

LAR 202 SEMINAR
YALTA 1945: SECURITY, SELF-
DETERMINATION, AND EMPIRE
WINTER I 2017 DOANE LINCOLN

Instructor: Chris Brady

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Meeting: Wednesday 6:00pm – 10:30pm

Required Text: The Gamebook will be available at the bookstore. The course fees included the cost of this book.

Course Description: This course examines the emerging political and governmental orders that the Allied powers sought at the end of the Second World War. Students will encounter fundamental political ideology through a historical context provided by lectures and readings of primary and secondary sources. As students learn and understand the main concepts of the period they will implement critical thinking and demonstrate their comprehension by participating in a role-playing based game. Through their assigned game role, learners will become acquainted with the workings of diplomacy, the strengths and weaknesses of international orders, and how large nations affect small countries' self-determination.

From the catalog: *In a collaborative setting, students will apply and integrate knowledge and experiences to examine complex questions related to democracy and diversity from multiple perspectives. This course can address far-reaching issues that are enduring or contemporary in areas such as culture and values, science and society, global interdependence, citizenship, or human dignity and freedom.*

Course Objectives: Students will gain an understanding and appreciation of international systems and how they are created in the aftermath of wars and ideological uprisings. This process will consist of utilizing historical analysis, political debate, philosophical arguments, group work, discussion, collaboration, planning, and improvisation. While participation and discussion are a considerable component to this course, research is necessary to demonstrate proficient understanding of the topics. Sound literacy in the readings will also help one's argument take shape and lead their team to success. Upon completion of the course, it should be apparent to students that the issues debated decades ago share similarities with those of the modern era. This stresses the importance of keeping in touch with history.

This course will have these specific Learning Outcomes:

Students who take responsibility for full participation in the class will enhance their abilities to:

- Analyze important texts and ideas (demonstrated through research in primary documents as well as secondary interpretive works as documented for written essays).
- Understand the historical context surrounding significant debates on the fundamental principles of democracy (demonstrated through written essays and oral in-class presentations).
- Display improved skills in persuasion and argumentation both in speaking and in written form, particularly through establishing clear claims, reasons for belief in the claim, and evidence to support those reasons (demonstrated through written essays and oral in-class presentations).
- Enhance leadership and collaboration skills through group discussions and teamwork on strategy and presentations (demonstrated through the functioning of factions/groups in course sessions).
- Demonstrate an increase in empathy – an understanding that key questions have multiple human perspectives (demonstrated through reflective writing and the final essay examination).
- Discuss the problems and possibilities in establishing democracy, and indicate the impact of that knowledge on their own perceptions of their role in a democratic system (Demonstrated through reflective writing and the final essay examination)

Student pursuit of these course outcomes will continue their development of the Doane Core Curriculum's habits of an intellectual and balanced life to communicate effectively, use information wisely, and to examine their own attitudes.

Course Assignments and Grading Policy

A Few Words to the Wise:

- **Read, Read, Read.** The more you understand the sources and context, the better you will do in the game, speeches, and class papers.
- **Play to Win.** This course is a unique offering in comparison with your other classes. Competition will help you understand how difficult it is to form a consensus in foreign affairs and win over your adversaries. Delegations may have disagreements within their own faction which will create obstacles. It is important to overcome these in order to create a sound world order.
- **Have fun.** In addition to academics, the course requires a little imagination. Students are encouraged to act in a manner that helps present a feeling for the time period. As an example, a student assigned with the role of Winston Churchill may dress the part.

- **Try.** This class requires reading primary sources that may be outside your area of interest. The game also has aspects that require students to adapt quickly and argue on their toes. Whatever surprises and confusing situations come your way, just keep on going.

Participation = 30%. Students will be expected to engage in class discussions, actively listen to lectures, and be present for class meetings. Participation points incorporate game speeches, debate, and networking between faction members and opponents. It is important, necessary, and mandatory to be present for class meetings. Unexcused absences will automatically result in a full letter grade penalty. You will need to contact the instructor in advance for scheduled absences.

Character Papers = 20 % each (2 papers). The character papers will analyze the game events through the eyes of your character. How does your character feel about the events of the game? What does your character hope to achieve in the game's outcome? Why? What sources and/or influences does your character find insightful? These papers illustrate your knowledge of the historical context and material to the instructor while forming a good foundation for in-game arguments and speeches. These papers are to be at least 3 pages in length, double spaced, 12 point font, and 1 inch margins. Sources need to be cited for accuracy and as an indication that you have read the material. For assistance with citing sources, proofreading, grammatical questions, etc. please visit the staff in Academic Support Services. Their office is located in Room 204 in the Fred D. Brown Center.

Quizzes = 10% each (2 quizzes). These quizzes will assess contextual knowledge of relevant history and primary source literacy. Both of these topics are important to the game and the quizzes will be an incentive for students to read and analyze their gamebooks.

Final Reflection Paper = 30%. This paper will consist of summarizing your experience in the class and applying it to contemporary issues, headlines, initiatives, etc. This comparative analysis can examine national political discourse. How does your classroom experience compare with current diplomatic issues? Did your experience or character role coincide with or differ from your personal views, beliefs, and ideals? Was your character or group able to get adequate representation? Was it fair? Do you feel that international orders are fair to all participants? Students are encouraged to consider their experience within a professional perspective as well. Was your faction or character at odds with any other groups or individuals in the game? Were you able to form a consensus or did communications breakdown? Relate these experiences to modern dilemmas in your job or education experiences. This paper needs to be at least five pages long, double spaced, 1 inch margins, and 12 point font.

A: 100% - 93%

A-: 92% - 90%

B+: 89% - 88%

B: 87% - 83%

B-: 82% - 80%

C+: 79% - 78%

C: 77% - 73%

C-: 72% - 70%

D+: 69% - 68%

D: 67% - 63%

D-: 62% - 60%

F: 59% - Below

(Please see rubrics at the end of the syllabus for specific details about presentation criteria and essay grading.)

Course Outline and Schedule

Assigned readings need to be completed before class in order to actively engage in discussions with instructor and fellow students.

Week 1: Class Introduction and Pre-War Historical Context. ***Begin reading through Armageddon and the Historical Context section of the game book. Locate a credible secondary source. Instructor approval is required.***

- Student Introductions
- What is History? Why study the past? - Discussion
- Discussion –What conditions set up a democratic crisis? What conditions set up an international crisis? How do certain leaders come to power?
- Introduce students to ideas of diplomacy and international relations.
- Analyze the First World War and how old orders broke down and new ones were created.
- Discuss the Paris Peace Treaty and its effects on postwar Europe, Asia, and America.

Week 2: The Outbreak of the Second World War. **Read the sections of the game book that include primary sources.**

- Discuss the Interwar period, global depression and the rise of militarism in Europe and Asia.
- Discuss the rise of and perspectives of Winston Churchill, Josef Stalin, Adolph Hitler, and Franklin Roosevelt.
- Analyze the policies, outlooks, and goals of the Big Three.
- Go over suggested additional reading. Links, titles, and authors will be provided through Blackboard.
- Discuss the Reacting to the Past game structure, rules, guidelines, and grading.
- Assign roles to students. Assign leaders.
- Quick Faction Meetings.

Week 3: Faction Meeting, Game Session 1, and First Character Paper Due. *Students should have selected and started a secondary source study of the Second World War before this class meeting.*

- Quiz over the Interwar Years and Outbreak of World War II.
- First Character Paper is due.
- Discuss the events of the Second World War between the Invasion of Poland up to the Battle of the Bulge.
- Discuss how the diplomatic outlooks of the Big Three changed over the course of the war.
- Discuss how smaller nations were affected by the global conflict.
- Faction Meetings.

Week 4: Faction Meetings, First Game Session. *Keep reading primary sources and secondary sources to prepare for debates.*

- Faction Meeting before Game Session 1.
- **First Game Session:** Characters should agree on Conference Chairman and agenda. Formal speeches will be given as scheduled topics up in the Conference agenda.

Week 5: Faction Meetings, Game Session 2. *Keep reading primary and secondary sources to prepare for debates. **Especially your Gamebook.***

- Faction Meeting before Game Session 2.
- **Second Game Session.**
- Consultation with instructor for final paper if needed.

Week 6: Faction Meetings, Game Session 3.

- Second Character Paper Due.
- Faction Meeting before Game Session 3.
- **Third Game Session:** If there any internal divisions within your delegation, they need to be addressed in order to progress the postwar agenda.
- Consultation with instructor for final paper if needed.

Week 7: Faction Meeting, Game Session 6.

- Faction Meeting before Session 6.
- **Sixth Game Session:** Finalize postwar agenda. The final document must be “published” and signed by the delegation leaders.
- Consultation with instructor for final paper if needed.

Week 8: Postmortem Discussion.

- Final Reflection Paper Due.
- Postmortem Discussion: What really happened?
- Conference celebration or mourning.
- Student feedback.

Doane University’s Academic Integrity Policy

The Doane University Academic Integrity Policy will be adhered to in this class. All projects, essays, and tests will represent your own work. Any use of others’ ideas and words without proper citation of sources is plagiarism and will result in penalties to be determined by the instructor and/or the Dean of the College of Professional Studies.

GRADING RUBRICS

Presentation

Criteria	Advanced	Intermediate	Poor	Not Met
D1: Development of Ideas and Critical Thinking	Well-developed ideas; demonstrates a good context of primary sources; stimulates discussion; evidence of critical thinking includes clarity, depth of insight.	Developed ideas; demonstrates basic understanding of primary source without appropriate context; beginnings of critical thinking; presentation could be improved with more analysis and originality; read from initial character paper or from book.	Poorly developed ideas that suggest insufficient understanding of the material; poorly developed critical thinking skills; recited first character paper.	Late; Did not complete
D2: Historical, Role, Faction Relevance	The topic of presentation is relevant to the course material and individual/group goals.	The topic of presentation is relevant but falls outside of the intended agenda.	The topic of discussion is somewhat relevant.	The topic is not relevant.
D3: Presentation	Speaker displays confidence about material; proficient presentation skills; professional.	Needs a little work on presenting; not polished	Presentation lacks enthusiasm and clarity.	Did not participate.

Character Papers

Criteria 75	Advanced	Intermediate	Poor	Not Met
W1: Theme Clarity	Theme of the essay represents the character's agenda. Consistent throughout essay. Contains intro and conclusion. (25)	Theme of the essay is somewhat coherent throughout essay. Missing intro or conclusion.(10)	Theme is not clearly identifiable. Omits both conclusion and intro. (5)	Incomplete (0)
W2: Historical Context	The essay presents a clear understanding of the primary sources and period context. Sources are cited. (25)	The essay incorporates a basic understanding of primary sources. Shows no deep analysis. Sources are cited. (15)	Essay lacks an understanding of historical context. Incorporates no original argument or analysis. Sources are cited. (5)	Incomplete (0) Sources are not cited.
W3: Grammar	Essay is well written and contains no grammatical errors. (15)	Essay is well written but contains a few grammatical errors. (10)	Essay has not been proofread(5)	Incomplete (0)
W4: Length and Format	Essay is at least 3 pages long with 12 point font, double spaced, and 1 inch margins. (10)	Not formatted correctly; falls short of required length. (7)	Falls short of the required length (5)	Incomplete. (0)

Final Reflection Paper

Criteria 75	Advanced	Intermediate	Poor	Not Met
W1: Theme Clarity	Theme of the essay reflects original analysis and comparison of the Athens game with contemporary democracy. Consistent throughout essay. Contains intro and conclusion. (25)	Theme of the essay is somewhat coherent throughout essay. Missing intro or conclusion.(10)	Theme is not clearly identifiable. Omits both conclusion and intro. (5)	Incomplete (0)
W2: Relevant Examples	The essay presents a clear understanding of contemporary issues and period context. Sources are cited. (25)	The essay incorporates a basic understanding of contemporary issues. Shows no deep analysis. Sources are cited. (15)	Essay lacks any comparison to modern issues. Incorporates no original argument or analysis. Sources are cited. (5)	Incomplete (0) Sources are not cited.
W3: Grammar	Essay is well written and contains no grammatical errors. (15)	Essay is well written but contains a few grammatical errors. (10)	Essay has not been proofread(5)	Incomplete. (0)
W4: Length and Format	Essay is at least 5 pages long with 12 point font, double spaced, and 1 inch margins. (10)	Not formatted correctly. (7)	Falls short of the required length (5)	Incomplete. (0)

