



Sample Hybrid Course Syllabus and Class Schedule: History of the Cold War

Meg Gorzycki, Ed.D.

Cold War History, 1945-1991

Class Meetings: M, W 9:00-11:30

Location: Kamchatka Hall 145

Units: 3

Instructor: Meg Gorzycki, Ed.D.

Office Hours: MW 1:30-4:30; Kamchatka Hall 163

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Course Objectives

The purpose of this course is to acquaint students with the Cold War and its impact on international relationships and domestic policies. This course also aims to improve students' understanding of historiography and critical reading skills.

Course Outcomes

1. Students will describe the roots of the Cold War from 1917 to 1949 and describe the ideologies and events that caused friction between the US and USSR during this period
2. Students will trace the development of confrontations between the US and USSR and their allies in Europe and across the globe from 1949-1991 and identify geographic locations vital to the historical narrative
3. Students will describe the impact of Cold War on propaganda, civil liberties, identify dissidents, and describe their impact on their own and foreign societies
4. Students will describe how the Cold War impacted decolonization in Africa, Asia, and the Middle East, and describe the achievements and limitations of non-alignment
5. Students will explain the collapse of the Soviet Union and account for the roles played by various stakeholders including citizens, religious leaders, and government officials
6. Students will identify various schools of historical interpretation, recognize these schools in historical narratives
7. Students will demonstrate their ability to read critically and to analyze, synthesize, critique, and recognize implications embedded in assertions and to recognize cause-effect relationships
8. Students will demonstrate their proficiency with scholarly articulation through composition and class discussion

Resources and Features of the Hybrid course on the Cold War posted on-line

- Map file
- Biography file
- Glossary of key concepts and events
- Directions for required essays

- A rubric for assessing the quality of essays
- Directions and suggestions for comprehensive reading
- Directions and suggestions for taking formative quizzes
- PDF bank
- PowerPoint bank
- List of academic journals that carry articles about the Cold War
- Guidelines for and samples of on-line forum postings

Course Expectations and Student Commitment

This course is designed for students who are highly motivated to learn. The instructor expects that those who make a commitment to this course will participate fully in the on-line lessons and complete the on-line assignments on time.

Students are expected to come to class prepared, which means that they have completed the material and made an effort to understand the fundamental new knowledge contained in the on-line lessons. Students who struggle with understanding the course material are encouraged to address the matter with the instructor and/or to partner with a classmate and proceed with study sessions.

Students who fail to complete on-line assignments and class projects may be at risk for failing this course.

Deadline for withdrawing from courses this semester: February 21, 2014.

Technical Assistance and Special Needs

Students who have problems with their computers and the software they need to complete this course should contact the university's Tech-Help Desk at 555-1111, or see the staff located in Berlin Hall 101. Students who require resources for low vision, low hearing or other special needs should contact the Center for Student Support at 555-2222.

Grading Policy

Grades represent a percentage of points earned in the semester. A total of 700 points may be earned. The percentage is converted into the following letter grades:

100-90= A
 89-80= B
 79-70= C
 69-60= D
 Below 50% is an F

Participation in on-line forum 120 points Four reading exercises= 80 points Four unit exams= 200 points Research paper= 100 points Final Exam= 200 points

There is no extra credit offered in this course. The rubrics for essays and research papers are posted in the iLearn course site. The on-line formative quizzes do not count for your grade; they are to prepare you for class discussion and summative exams.

How to Access the On-Line Portion of This Course (Directions per campus)

Attendance Policy

As collaboration and discussion are vital to the course, students missing 3 or more class sessions (not including the final exam) will automatically lower their final grade by one whole grade unless extreme circumstances can be documented.

Class Schedule with Estimation of Time Commitment for Assignments and Deadlines

Session	Lesson Outcomes	Addresses Course Outcome	Activities, Material, Time Required
1. In-class	Introduce course and syllabus; clarify on-line procedures and resources; explore rationale for studying cold War; define Cold War	1	Introduce course, syllabus, on-line procedures, and expectations [30 minutes]. Pair-share: "What drives your interest in Cold War and why do you think understanding it is valuable?" [10 minutes] Class summary and discussion about interest in Cold War [20 minutes]. Lecture/discussion "Cold War as clash of ideologies, imperialism, political hegemony, and more" [30 minutes]
2. In-class	Distinguish between traditional, revisionist, and post-revisionist schools of historiography; identify competing interests among schools; explain the difference between facts and interpretation and propaganda; identify the roles and value of primary and secondary sources	6	Students will individually complete a reading exercise from <i>Historical Thinking</i> (pp. 63-72) the exercise is followed by discussion to clarify the differences between schools of historiography represented in the exercise and review difference between primary and secondary sources [55 minutes]. Pair-share: "What is the difference between stating facts, interpreting events, and propaganda?" [10 minutes] Instructor leads summary discussion with examples [25 minutes] Homework: Read pdf "Capitalism vs. Communism" and take formative on-line quiz. [25 minutes] View PowerPoint "Geography of Cold War Origins" and take formative on-line quiz. [25 minutes]
3. On-line	Identify the roots of conflict between the US and USSR and trace the evolution of Cold War 1945-1949; identify key people, places, documents, and events	1,2	View "The Cold War Part I" (mediarichlearning) http://www.youtube.com/watch?v=HpYCplyBknl . Take the formative on-line quiz and post your response to the following question in the on-line forum: "What is the attitude taken by mediarichlearning towards the causes of the Cold War and what information might be added to improve the presentation and why?" [30-40 minutes] View both CNN documentary The Cold War: Iron Curtain, http://www.youtube.com/watch?v=2NEil9Dp3TE and CNN documentary "The Cold War: Marshal Plan, 1947-1952" http://www.youtube.com/watch?v=DQTilkylp0 and take the formative on-line quiz. [about 2 hours]
4. In-class	Review the roots of Cold War and its first confrontations 1945-1949; explain the role of the atomic bomb in the emergence of the Cold War	1,2, 7	Instructor led review of Cold War roots with time-line and addresses student responses in forum to mediarichlearning video. [30 minutes] Read pdf "The Truman and Zhdanov Doctrines" and discuss in pairs your response to the following question: "What do the two doctrines have in common and do they offer hope to the post-WWII world?" [30 minutes] Class discussion of findings [30 minutes]

			<p>Homework: Read pdf: “The Atomic Variable of Cold War” containing excerpts from: In-class reading exercise: The Role of the Atomic Bomb on US and Soviet Relations (Excerpts from: Sherwin, M. J. (1973). The atomic bomb and the origins of the cold war: US atomic-energy policy and diplomacy, 1941-45. <i>The American Historical Review</i>, 945-968. Walker, J. S. (2005). Recent literature on Truman's atomic bomb decision: a search for middle ground. <i>Diplomatic History</i>, 29(2), 311-334. Alperovitz, G., & Bird, K. (1994). The Centrality of the Bomb. <i>Foreign Policy</i>, (94), 3-20. Feis, Herbert. (1970) <i>From Trust to Terror</i>. New York: W. W. Norton. Feis, Herbert. (1970) <i>From Trust to Terror</i>. New York: W. W. Norton) and answer study questions. Take formative on-line quiz. [45-60 minutes] Post your response in the on-line forum to the question: “Whose interpretation of the role atomic weapons played in the Cold War do you think is reasonable and why?” Post your response to at least two other postings.</p>
5. On-line	Trace the European events that led to a deep freeze in the Cold War 1950-1963; describe the key events in the arms race; compare and contrast Khrushchev and Kennedy and explain why they were rejected by many of their own people	2,7, 8	<p>Read pdf “Peaceful Coexistence on Ice: Europe 1950-68” and take formative on-line quiz. [45 minutes]</p> <p>View CNN Cold War Part 8: Sputnik http://www.youtube.com/watch?v=AQL_k_UuWY8. Take the formative on-line quiz. [60 minutes]</p> <p>View the PowerPoint “Kennedy and Khrushchev” and take formative on-line quiz. Post your response to the question: “Did Kennedy and Khrushchev have more or less in common when it came to their foreign policy agenda? Support your claims” Respond to at least two other postings [60 minutes] Study for Test</p>
6. In-class	Review the major events of the arms and space race and cold War in Europe 1950-1968	2,7, 8	<p>Instructor led review the key events of the arms and space race and the promise and problems of peaceful coexistence, 1950-1968. [45 minutes]</p> <p>Take exam containing short answers and reading exercise on historical perspective [45 minutes]</p> <p>Homework: Post in the on-line forum your response to the statement “So far, the most of the blame for the Cold War goes to ... (fill in the blank) because ... (fill in the blank). Respond to at least two other postings.</p>
7. On-line	Identify the major features of the Chinese communist revolution; describe Mao’s economic experiments and China’s	4	<p>View CNN Cold War (1998) Part 15: China, 1949-1972 (http://www.youtube.com/watch?v=UNg2y2Qr-4U) and View “Mao’s Great Famine.” (http://www.youtube.com/watch?v=f-woaDniFQc) Take the formative quiz online. [120 minutes]</p>

	relationship with the USSR		Post your response in the on-line forum to the question: "What were the key differences between Mao's and Khrushchev's approach to communism and why do you think they were different? Respond to at least two other postings.
8. In-class	Review the Chinese communist experience. Describe Japan's recovery from war, the US role and the US agenda in Japan; explain how the US agenda in Japan served their Cold War objectives.	4	Instructor led review of China's Cold War experience [25 minutes] View US Army documentary: "Japan: Our East Partner" http://www.youtube.com/watch?v=veG75yCwbHI [30 minutes] Instructor-led summary of key events and discussion of Japan's role in Cold War with map of US military bases. [30 minutes] Homework: Read the pdf "The Many Faces of American Occupation of Japan" and complete the reading exercise to be submitted in session 10. [2 hours] (Excerpts from Passin, H. (1990). The occupation: Some reflections. <i>Daedalus</i> , 107-129.; Schaller, M. (1985). <i>The American occupation of Japan: the origins of the Cold War in Asia</i> . Oxford University Press; Koshiro, Y. (1999). <i>Trans-pacific racism and the US occupation of Japan</i> . Columbia University Press; Schonberger, H. (1977). The Japan lobby in American diplomacy, 1947-1952. <i>The Pacific Historical Review</i> , 327-359; Hara, K. (2003). <i>Japanese-Soviet/Russian Relations since 1945</i> . Routledge; Johnson, C. (1986). Zubok, V. M. (2007). <i>A failed empire: the Soviet Union in the Cold War from Stalin to Gorbachev</i> . University of North Carolina Press).
9. On-line	Describe the causes and consequences of the Korean War and explain the war's impact on the Cold War around the globe.	4, 7, 8	View US Army film: "Korean War, 1950-1953: A forgotten War" and take formative on-line quiz. [50 minutes] http://www.youtube.com/watch?v=4fO-OZN5n1c . Read: Millett, A. R. (2001). The Korean War: A 50-year critical historiography. <i>The Journal of Strategic Studies</i> , 24(1), 188-224. Post your response in the on-line forum to the question: "What are the important differences in how the history of the Korean war is represented by the PBS documentary and by the article by Millett? Provide responses to at least two other postings. [60 minutes]
10. In-class	Summarize key events in Far East during Cold War and articulate understanding	4, 7, 8	Review Cold War in Far East [20 minutes] Collect reading exercise and review some findings [10 minutes] Take exam [60 minutes]
11. On-line	Describe the impact of Cold War on Latin America	2	View CNN Cold War Part 18: <i>Backyard, 1954-1990</i> : http://www.youtube.com/watch?v=DeAo-QY88gc . Take formative online quiz. [70 minutes] View PBS documentary: The Cuban Missile Crisis: At the Brink" Part I: <a 862="" 884="" 917="" 934"="" data-label="Page-Footer" href="http://www.youtube.com/watch?v=v5H-</td> </tr> </table> </div> <div data-bbox=">5

			<p>Byt1GZs; Part II: http://www.youtube.com/watch?v=TgHKtw94m7Y</p> <p>Part III: http://www.youtube.com/watch?v=qFVvOy2FF2E Part IV: http://www.youtube.com/watch?v=iF5n80npj4Y.</p> <p>[70 minutes] Take formative on-line quiz on all four parts of the PBS Cuban Missile Crisis. Post in the on-line forum you response to the following question: “What do you think is the greatest lesson of the Cuban Missile Crisis? Why? Respond to at least two other postings. [20 minutes]</p>
12. In-class	Create a chronology of Cold War events in Latin America and describe the conflict between the US and Latin American nationalist agendas. Identify the key events of the Cuban missile crisis, explain how the crisis was resolved, and describe the significance of the event.	2	Instructor-led review of “Backyard” with maps and analysis of the meaning of the Cuban Missile Crisis, its implications for the arms race, and for ideological conflict: a period of reflection and summary [30 minutes] Pair share: “What does the Cuban Missile Crisis reveal about what is necessary for adversaries to resolve conflict?” [15 minutes] Instructor-led discussion of reflections with presentation of Robert McNamara’s Eleven Lessons from “The Fog of War” 45 minutes]. Homework: Complete Critical Reading Exercise: The Cuban Missile Crisis: Comparing secondary sources.” Collect in class session 13
13. On-line	Define subversion and describe the impact of the Cold War on civil liberties and how dissidents in both the US and USSR responded to their conditions; determine whether national security warranted limits to civil liberties; describe the role race played in suppression in both the US and USSR	3, 7	View “Committee on Un-American Activities,” (1962) http://www.youtube.com/watch?v=U1Z5aYU6x0o . Take formative on-line quiz. [60 minutes] View CNN “Cold War Part 6: Reds” http://www.youtube.com/watch?v=WyfERBL2ZmA . Take formative on-line quiz [60 minutes] Read Oleszek, T. (1982). Dissident Marxism in Eastern Europe. <i>World Politics</i> , 34(4): 527-547. Complete reading guide and bring to next class session [60 minutes] Post your response in the on-line forum to the question: “With whom did you empathize when you viewed the material on how the government and citizens of the US reacted to people who held liberal and socialist ideas? Why?” Respond to at least two other postings. [20 minutes]
14. In-class	Review HUAC and McCarthyism. Define propaganda and describe its role in the Cold War; compare and contrast Cold War propaganda from various countries	3	Instructor- led review of HUAC, McCarthyism and dissents with time line [20 minutes] Instructor-led viewing of propaganda (PowerPoint “Cold War Propaganda”) with discussion of similarities and differences among propaganda from various nations. [65 minutes]
15. On-line	Describe the arms race, its impact on domestic economies, the	2, 3, 7, 8,	View PowerPoint narrative, “The Arms Race: Proliferation and Controversy.” Take formative online quiz. Read PDF “The Conservative and Liberal View of Nuclear

	environment and international stability; compare and contrast conservative and liberal view of proliferation		Proliferation," [excerpts from Paul Fussell, 1988. <i>Thank God for the Atom Bomb</i> ; Kissinger, H. A. (1955). Military Policy and Defense of the "Grey Areas". <i>Foreign Affairs</i> , 33(3), 416-428. Dulles, J. F. (1957). Challenge and Response in United States Policy. <i>Foreign Affairs</i> , 36(1), 25-43.; Test Ban Treaty, 1963; Alperovitz, G., & Tree, S. (1996). <i>The decision to use the atomic bomb</i> . Random House. Kennedy, J. F. (1963). Commencement Address at American University: http://www.presidency.ucsb.edu/ws/index.php?pid=9266 . Eisenhower, D. (1961) <i>Farewell Speech</i> . Post response to question, "Do you think your generation has been taught to believe that armed conflict is a natural and moral way to solve international problems?" support your assertions and respond to at least two other postings. Study for test
16. In-class	Describe the conservative and liberal views on nuclear proliferation and the vested interests of the development of WMD. Describe the prevailing views of WMD and the moral implications of these views	2, 3,7,8	Class review of arms race; create chronology of key events. Formative quiz: List of ten quotations regarding arms race and use of WMD; students must determine if quotes represent conservative or liberal views. Follow with class discussion. Exam: Latin America, Dissent and the Arms Race
17. On-line	Identify the meaning of de-colonization and describe the impact of the Cold War on decolonization; Trace the Vietnamese effort to de-colonize and explain how it led to a Cold War conflict; Compare and contrast the conservative and dissident view of the Vietnam War	4	View PowerPoint "Post-war Decolonization" and take formative on-line quiz. [45 minutes] Read Adas, Michael. 2003). A colonial war in a postcolonial era. In A. W. Daum, L. C Gardner, & W. Mausbach, <i>America, the Vietnam War: Comparative and International perspectives</i> , pp. 27-42. Cambridge University Press. Complete reading guide and bring to next class session. [60 minutes] Post your response to the following question on the on-line forum: "How do people you know remember the war in Vietnam and what difference do their memories make?" Respond to at least two other postings. [20 minutes]
18. In-class	Review concept of decolonization and identify its objectives and the impact of Cold War in meeting these objectives. Compare and contrast various perspective of the war in Vietnam	4, 7	Instructor-led review with time-line of major events [25 minutes] Students read pdf "Some perspectives of Vietnam War" and complete critical reading exercise that requires students to use quotations to support assertions. The reading includes excerpts from: Zhang, X. (1996). The Vietnam War, 1964-1969: A Chinese Perspective. <i>Journal of Military History</i> , 60, 731-762. Guan, A. C. (2000). The Vietnam War, 1962-64: The Vietnamese Communist Perspective. <i>Journal of Contemporary History</i> , 35(4), 601-618. Gaïduk, I. V. (2003). <i>Confronting Vietnam: Soviet Policy Toward the Indochina Conflict, 1954-1963</i> . Stanford University Press. Werner, J., & Huynh, L. D. (Eds.). (1993).

			<i>The Vietnam War: Vietnamese and American Perspectives</i> . ME Sharpe. [35 minutes] Review findings in pair-share and class summary [25 minutes] Homework: Read Byrne, J. J. (2013). Africa's Cold War. In Robert J. McMahon (ed.) <i>The Cold War in the Third World</i> , pp. 110-123. New York: Oxford University Press. Take formative online quiz. [60 minutes]
19. On-line	Trace the development of the French-Algerian War and explain how that conflict became a Cold War event; describe the relationship between the US and France and explain why the US responded as it did to the war	4, 7	Read pdf. "Algeria as a Cold War Front" (includes excerpts from: Wall, I. M. (2001). <i>France, the United States, and the Algerian War</i> . University of California Press. Connelly, M. (2000). Taking off the Cold War lens: Visions of North-South conflict during the Algerian War for independence. <i>American Historical Review</i> , 739-769. Cohen, W. B. (2000). The Algerian war and French memory. <i>Contemporary European History</i> , 9(3), 489-500. Shepard, T. (2008). <i>The invention of decolonization: the Algerian War and the remaking of France</i> . Cornell University Press. Complete critical reading exercise and bring to next class session [90 minutes] Post response to question in on-line forum: "Was the Cold War another form of colonization? Explain." Respond to at least two other postings.
20. In-class	Review key points from previous lesson; Identify the objective and principles of non-alignment; identify three examples of non-alignment and implications for minorities in the US	4, 7	Instructor-led review [15 minutes] Read "Non-Alignment: Theory and Practice" [includes material from: Alam, M. B. (1977). The concept of non-alignment: A critical analysis. <i>World Affairs</i> , 166-185. Van Dinh, T. (1976). Non-alignment and cultural imperialism. <i>The Black Scholar</i> , 39-49. Abraham, I. (2008). Appadorai, A. (1981). Non-alignment: some important issues. <i>International Studies</i> , 20(1-2): 3-11. Prasad, B. (1981). Historical background of Non-alignment. <i>International Studies</i> , 20(1-2): 13-21. Imam, Z. (1981). Agwani, M. S. (1981). Arab world and non-alignment. <i>International Studies</i> , 20(1-2): 371-377. Soviet view of non-alignment. <i>International Studies</i> , 20(1-2): 445-469. Despande, G. P. (1981). Non-alignment and the Chinese perspective in international politics. <i>International Studies</i> , 20(1-2), 471-475. Complete critical reading exercise summarize main ideas and analyzes difference between political and cultural objectives of non-alignment AND SUBMIT.
21. On-line	Describe the experience of non-alignment in India and Indonesia and India and determine whether non-alignment was a successful and effective alternative to taking sides in the Cold War	2, 4, 7	Read "Non-alignment in India and Indonesia" which includes excerpts from: Abraham, I. (2008). From Bandung to NAM: Non-Alignment and Indian Foreign Policy, 1947–65. <i>Commonwealth & Comparative Politics</i> , 46(2), 195-219. Damodaran, A. K. (1981). India and Non-alignment. <i>International Studies</i> , 20(1-2), 203-218. Bunnell, F. P. (1966). Guided Democracy Foreign Policy: 1960-1965 President Sukarno Moves from Non-Alignment to Confrontation. <i>Indonesia</i> , (2), 37-76. Arora, B. D. (1981). Nature and Content of Indonesian Non-Alignment.

			<i>International Studies</i> , 20(1-2), 273-292. Lawrence, M. A. (2013) The rise and fall of non-alignment. In Robert J. McMahon (ed.) <i>The Cold War in the Third World</i> , pp. 139-154. Oxford University Press. Take the formative on-line quiz [75 minutes] Post your response to the question: "In your opinion, was it possible for nations to take a purely non-alignment position during the cold War? Explain." Post response to at least two postings. Study for exam on decolonization and non-alignment. [2 hours]
22. In-class	Summarize and articulate knowledge about decolonization and non-alignment	7, 8	Instructor-led review. [20-30 minutes] Take exam on decolonization and non-alignment with maps and short answer questions [60 minutes] Homework: Begin work on research paper based on question: "Was the Cold War an Honorable War?" See directions in Course Composition File. Due in session 26.
23. On-line	Define détente and explain how it happened, what achievements accompanied it and why it collapsed	2	View CNN "Cold War: Détente, part 16" Take the formative on-line quiz. [65 minutes] Read pages 1-12 of the Helsinki Accords: http://www.osce.org/mc/39501?download=true . And read the pfd: "The Hopes and Failures of Détente" (including excerpts from Garthoff, R. L. (1994). <i>Détente and confrontation: American-Soviet relations from Nixon to Reagan</i> . Brookings Institution Press. Gaddis, J. L. (1983). <i>Rise, Fall and Future of Detente</i> , <i>The. Foreign Affairs</i> , 62, 354. Nuti, L. (Ed.). (2008). <i>The Crisis of Detente in Europe: From Helsinki to Gorbachev 1975-1985</i> . Routledge. Zubok, V. M. (2007). <i>A failed empire: the Soviet Union in the Cold War from Stalin to Gorbachev</i> . University of North Carolina Press. Take the formative on-line quiz. [75 minutes] Respond to the question in the on-line forum: "What do you think would have had to happen if Détente were to be 100% successful? Explain why" and respond to at least two other postings.
24. In-class	Summarize the key objectives, achievements, and failures of Détente and explain why it ended	2	Instructor-led review of détente, its achievements and failures with timeline [30 minutes]. In-class reading exercise: "Perspectives of Detente's Failure" (Excerpts from Hanhimaki, J. M. (2013). <i>Ironies and Turning Points: Detente in perspective</i> . In Odd Arne Westad (ed.) <i>Reviewing the Cold War: approaches, Interpretations, and theory</i> . Pp. 326-342. New York: Routledge. Imam, Z. (1974). <i>Soviet View of Detente. International Studies</i> , 13(4), 609-633. Stivers, W. (1981). <i>Doves, Hawks, and Detente. Foreign Policy</i> , 126-144.[30 MINUTES] Class summary and discussion [30 minutes]
25. On-line	Trace the post-war history of the Middle East and describe the impact of the Cold War on events in the Middle East, 1945-1989	2, 4	View CNN "Cold War: Part 17 Good Guys, Bad Guys, 1967-1978" http://www.youtube.com/watch?v=z1Z9PewjLWs and view CNN <i>Cold War: Part 20, Soldiers of God</i> , http://www.youtube.com/watch?v=EHTIDCGIV7c and take formative on-line quiz. [130 minutes]

			<p>Read pdf: "Nationalism, God, and Cold War in the Middle East" (excerpts from: Mamdani, M. (2005). <i>Good Muslim, bad Muslim: America, the Cold War, and the roots of terror</i>. Random House LLC. Said, E. (2003) <i>Culture and Resistance: Conversations with Edward W. Said</i>. Cambridge, MA: south End Press. Mart, M. (1996). <i>Tough Guys and American Cold War Policy: Images of Israel, 1948–1960</i>. <i>Diplomatic History</i>, 20(3), 357-380. Wallace, J. C. 92013) A religious war? The Cold War and religion. <i>Journal of cold War Studies</i>, 15 93), 162-180. Israeli, R. (1993). <i>Fundamentalist Islam and Israel: essays in interpretation</i>. University Press of America. Hartman, A. (2002). 'The red template': Us policy in Soviet-occupied Afghanistan. <i>Third World Quarterly</i>, 23(3), 467-489) and take the formative on-line quiz. [60 minutes] Post your response to the following question, "What made the Middle East a unique "front" of Cold War and what does that reveal about present global conflicts?" Respond to at least two other postings.</p>
26. In-class	<p>Review the history of the Middle East following WWII and describe how the Cold War influenced events</p>	2	<p>Collect essay "Was the Cold War an Honorable War?"</p> <p>Instructor-led review of major historical events in middle East with timeline and maps [30 minutes] Pair-share: "What were the fundamental human rights enumerated in the Helsinki Accords and what prevented their enforcement internationally during the Cold War? How did morality and moral considerations impact Cold War in Israel, Egypt, Iran, Palestine and Afghanistan?" [25 minutes] Instructor-led summary of findings and discussion [30 minutes] Homework: View CCN: "Cold War Part 23, The Wall Comes Down" and take formative on-line quiz. [60 minutes] Post response in the on-line forum to the question: "</p>
27. On-line	<p>Describe the road to the collapse of Soviet communism and identify the major events along the way. Identify the economic, military, and cultural factors that contributed to the collapse of Soviet Communism.</p> <p>Describe the competing attitudes and agendas of R. Reagan, G. W. H. Bush, and M. S. Gorbachev and explain why the Reagan-Bush agenda prevailed.</p>	5	<p>Read pdf: "The Slow and Steady Collapse of Soviet Communism" (excerpts from Tarasulo, I. J. (Ed.). (1989). <i>Gorbachev and glasnost: viewpoints from the Soviet press</i>. Rowman & Littlefield. Mason, D. S. (1988). Glasnost, Perestroika and Eastern Europe. <i>International Affairs (Royal Institute of International Affairs 1944-)</i>, 431-448. Tishkov, V. (1989). Glasnost and the Nationalities within the Soviet Union. <i>Third World Quarterly</i>, 11(4), 191-207. Zwick, P. (1989). New Thinking and New Foreign Policy under Gorbachev. <i>PS: Political Science & Politics</i>, 22(02), 215-224. Miller, J. (1993). <i>Mikhail Gorbachev and the end of Soviet power</i>. New York: St. Martin's Press. And take formative on-line quiz. [60 minutes]</p> <p>View the PowerPoint: "Reagan, Bush, and Gorbachev:</p> <p>Post your response in the on-line forum to the question: "Does the U.S. deserve full credit for the fall of Soviet</p>

			<p>Communism? Explain.” And post responses to at least two other responses.</p> <p>View the following:</p> <p>http://www.youtube.com/watch?v=0g6arFbKZ60</p> <p>Discovery Channel End of the USSR Part I [15 minutes]and Part II [15 minutes]</p> <p>http://www.youtube.com/watch?v=-FS9WYyKN3Y and also Part III</p> <p>http://www.youtube.com/watch?v=hkskpshY16A [15 minutes] Create timeline of events from 1989-1991 that led to collapse of Soviet communism and bring to session 28. [30 minutes]</p>
28. In-class	Identify the external and internal government changes made in the USSR and Soviet Bloc and describe their impact; explain how the USSR ultimately collapsed	5	Review the internal and external government changes made in USSR and Soviet Bloc and describe significance [30 minutes] Pair share: “Create a timeline of events from 1989-1991 that captures fall of Soviet Communism and identify prior events from previous decades that led to these changes [30 minutes] Instructor-led review of findings [30 minutes]
29. In-class	Prepare for final exam	All	Review [90 minutes] Student-led summary of key events and ideas, synthesis of knowledge, and prepare for final exam
30. In-class	Administer final exam	All	Final Exam [90 minutes] short answers; map identification; timelines; short essay: what is the most important lesson about historical narratives you have learned this semester and why is this important?

Note:

This course could have been designed in many other ways:

- *More time could have been spent off-campus and on-line; the instructor chose not to immerse students in field trips, interviews, and formal class presentations as to maximize the amount of time left for historiography, class analysis, reflection, and summary*
- *The instructor found it useful to have two class sessions before the final exam to ensure students were clear and confident going into the final exam*
- *The instructor scheduled two class meetings at the onset of the semester as she wanted to have students complete an exercise in historiography and get immediate feedback and in order to clarify what kinds of activities students would engage in order to improve their understanding of historiography*
- *The instructor felt the integrity of exams would be better protected if exams were conducted in class rather than on-line*
- *The instructor has made a commitment to viewing student contributions to the forum and assessing the quality of student comments; this commitment could be very challenging if there are more than 60 students in the class*