401 is being re-numbered as HIST 495. We would like this approval to apply to both. There is no difference between the two courses other than the number.

HISTORY 401: Topics in U.S. History  
Nuclear America

Instructor: Dr. Soo Chun Lu Office: 204 Keith (724-3572285; [sclu@iup.edu](mailto:sclu@iup.edu))  
Class: 10:10-11:00 a.m., MWF, Keith 236  
Office Hours: 11:15 a.m.-2:15 p.m., MW  
11:15 a.m.-12:15 p.m., F, and by appointment

### Introduction

Focusing on both civilian and military uses of nuclear power, this course explores the promise and peril of the nuclear age. It examines the evolution of foreign and domestic policies as well as cultural and societal changes that accompanied this revolutionary technology. This is a discussion-oriented, research-based, and writing intensive course designed to help you conceptualize, research and write a 15-20 page paper that draws on both primary and secondary sources.

### Course Objectives

The objectives for this course fall into three broad categories: A) Historical Knowledge and Historiography; B) Historical Methods and C) Historical Research and Writing

By the end of the course, you should be able to:

- 1) discuss the circumstances leading to the dawning of the atomic/nuclear age in U.S. history.
- 2) analyze how this new weapon brought about changes in U.S. diplomatic and military strategies.
- 3) discuss how American society responded to the nuclear age.
- 4) analyze, through specific case studies, the economic, political, diplomatic and social impact of nuclear crises and accidents.
- 5) evaluate the risks and benefits of nuclear energy.
- 6) deduce, through close reading of assigned material, the methods and sources used by scholars in the field of nuclear history
- 7) evaluate the historical scholarship on nuclear issues in U.S. history.
- 8) select a topic and frame a research question.
- 9) select and analyze a variety of significant primary and secondary sources relevant to your research question(s).
- 10) synthesize relevant material and develop arguments in a research paper.

### Required Texts:

Robert A. Jacobs, *Dragon's Tail: Americans Face the Atomic Age* (Boston: University of Massachusetts Press, 2010).

Don Munton and David A. Welch, *Cuban Missile Crisis: A Concise History* 2d ed. (New York: Oxford University Press, 2011).

J. Samuel Walker, *Prompt and Utter Destruction: Truman and the Use of Atomic Bombs Against Japan* Rev. ed. (Chapel Hill: University of North Carolina Press, 2004).

### Required Text on Reserve in IUP Library:

Martin V. Melosi, *Atomic Age America* (Boston: Pearson, 2013), Ch. 6, "Too Cheap to Meter, Too Tempting to Ignore: Peaceful Uses of the Atom," pp. 153-81.

Martin V. Melosi, *Atomic Age America* (Boston: Pearson, 2013), Ch. 8, "Nuclear Power versus the Environment: The Bandwagon Market and the Energy Crisis," pp. 222-27.

Martin V. Melosi, *Atomic Age America* (Boston: Pearson, 2013), Ch. 11, "Proliferation, Terrorism, and Climate Change: The Atom in the Twenty-First Century," pp. 325-356.

**Readings Available Online, through IUP Databases or on D2L:**

Michael A. Amundson, "Home on the Range No More: The Boom and Bust of a Wyoming Uranium Mining Town, 1957-1988," *The Western Historical Quarterly*, Vol. 26, No. 4 (Winter, 1995), pp. 483-505. [JSTOR]

Paul Boyer, "From Activism to Apathy: The American People and Nuclear Weapons, 1963-1980," *The Journal of American History*, Vol. 70, No. 4 (Mar., 1984), pp. 821-844. [JSTOR]

Dwight D. Eisenhower, "Atoms for Peace," Speech before the General Assembly of the United Nations, 1953, transcript and original audio available online: <http://www.world-nuclear-university.org/about.aspx?id=8674&terms=atoms%20for%20peace>

Gregg Herken, "A Most Deadly Illusion": "The Atomic Secret and American Nuclear Weapons Policy, 1945-1950," *Pacific Historical Review*, Vol. 49, No. 1 (Feb., 1980), pp. 51-76. [JSTOR]

Jason Krupar, "Burying Atomic History: The Mound Builders of Fernald and Weldon Spring," *The Public Historian*, Vol. 29, No. 1 (Winter 2007), pp. 31-58. [JSTOR]

Richard Ned Lebow, Janice Gross Stein, "Deterrence and the Cold War," *Political Science Quarterly*, Vol. 110, No. 2 (Summer, 1995), pp. 157-181. [JSTOR]

Arnav Manchanda, "When truth is stranger than fiction: the Able Archer incident," *Cold War History* Vol. 9, No. 1, February 2009, pp. 111-133. [Academic Search Complete]

David Alan Roenberg, "U.S. Nuclear Strategy: Theory vs. Practice," *Bulletin of the Atomic Scientist* Vol. 43 No. 3 (March 1987), pp. 20-26. [Academic Search Complete]

J. Samuel Walker, "Nuclear Safety, the Atomic Energy Commission, and the States," *The Wisconsin Magazine of History*, Vol. 65, No. 3 (Spring, 1982), pp. 158-175. [JSTOR]

Alan Winkler, *Life Under a Cloud: American Anxiety about the Atom* (Oxford University Press, 1993), Ch. 2, "The Question of Control," pp. 34-56. [D2L]

Alan Winkler, *Life Under a Cloud: American Anxiety about the Atom* (Oxford University Press, 1993), Ch. 4, "Fear of Fallout," pp. 84-100. [D2L]

Lawrence Wittner, "Gender Roles and Nuclear Disarmament Activism," *Gender and History*, Vol.12 No.1 April 2000, pp. 197-222. [JSTOR]

Lawrence Wittner, "The Nuclear Freeze and its Impact," [http://www.armscontrol.org/act/2010\\_12/LookingBack](http://www.armscontrol.org/act/2010_12/LookingBack)

Debate between Stewart Brand and Mark Z. Jacobsen, "Does the World Need Nuclear Energy?" [http://www.ted.com/talks/debate\\_does\\_the\\_world\\_need\\_nuclear\\_energy.html](http://www.ted.com/talks/debate_does_the_world_need_nuclear_energy.html)

### Useful Websites

Atomic Archive, <http://www.atomicarchive.com>

Cold War International History Project <http://wilsoncenter.org/digital-archive>

Project of the Nuclear Age Peace Foundation <http://www.nuclearfiles.org>

Nuclear Vault, Resources from the National Security Archive Nuclear Documentation Project  
<http://www.gwu.edu/~nsarchiv/nukevault/index.htm>

### Style Guide

Papers written in this course will use the bibliographical style and note system outlined in the *Chicago Manual of Style*. All references are to be noted in either footnotes or endnotes. A bibliography should also be included. Please do not use parenthetical citations and reference lists.

You may wish to purchase Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* 7<sup>th</sup> ed. (Chicago: University of Chicago Press, 2007).

You can also consult <http://writing.wisc.edu/Handbook/DocChicago.html>.

### Course Requirements

This is a small discussion- and research-oriented class; therefore full and informed participation in all class activities is expected of all students. You must complete all written and oral course assignments in order to gain a passing grade in the course. All assignments must be completed by the deadlines posted. The proper functioning of the course requires that all students submit their assignments in a timely manner. Points will be deducted from assignments that are turned in late. Should exceptional circumstances arise that prevent you from turning in your work on time, please discuss the situation with the instructor.

Class Attendance and Participation	= 20
Discussion	= 100
5 Reading Journal Entries	= 100
Lead Discussant	= 20
Peer Edits (Proposal, Outline, Chunk Assignment, First Draft)	= 40 (10 + 5 + 10 + 15)
Preliminary Topic Proposal and Research Question	= 10
Final Proposal and Annotated Bibliography	= 20
"Chunk" Assignment	= 30
Oral Presentation of Final Paper	= 20
First Draft of Paper	= 120
Final Draft of Paper	= 120
Total Possible Points	= 600

**Grading Scale:** A: 540 and above; B: 480-539; C: 420-479; D: 360-419; F: 359 and below.

**With the exception of special circumstances (e.g., medical condition that prevents completion of one's paper by the deadline), no incomplete grade will be given for this course.**

### Class Attendance and Participation

It is important that you attend classes regularly, stay current on your reading assignments, and be prepared to discuss all assigned reading during scheduled discussions as well as during lectures.

Four unexcused absences will automatically result in a failing grade in the course.

### Reading Assignments

There is a wide variety of material assigned for the course. As you complete your reading assignments, please make sure that you bear the following in mind:

- a) What does this reading tell me about the topic? (i.e., what content do you learn from the reading)
- b) What is the author's main argument?
- c) How does the author make his case? (i.e., pay attention to sources and methods)
- d) What sources does the author use? (i.e., read all footnotes and references)

### Discussion (2/8, 2/11, 2/15, 2/22, 2/25, 3/4, 3/25, 3/27, 4/5, 4/12)

There are 10 scheduled discussions. You are expected to have completed all assigned readings when you show up in class for discussions. Please bring along with you the books that are to be discussed. Also bring with you printed copies of articles AND notes that you have made when you read the articles. Active and informed participation in each discussion is worth 10 points. Except for exceptional circumstances (documented illness, medical emergency, death in the immediate family, etc.) there will be no make-ups for missed discussions.

Each of you will co-lead (with one other student) a discussion. As lead discussant, you will introduce the assigned readings, pose questions to stimulate discussion, and in general, moderate the discussion.

### Reading Journals (Due 2/8, 2/15, 2/22, 3/4, 3/25)

Reading Journals are due on the day that we begin discussing the specific topic and assigned readings.

Reading journal entries are similar to book/article reports. These entries should note the following:

- 1) Identify the major argument put forth in each assigned content reading
- 2) Summarize the major points as discussed in the assigned reading(s).
- 3) Note the sources which the author(s) use.
- 4) Where relevant, note whether the authors of different articles make similar or different arguments.
- 5) Record your thoughts and reactions to the readings.
  - a) Note any questions that occur to you in the process of reading.
  - b) Raise in class those points you think warrant discussion.

### Peer Editing (Due 3/11, 4/12, 4/22)

Throughout the semester, you will review each other's work. When you have completed the peer editing, you need to provide give the instructor and your peer a copy of the edited work.

### Preliminary Topic Proposal and Research Question (Due 2/18)

Write a short proposal for a research topic as well as the key research question(s) you intend to answer in your research paper.

### Final Research Proposal and Annotated Bibliography (Due 3/13)

This is a final research proposal. You need to identify your research topic, frame the questions you intend to answer in the research paper, discuss the significance of your research questions, and provide a brief discussion of the sources you will use in the paper. You also need to include an annotated bibliography of your sources.

### "Chunk" Assignment (Due 4/10)

More information on the "chunk" assignment will be distributed later in the semester.

### Oral Presentation (5/8, 5/10, 5/13)

You will give a 10-minute oral presentation of your research.

### Research Paper (First Draft due 4/19, Final Paper due 5/13)

The culminating assignment in this course is a 15-20 page research paper about Nuclear America based on analyses of both primary and secondary material. Throughout the semester, you will follow a step-by-step plan for identifying a topic, defining research questions, locating sources, and organizing, writing, and revising your research. You will put into practice skills that you learned in HIST 200 and further developed in your 300-level courses.

You may select a topic from the period spanning 1945-1990. Because this is a history class, you may not select a topic from the contemporary period or the recent past.

To help you think of possible topics and to frame your research question(s), I have included a list of possible topics. This list is not comprehensive, and you do not have to pick a topic from the list. Bear in mind that identifying a topic is only the first step; you will also have to narrow your focus to one or two specific research questions.

- Anti-nuclear Organizations and/or Activists
- Anti-Nuclear Protests
- Atomic Espionage (e.g., Julius and Ethel Rosenberg)
- Atomic Visions/Nightmares
- Atomic/Nuclear Culture
- Bomb as Depicted in Art, Literature, Music, or Film
- Civil Defense and Bomb Shelters
- Debates about the Effects of Fallout (e.g., Atomic Veterans and Downwinders) and compensation to those affected
- Enola Gay Controversy
- Historical Battles over Disposal of Nuclear Waste



- Human Radiation Experiments
- Major figures associated with the bomb or nuclear energy or anti-nuclear activism
- Manhattan Project
- National Committee for Sane Nuclear Policy (SANE)
- Nuclear Arms Race
- Nuclear Crises
- Nuclear Energy
- Nuclear pollution
- Presidents and Nuclear Weapons Policy (e.g., MAD, Deterrence, Star Wars)
- Project Plowshare (E.g.: Nuclear Blasts to Dig Canals)
- Propaganda about the Bomb/Nuclear Weapons
- United States and Nuclear Non-Proliferation

### **Other Policies**

**Accommodations for Learning Differences.** Students who require such accommodations should approach the appropriate office on campus to make such arrangements. Alternatively, you can approach the instructor to make the appropriate arrangements.

**Academic Integrity.** Please read carefully the policy as laid out in the IUP undergraduate catalog and on the website. In cases involving academic integrity, I will follow the steps laid out in the undergraduate catalog. Please be aware that plagiarism is a violation of academic integrity.

**Cellphones and electronic devices.** Cellphones and other such devices must be turned off when class is in session and stored in your bags. You may not check or send text messages when class is in session.

**Make-Up Policy.** Make-up for a missed discussion will only be given in the event of absence due to a university-sponsored event, or a protracted illness (a doctor's note is required in this case).

**Late Work.** In general, reading journal entries will not be accepted after the scheduled discussion of the reading assignments. Should exceptional circumstances (failure to get a printer to print your paper just before class meets is not an exceptional circumstance) prevent you from submitting the journal entries at the beginning of scheduled discussions, please discuss the matter with me. All other work that is submitted late will be subject to a penalty of half a letter grade for each calendar day that the work is submitted late.

**Submission of Work.** Unless otherwise indicated, all work is to be submitted in hard copies. Please DO NOT email me your papers. You should plan ahead and make sure that you can print your papers.

**Changes to the schedule.** The instructor can make changes to the schedule at her discretion.

Schedule

Date		
1/28	Introduction	Begin reading J. Samuel Walker, <i>Prompt and Utter Destruction: Truman and the Use of Atomic Bombs Against Japan</i> Rev. ed. (Chapel Hill: University of North Carolina Press, 2004).
1/30	<b>Lecture:</b> Atomic Visions	
2/1	<b>Lecture:</b> Manhattan Project	<p>Albert Einstein's Letter to President Roosevelt, 1939, <a href="http://docs.fdrlibrary.marist.edu/PSF/BOX5/a64a01.html">http://docs.fdrlibrary.marist.edu/PSF/BOX5/a64a01.html</a></p> <p>Leo Szilard's Petition to the President of the United States, July 3, 1945, <a href="http://www.trumanlibrary.org/whistlestop/study_collections/bomb/large/documents/pdfs/79.pdf">http://www.trumanlibrary.org/whistlestop/study_collections/bomb/large/documents/pdfs/79.pdf</a></p> <p>Bertrand Russell-Albert Einstein Manifesto, July 9, 1955, <a href="http://osulibrary.oregonstate.edu/specialcollections/coll/pauling/peace/papers/peace6.007.5.html">http://osulibrary.oregonstate.edu/specialcollections/coll/pauling/peace/papers/peace6.007.5.html</a></p>
2/4	<b>Video</b>	Video
2/6	<b>Lecture:</b> The Question of Control	<b>READ:</b> Alan Winkler, <i>Life Under a Cloud: American Anxiety about the Atom</i> (Oxford University Press, 1993), Ch. 2, "The Question of Control," pp. 34-56. [D2L]
2/8	<b>Discussion 1:</b> <i>Prompt and Utter Destruction</i>	<p><b>READ:</b> J. Samuel Walker, <i>Prompt and Utter Destruction: Truman and the Use of Atomic Bombs Against Japan</i> Rev. ed. (Chapel Hill: University of North Carolina Press, 2004).</p> <p><b>Reading Journal Entry 1 Due 2/8</b></p>
2/11	<b>Discussion 2:</b> <i>Prompt and Utter Destruction</i>	<b>READ:</b> J. Samuel Walker, <i>Prompt and Utter Destruction: Truman and the Use of Atomic Bombs Against Japan</i> Rev. ed. (Chapel Hill: University of North Carolina Press, 2004).
2/13	<b>Lecture:</b> Civilian Nuclear Energy I: The Friendly Atom	<p>Dwight D. Eisenhower, "Atoms for Peace," Speech before the General Assembly of the United Nations, 1953, transcript and original audio available online: <a href="http://www.world-nuclear-university.org/about.aspx?id=8674&amp;terms=atoms%20for%20peace">http://www.world-nuclear-university.org/about.aspx?id=8674&amp;terms=atoms%20for%20peace</a></p> <p>Martin V. Melosi, <i>Atomic Age America</i> (Boston: Pearson, 2013), Ch. 6, "Too Cheap to Meter, Too Tempting to Ignore: Peaceful Uses of the Atom," pp. 153-81.</p>
2/15	<b>Discussion 3:</b> Atomic Diplomacy, Cold War, and Nuclear Weapons	<b>READ:</b> Gregg Herken, "A Most Deadly Illusion": "The Atomic Secret and American Nuclear Weapons Policy, 1945-1950," <i>Pacific Historical Review</i> , Vol. 49, No. 1 (Feb., 1980), pp. 51-76.

		<p><b>READ:</b> Alan Winkler, <i>Life Under a Cloud: American Anxiety about the Atom</i> (Oxford University Press, 1993), Ch. 2, "The Question of Control," pp. 34-56. [D2L]</p> <p><b>READ:</b> Alan Winkler, <i>Life Under a Cloud: American Anxiety about the Atom</i> (Oxford University Press, 1993), Ch. 4, "Fear of Fallout," pp. 84-100. [D2L]</p> <p><b>Reading Journal Entry 2 Due 2/15</b></p> <p><b>BEGIN:</b> Robert A. Jacobs, <i>Dragon's Tail: Americans Face the Atomic Age</i> (Boston: University of Massachusetts Press, 2010)</p>
2/18	<b>Topics and Research Questions</b>	<b>Preliminary Topic Proposal Due 2/18</b>
2/20	<b>Video: "Atomic Café"</b>	Video
2/22	<b>Discussion 4: <i>Dragon's Tail</i></b>	<p><b>READ:</b> Robert A. Jacobs, <i>Dragon's Tail: Americans Face the Atomic Age</i> (Boston: University of Massachusetts Press, 2010)</p> <p><b>Reading Journal Entry 3 Due 2/22</b></p>
2/25	<b>Discussion 5: <i>Dragon's Tail</i></b>	<b>READ:</b> Robert A. Jacobs, <i>Dragon's Tail: Americans Face the Atomic Age</i> (Boston: University of Massachusetts Press, 2010)
2/27	<b>Research Methods and Sources</b>	
3/1	<b>Library Session</b>	Class meets in the Library
3/4	<b>Discussion 6: Living with Nuclear Weapons/Power</b>	<p><b>READ:</b> Michael A. Amundson, "Home on the Range No More: The Boom and Bust of a Wyoming Uranium Mining Town, 1957-1988," <i>The Western Historical Quarterly</i>, Vol. 26, No. 4 (Winter, 1995), pp. 483-505. [JSTOR]</p> <p><b>READ:</b> Jason Krupar, "Burying Atomic History: The Mound Builders of Fernald and Weldon Spring," <i>The Public Historian</i>, Vol. 29, No. 1 (Winter 2007), pp. 31-58. [JSTOR]</p> <p><b>READ:</b> J. Samuel Walker, "Nuclear Safety, the Atomic Energy Commission, and the States," <i>The Wisconsin Magazine of History</i>, Vol. 65, No. 3 (Spring, 1982), pp. 158-175. [JSTOR]</p> <p><b>Reading Journal Entry 4 Due 3/4</b></p> <p><b>BEGIN:</b> Don Munton and David A. Welch, <i>Cuban Missile Crisis: A Concise History</i> 2d ed. (New York: Oxford University Press, 2011).</p>

3/6	<b>Video:</b> "War and Peace in the Nuclear Age" Episode 6	Video
3/8	Class does not meet – History Day	Independent Work
3/11	<b>Peer Editing</b>	<b>Peer Editing: Revised Topic Proposal and Bibliography</b>
3/13	<b>Brief Presentation of Research Topic</b>	<b>Final Topic Proposal and Bibliography Due 3/13</b>
3/15	<b>Guest Lecture: Presidents and Nuclear Strategies</b>	Richard Ned Lebow, Janice Gross Stein, "Deterrence and the Cold War," <i>Political Science Quarterly</i> , Vol. 110, No. 2 (Summer, 1995), pp. 157-181. [JSTOR]  Rosenberg, David Alan, "U.S. Nuclear Strategy: Theory vs. Practice," <i>Bulletin of the Atomic Scientist</i> Vol. 43 No. 3 (March 1987), pp. 20-26. [Academic Search Complete]
3/18, 3/20, 3/22	Spring Break	
3/25	<b>Discussion 7: Cuban Missile Crisis</b>	<b>READ:</b> Don Munton and David A. Welch, <i>Cuban Missile Crisis: A Concise History</i> 2d ed. (New York: Oxford University Press, 2011).  <b>Reading Journal Entry 5 Due 3/25</b>
3/27	<b>Discussion 8: Cuban Missile Crisis</b>	<b>READ:</b> Don Munton and David A. Welch, <i>Cuban Missile Crisis: A Concise History</i> 2d ed. (New York: Oxford University Press, 2011).
3/29	<b>Lecture:</b> Arms Control and Disarmament Part I	
4/1	<b>Lecture:</b> Arms Control and Disarmament Part 2	<b>Paper Outline Due 4/1</b>
4/3	<b>Video:</b> Three Mile Island	<b>Peer Editing of Paper Outline Due 4/3</b>
4/5	<b>Discussion 9: Nuclear Accidents and Civilian Nuclear Power II</b>	<b>READ:</b> Martin V. Melosi, <i>Atomic Age America</i> (Boston: Pearson, 2013), Ch. 8, "Nuclear Power versus the Environment: The Bandwagon Market and the Energy Crisis," pp. 222-51.  Paul Boyer, "From Activism to Apathy: The American People and Nuclear Weapons, 1963-1980," <i>The Journal of American History</i> , Vol. 70, No. 4 (Mar., 1984), pp. 821-844. [JSTOR]  <b>LISTEN/WATCH:</b> Debate between Stewart Brand and Mark Z. Jacobsen, "Does the World Need Nuclear Energy?" <a href="http://www.ted.com/talks/debate_does_the_world_need_nuclear_energy.html">http://www.ted.com/talks/debate_does_the_world_need_nuclear_energy.html</a>
4/8	<b>Lecture:</b> Star Wars, Freeze	<b>READ:</b> Arnav Manchanda, "When truth is stranger than fiction: the

	and Arms Control	Able Archer incident," <i>Cold War History</i> Vol. 9, No. 1, February 2009, 111–133. [Academic Search Complete]  READ: Lawrence Wittner, "The Nuclear Freeze and its Impact," <a href="http://www.armscontrol.org/act/2010_12/LookingBack">http://www.armscontrol.org/act/2010_12/LookingBack</a>
4/10	Peer Editing (Chunk Assignment)	Chunk Assignment Due 4/10
4/12	Discussion 10: Nuclear Fears and Threats in the Post-Cold War World	READ: Martin V. Melosi, <i>Atomic Age America</i> (Boston: Pearson, 2013), Ch. 11, "Proliferation, Terrorism, and Climate Change: The Atom in the Twenty-First Century," pp. 325-356.  Peer Editing of Chunk Assignment Due 4/12 Deadline for Course Withdrawal
4/15	Individual Conferences	Individual Conferences
4/17	Individual Conferences	Individual Conferences
4/19	Independent Work	First Draft of Paper Due 4/19 Deadline for Semester Withdrawal
4/22	Peer Review	Peer Editing of First Draft Due 4/22
4/24	Individual Conferences	
4/26	Individual Conferences	
4/29	TBA	TBA
5/1	Guest Lecture	Guest Lecture
5/3	Independent Work	Independent Work
5/6	Independent Work	Independent Work
5/8	Oral Presentation	Oral Presentation
5/10	Oral Presentation	Oral Presentation
5/13 10:1 5 – 12:1 5	Oral Presentation	Oral Presentation