

## The History of the Cold War, 1941-1991

**Course code:** IRS 251/1.

**Semester and year:** Spring 2024.

**Day and time:** Tuesdays, 14.45-17.30.

**Instructor:** Dr William F. Eddleston, MA, PhD.

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**Consultation hours:** Thursdays, 15.30-16.30 online via Microsoft Teams.

<b>Credits US/ECTS</b>	3/6	<b>Level</b>	Intermediate
<b>Length</b>	15 weeks	<b>Pre-requisite</b>	TOEFL iBT 71
<b>Contact hours</b>	42 hours	<b>Course type</b>	Bachelor Required

### 1. Course Description

The course begins by examining the uneasy alliance that developed in 1941 between the United States, Great Britain and the Soviet Union against the threat of Nazi Germany and the Axis powers. We will then trace the deterioration of this alliance after 1945 into hostile camps, and the intensification of superpower conflict in Asia during the 1950s.

The death of Stalin in 1953 brought with it some hope for a relaxation of these tensions. But by the end of the 1950s and the early 1960s, the Cold War had entered its most dangerous period, with crises in Europe and the Caribbean (the successive Berlin and Cuban Missile crises) which very nearly resulted in a nuclear conflagration.

A period of so-called *détente* followed in the later 60s and the 1970s. But a relaxation in tensions between the two superpowers was paradoxically characterised by an intensification of conflict on the periphery of the superpowers' spheres of influence – in Southeast Asia, the Middle East and Africa. America's unending war in Vietnam, and the war fought between the Arab states and Israel in 1973 - almost brought the world economy to the brink of collapse in the 1970s.

The Cold War would enter another intense phase – the so-called "Second Cold War" - in the late 1970s and early 1980s, almost resulting in the outbreak of nuclear war in 1983. Yet, just at the point where the conflict seemed at its most intense and irreconcilable, it suddenly and unexpectedly ended with the coming to power in the Soviet Union of Mikhail Gorbachev and the rapid collapse of the Soviet empire in Eastern Europe in 1989 and of the Soviet Union itself in 1991.

### 2. Student Learning Outcomes

Upon completion of this course, students should be able:

- To understand the historical relationship between the United States and the Soviet Union, particularly as it developed after 1945.
- To explore the main rival schools of thought regarding the causes and development of the Cold War - the "Orthodox School," the "Revisionists," the "post-Revisionists" and the "post-Soviets."
- To critically examine some of the more controversial topics relating to the Cold War period, such as the decision to drop the atomic bomb; whether the Soviet Union or

the United States was primarily responsible for the Cold War; the Cuban missile crisis; the debates over American policy in Vietnam, etc. These scholarly controversies will be the main focus of the seminar programme.

- To have gained a basic acquaintance with some of the key documentary sources relating to the Cold War.
- To consider the role of great power strategic and economic interests, competing ideologies (capitalism, democracy, imperialism, communism, Pan-Slavism), nationalism, ethnic conflict and anti-colonialism in shaping the Cold War conflict.

Students will be evaluated on the following:

- Presentation, communication and teamwork skills.
- Research and academic writings skills.
- Critical thinking skills.

### 3. Reading Material

#### **Required Materials**

There is not set textbook for the course. The course reader consists of the following book sections and articles:

- Ambrose, Stephen E. & Brinkley, Douglas G. *Rise to Globalism: American Foreign Policy since 1938*. 8th Ed. London: Penguin, 1997: 190-224.
- Brown, Archie. "The Gorbachev revolution and the end of the Cold War." In Leffler & Westad, *CHCW III*: 244-266.
- Dumbrell, John. *Rethinking the Vietnam War*. London & New York: Palgrave Macmillan, 2012: 1-49.
- Fischer, Beth A. "United States Foreign Policy in the Era of Reagan and Bush." In Leffler & Westad, *CHCW III*: 267-288.
- Gaddis, John Lewis. *We Now Know: Rethinking Cold War History*. Oxford: Oxford University Press, 1997: 1-52.
- Gleijeses, Piero. "Cuba and the Cold War." In Leffler & Westad, *CHCW II*: 327-48.
- Hershberg, James G. "The Cuban Missile Crisis." In Leffler & Westad, *CHCW II*: 65-87.
- Judt, Tony. *Postwar: A History of Europe since 1945*. London: Allen Lane, 2005: 63-99; 129-65; 422-49.
- Kuznik, Peter J. "The Decision to Risk the Future: Harry Truman, the Atomic Bomb and the Apocalyptic Narrative." *The Asia-Pacific Journal*, Vol. 5, Issue 7 (July, 2007): 1-22.
- Leffler, Melvyn P. "The emergence of an American grand strategy, 1945-1952." In Leffler, Melvyn P. and Odd Arne Westad, eds. *The Cambridge History of the Cold War 1 – Origins*. Cambridge: Cambridge University Press, 2010: 67-89.
- Leffler, Melvyn P. *The Specter of Communism: The United States and the Origins of the Cold War, 1917-1953*. New York: Hill & Wang, 1994: 97-130.
- Levesque, Jacques. "The East European Revolutions of 1989." In Leffler & Westad, *CHCW III*: 513-534.
- Logevall, Fredrik. "The Indo-China Wars and the Cold War, 1945-1975." In Leffler, Melvyn P and Odd Arne Westad, eds. *The Cambridge History of the Cold War II – Crises and Détente*. Cambridge: Cambridge University Press, 2010: 281-304.
- Mazower, Mark. *Dark Continent: Europe's Twentieth Century*. London: Penguin Books, 1998: pp. 215-252; 367-401.
- Mitchell, Nancy. "The Cold War and Jimmy Carter." In Leffler & Westad, *CHCW III*: 66-88.

- Njolstad, Olav. "The Collapse of Superpower Détente 1975-1980." In Leffler & Westad, *CHCW III*: 135-55.
- Pechatnov, Vladimir O. "The Soviet Union and the World, 1944-1953." In Leffler & Westad, *CHCW I*: 90-111.
- Prados, John. *How the Cold War Ended: Debating and Doing History*. Issues in the History of American Foreign Relations. Washington, D.C.: Potomac Books, 2011.
- Priestland, David. *The Red Flag: Communism and the Making of the Modern World*. London: Penguin Books, 2010: 452-500.
- Reynolds, David. *From World War to Cold War: Churchill, Roosevelt and the International History of the 1940s*. Oxford: Oxford University Press, 2006: 235-87.
- Roberts, Adam. "An "incredibly swift transition": reflections on the end of the Cold War." In Leffler & Westad, *CHCW III*: 513-534.
- Roberts, Geoffrey. *Stalin's Wars: From World War II to the Cold War, 1939-1953*. New Haven and London: Yale University Press, 2006: 296-320.
- Schulzinger, Robert D. "Détente in the Nixon-Ford Years 1969-76." In Leffler, Melvyn P. & Odd Arne Westad, eds. *The Cambridge History of the Cold War III – Endings*. Cambridge: Cambridge University Press, 2010: 373-94.
- Troy, Gil. *The Reagan Revolution: A Very Short Introduction*. (Oxford and New York: Oxford University Press, 2009): 86-103.
- Walker, Samuel J. *Prompt and Utter Destruction: President Truman and the Use of Atomic Bombs against Japan*. Chapel Hill: University of North Carolina Press, 2005: pp. 1-6, 75-110.
- Westad, Odd Arne. *The Global Cold War: Third World Revolutions and the Making of Our Times*. Cambridge: Cambridge University Press, 2007: 365-422; 449-501.

### **Recommended Materials**

- Bacon, Edwin & Mark Sandle, eds. *Brezhnev Reconsidered*. Basingstoke: Palgrave Macmillan, 2002.
- Brown, Archie. *The Rise and Fall of Communism*. London: The Bodley Head, 2009.
- Cox, Michael. "Western Intelligence, the Soviet Threat and NSC-68: A Reply to Beatrice Heuser." *Review of International Studies*, Vol. 18, No. 1 (January 1992): 75-83.
- Craig, Campbell & Fredrik Logevall, *America's Cold War: The Politics of Insecurity*. Cambridge, Mass., & London: The Belknap Press, 2009.
- Dobbs, Michael. *One Minute to Midnight: Kennedy, Khrushchev and Castro on the Brink of Nuclear War*. London: Arrow, 2008.
- Fursenko, Aleksandor & Timothy Naftali. *Khrushchev's Cold War: The Inside Story of an American Adversary*. New York: W. W. Norton & Co., 2006.
- Gaddis, John Lewis. *The Cold War*. London: Penguin Books, 2005.
- Hanhimaki, Jussi M. & Odd Arne Westad, eds. *The Cold War: A History in Documents and Eyewitness Accounts*. Oxford: Oxford University press, 2003.
- Haslam, Jonathan. *Russia's Cold War: From the October Revolution to the Fall of the Wall*. New Haven & London: Yale University Press, 2011.
- Hess, Gary R. *Vietnam: Explaining America's Lost War. 2<sup>nd</sup> Ed.* Oxford & New York: Wiley Blackwell, 2015.
- Heuser, Beatrice. "NSC 68 and the Soviet Threat: A New Perspective on Western Threat Perception and Policy Making." *Review of International Studies*, Vol. 17, No. 1 (January 1991): 17-40
- Judt, Tony. *Reappraisals: Reflections on the Forgotten Twentieth Century*. London: Penguin Books, 2008.
- Kotkin, Stephen. *Armageddon Averted: The Soviet Collapse, 1970-2000: The Soviet Collapse Since 1970*. Updated Ed. Oxford: Oxford University Press, 2008.

- Leffler, Melvyn P. *For the Soul of Mankind: The United States, the Soviet Union and the Cold War*. New York: Farrar, Straus and Giroux Ltd., 2008.
- McMahon, Robert J. "US National Security Policy from Eisenhower to Kennedy." In Leffler & Westad, *CHCW I*: 288-311.
- Pechatnov, Vladimir O. "The Big Three after World War II: New Documents on Soviet Thinking about Post-War Relations with the United States and Great Britain." *Cold War International History Project*. Working Paper No. 13. May, 1995: 1-26. Accessed at: <http://www.wilsoncenter.org/sites/default/files/ACF17F.PDF>
- Taubman, William. *Khrushchev: The Man and His Era*. New York: The Free Press, 2005.
- Weist, Andrew & Michael J. Doidge, eds. *Triumph Revisited: Historians Battle for the Vietnam War*. London & New York: Routledge, 2010.
- Westad, Odd Arne, ed. *Reviewing the Cold War: Approaches, Interpretations, Theory*. Oxford: Frank Cass, 2000.
- Young, Ken. "'Revisiting NSC 68.'" *Journal of Cold War Studies*. Vol. 15, No. 1 (Winter 2013): 3-33.
- Zubok, Vladislav M. *A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev*. The New Cold War History. Chapel Hill: University of North Carolina Press, 2007.

#### **4. Teaching methodology**

Most weeks, the lecturer will deliver a lecture covering part of the course. Students are expected to attend these lectures, to listen and to take notes. These lectures will frequently be supplemented by documentaries and other film material.

Attending lectures and taking notes, however, will not be sufficient to pass the final exam. A course reader has been provided for this course, covering the entire period from a variety of differing and often contradictory perspectives. Students are expected to read through the course reader, take notes and come to their own conclusions regarding the historiographical disagreements and controversies.

The core of the course are the seven classroom discussions, three seminar presentations and three formal debates. Each of these concerns major issues and historical controversies relating to the Cold War.

The seven classroom discussions are mostly structured around documentaries. Students will be asked to prepare notes from readings: sometimes individually, and sometimes in groups. Participation in these classroom discussions will represent a high percentage of your classroom participation grade. There will also be midterm essay and final exam options based around these discussions.

With the three seminar presentations (in sessions 5, 8 and 11 of the course), a group of students will give an oral presentation one of the following seminar topics: the Czechoslovak Communist coup of 1948; the Cuban Missile Crisis and the collapse of Détente and the Soviet invasion of Afghanistan. But all students will be expected to have done some of the reading – the essential readings – for each seminar. Students must come prepared to debate the questions raised by the presenters. The lecturer will sometimes directly nominate non-presenting students to give their opinion about the issues covered in these seminars.

In addition to the seminars, there will be three formal debates in sessions 4, 10 and 12: the first on the origins of the Cold War and the second on the Reagan presidency. All students

will participate in either the “for” or “against” team, either as presenters or advisors. Non-debating team students will be expected to ask follow-up questions to both teams (this will be part of your participation grade).

This will be a group-based grade: the seminar presentation and debate are each worth 15% of the overall grade, for a total of 30%. A significant portion of this grade will be based upon how well presenters either facilitate in-class discussion and/or respond to in class or online Forum questions and observations.

Five percent (5%) of your grade is be based upon participation in weekly seminar discussions and class debates and on participation in online NEO Forums the lecturer may set, these being weighted at 40% and 60% respectively. A further 5% of your grade will be based specifically on your response to the first NEO Forums on either the Yalta Conference or the atomic bombings of Japan, where you will be expected to submit 1-2 paragraphs briefly stating what you learned about either the Yalta controversy or the atomic bombings of Japan both from your assigned reading and from the class discussion.

Students will be required to submit one long essay of around 1500 words for the midterm essay assignment (**due on Sunday, March 24<sup>th</sup> by 23.59/11.59 pm CET**). There will be a final, open book and take-home exam on NEO, consisting of two essays of c. 800-1000 words. The NEO assignment for this will be open for a 24-hour period between **14.45/2.45pm CET Tuesday, May 16<sup>th</sup> and 14.45/2.45pm CET Tuesday, May 17<sup>th</sup>**. The midterm essay is worth 30% of your overall grade and the two final exam papers 30% (15% for each exam essay).

## 5. Course Schedule

Date	Session Agenda
<p><b>Session 1</b></p> <p>Tuesday, February 6<sup>th</sup></p>	<p><b>Topic: Course Introduction.</b></p> <p><b>Description:</b> Introduction to course requirements; Introductory quiz to determine existing state of knowledge.</p> <p><b>Reading:</b> Mazower, Mark. <i>Dark Continent: Europe’s Twentieth Century</i>. London: Penguin Books, 1998: 215-252.</p> <p><b>Assignments/deadlines:</b> None.</p>
<p><b>Session 2</b></p> <p>Tuesday, February 13<sup>th</sup></p>	<p><b>Topic: Unlikely Allies: How Hitler and Hirohito Helped Create the World of the Cold War; The Yalta Conference, February 1945.</b></p> <p><b>Description:</b> We look at the world crisis of the 1930s and 40s, which brought the United States, Great Britain and the USSR together in an unlikely alliance. We examine tensions in this wartime alliance; the relative contributions made by each ally to the victory against Nazi Germany, social revolutions in World War II Europe on the left and right, and the wartime treaties.</p>

	<p>In the second part of the class, there will be a non-presentation discussion seminar on the controversies surrounding the Yalta Conference of February 1945. Students will be assigned readings and will be expected to come to class prepared to summarise and discuss their readings and to defend their perspectives on the Yalta Conference in a class debate. <b>There will be a graded, follow-up discussion on NEO forums.</b></p> <p><b>Reading:</b> Reynolds, David. <i>From World War to Cold War: Churchill, Roosevelt and the International History of the 1940s</i>. Oxford: Oxford University Press, 2006: 235-87</p> <p><b>Assignments/deadlines:</b> NEO Forum and in-class discussion: Yalta: Did Roosevelt and Churchill Betray the Peoples of Eastern Europe?</p> <p>Your follow up 1-2 paragraph response to my NEO Forum prompt, in which you will briefly outline what you have learned both from your assigned reading and from the classroom discussion, is due <b>Sunday, February 26<sup>th</sup> by 23.59/11.59pm CET, if you decide to take this option.</b></p>
<p><b>Session 3</b> Tuesday, February 20<sup>th</sup></p>	<p><b>Topic: The Origins of the Cold War; The Dropping of the Atomic Bombs on Japan.</b></p> <p><b>Description:</b> The lecture looks at the period from the Yalta Conference, the defeat of Nazi Germany and Potsdam. Early tensions between the United States, Great Britain and the USSR – over Eastern Europe, Manchuria and Iran – are analysed. We examine the “three declarations of Cold War” from February-March 1946: Stalin’s Electoral Speech; Kennan’s “Long Telegram” and Churchill’s “Iron Curtain” speech.</p> <p>The second session will look at one of the most heated controversies in American history: was it necessary to drop the atomic bomb on Japan in 1945? Was this action the “opening shot of the Cold War,” as some historians have alleged? Students will watch and discuss an interview with historian Ward Wilson – The Myth of Hiroshima. <b>There will be a graded, follow-up discussion on NEO forums.</b></p> <p><b>Reading:</b> Peter J. Kuznik, “The Decision to Risk the Future: Harry Truman, the Atomic Bomb and the Apocalyptic Narrative.” <i>The Asia-Pacific Journal</i>, Vol. 5, Issue 7 (July, 2007): 1-22; Samuel J. Walker, <i>Prompt and Utter Destruction: President Truman and the Use of Atomic Bombs against Japan</i> (Chapel Hill: University of North Carolina Press, 2005), pp. 1-6, 75-110.</p> <p><b>Assignments/deadlines:</b> NEO Forum and in-class discussion: The Atomic Bombings of Japan: First Shot of the Cold War?</p> <p>Your follow up 1-2 paragraph response to my NEO Forum prompt, in which you will briefly outline what you have learned both from your assigned reading and from the classroom discussion, is due <b>Sunday, February 26<sup>th</sup> by 23.59/11.59pm CET, if you decide to take this option.</b></p>
<p><b>Session 4</b></p>	<p><b>Topic: Early Cold War Crises in Europe; Who Started the Cold War?</b></p>

<p>Tuesday, February 27<sup>th</sup></p>	<p><b>Description:</b> The lecture focuses on the escalation of tensions between the Soviet Union and the United States throughout 1946-47: the Turkish Straits and Trieste Crises of 1946; the Clifford-Elsey Memorandum and the Truman Doctrine. Students will watch a section of the documentary <i>CNN The Cold War</i> – Episode 3 – Marshall Plan.</p> <p>The first formal class debate will contest the following proposition: “This house affirms that Joseph Stalin and the Soviet Union bear the primary responsibility for starting the Cold War.”</p> <p><b>Reading:</b> Gaddis, John Lewis. <i>We Now Know: Rethinking Cold War History</i> Oxford: Oxford University Press, 1997: 1-53; Leffler, Melvyn P. “The Cold War: What Do ‘We Now Know’?” <i>The American Historical Review</i>, Vol. 104 (1999): 501–524.</p> <p><b>Assignments/deadlines:</b> The first formal class debate: <b>“This house affirms that Joseph Stalin and the Soviet Union bear the primary responsibility for starting the Cold War.”</b> One third of the class will debate the question in two teams of three students each, with those not speaking acting in an advisory capacity. Each team will be given time to present their arguments and for rebuttal. The non-debating members of the class will then quiz the participants with their own questions. Intense reading and preparation will be required from both debating and non-debating students.</p>
<p><b>Session 5</b>  Tuesday, March 5<sup>th</sup></p>	<p><b>Topic: From the Marshall Plan to the Berlin Airlift; The Communist Takeovers in Eastern Europe.</b></p> <p><b>Description:</b> The session focuses on the division of Germany into East and West; the Berlin Airlift and its consequences for both Soviet foreign policy and the long-term division of Europe. General factors leading to consolidation of Communist dictatorships in Eastern Europe between 1944-45 are explored. Students will watch and discuss the documentary <i>CNN The Cold War</i> – Episode 4 – Berlin.</p> <p><b>Reading:</b> Tony Judt, <i>Postwar: A History of Europe Since 1945</i>. London: Penguin Books, 2005: 63-99; Mazower, <i>Dark Continent</i>: 215-289.</p> <p><b>Assignments/deadlines:</b> Seminar Presentation 1 – Victorious February: The 1948 Czechoslovak Coup.</p>
<p><b>Session 6</b>  Tuesday, March 12<sup>th</sup></p>	<p><b>Topic: The Early Cold War in Asia, 1945-54.</b></p> <p><b>Description:</b> This session shifts the course’s focus briefly to Asia and looks at the Chinese Revolution and its geo-strategic consequences, the Korean War and the early stages of the Vietnam conflict.</p>

	<p>Students will watch a documentary on the Korean War – <i>CNN The Cold War</i> – Episode 5: Korea. The class discussion that follows will look at the dual impact of National Security Council Document 68 (April 7<sup>th</sup>, 1950) and the Korean emergency which followed closely on its heels in July that year. Was the Soviet threat outlined in NSC 68 real – or a product of the McCarthyite hysteria? How did NSC 68 and the Korean War change the relationship between the American people, their government, their military and their allies?</p> <p><b>Reading:</b> Leffler, Melvyn P. <i>The Specter of Communism: The United States and the Origins of the Cold War, 1917-1953</i>. New York: Hill &amp; Wang, 1994: 97-130.</p> <p><b>Assignments/deadlines:</b> All students will complete readings for the class discussion and will come to class prepared to summarise their readings and debate issues related to NSC 68 and the Korean War in a class discussion.</p>
<p><b>Session 7</b> Tuesday, March 19<sup>th</sup></p>	<p><b>Topic: New Look: Khrushchev and Eisenhower, 1953-56; The Nuclear Age; Midterm Essays Due.</b></p> <p><b>Description:</b> The lecture for the first half of this session begins with the death of Stalin in February 1953, possibly the pivotal moment of the early Cold War. Soviet armies withdrew from Austria, and Soviet diplomacy helped resolve crises in Korea and Vietnam. For a moment, a lasting peace settlement seemed within reach. But by 1956, the Iron Curtain was back in place. The lecture looks at the reasons why this happened.</p> <p>Students will watch <i>CNN Cold War</i> – Episode 7: After Stalin on the rise of Khrushchev, the near revolution in Poland and the crushing of the Hungarian Uprising in 1956. A class discussion on the events of 1956 will follow. Students will come to class prepared to talk about the readings assigned for this informal discussion.</p> <p><b>Reading:</b> Judt, Tony. <i>Postwar: A History of Europe since 1945</i>. London: Allen Lane, 2005: 129-65.</p> <p>- Midterm essays are to be uploaded to Turnitin Assignment "Midterm Essay" on NEO LMS <b>by 23.59/11.59 pm CET Sunday, March 24<sup>th</sup></b>.</p>
<p><b>Tuesday, March 26<sup>th</sup></b></p>	<p><b>Spring Midterm Break = No Class.</b></p>
<p><b>Session 8</b> Tuesday, April 2<sup>nd</sup></p>	<p><b>Topic: The Khrushchev Era: Nuclear Diplomacy, 1956-62.</b></p> <p><b>Description:</b> The lecture looks at Khrushchev's blustering "nuclear diplomacy"; Sputnik and the space race; the increasing Soviet and US involvement in the 3rd World; the growing Sino-Soviet split; the Quemoy and Matsu Crises; Eisenhower's warnings on the military industrial complex; Kennedy's electoral victory in 1960; the Vienna Summit and the Berlin Wall Crisis of 1961. The lead up to the Cuban Missile Crisis is examined – the Bay of Pigs and the early assassination attempts directed at Fidel Castro.</p>



	<p>The seminar presentation and class discussion look at the Cuban Missile Crisis of October 1962 – the most dangerous crisis of the Cold War.</p> <p><b>Reading:</b> Hershberg, James G. "The Cuban Missile Crisis." In Leffler &amp; Westad, <i>CHCW II</i>: 65-85; Gleijeses, Piero. "Cuba and the Cold War," <i>CHCW II</i>: 327-48.</p> <p><b>Assignments/deadlines:</b> Seminar Presentation 2 – The Missiles of October: The Cuban Missile Crisis of 1962.</p>
<p><b>Session 9</b></p> <p>Tuesday, April 9<sup>th</sup></p>	<p><b>Topic: The Khrushchev Thaw and the Prague Spring – 1963-68.</b></p> <p><b>Description:</b> This session will examine the Cold War in the 1960s. The lecture will look at the broader picture of world events, especially United States and Cuban involvement in the Third World and the escalating conflict between Israel and its Arab neighbours.</p> <p>Students will watch CNN Cold War – Episode 14 – Red Spring. Following the documentary, there will be a class discussion of the events in Prague in 1968. Students will come to class prepared to discuss the readings assigned to supplement the documentary.</p> <p><b>Reading:</b> Judt, Tony. <i>Postwar</i>: 278-323; Brown, Archie. <i>The Rise and Fall of Communism</i>: 368-397.</p> <p><b>Assignments/deadlines:</b> All students will complete the set readings to supplement the documentaries and facilitate our class discussion on the overthrow of Nikita Khrushchev and the rise and fall of the 1968 Prague Spring.</p>
<p><b>Session 10</b></p> <p>Tuesday, April 16<sup>th</sup></p>	<p><b>Topic: America’s Vietnam Quagmire, 1954-68.</b></p> <p><b>Description:</b> In the first half of the class, we will look at America’s involvement in Vietnam via the CNN Cold War – Episode 11: Vietnam documentary.</p> <p><b>Reading:</b> Logevall, Fredrik. "The Indo-China Wars and the Cold War, 1945-1975." In Leffler &amp; Westad, eds. <i>CHCW II</i>: 281-304; Dumbrell, John. <i>Rethinking the Vietnam War</i>. London &amp; New York: Palgrave Macmillan, 2012: 1-49.</p> <p><b>Assignments/deadlines:</b> The second formal class debate: <b>"This house affirms that America’s war in Vietnam was a necessary and just one."</b> One third of the class will debate the question in two teams of three students each, with those not speaking acting in an advisory capacity. Each team will be given time to present their arguments and for rebuttal. The non-debating two-thirds of the class will then quiz the participants with their own questions. Intense reading and preparation will be required from both debating and non-debating students.</p>
<p><b>Session 11</b></p>	<p><b>Topic: The Rise and Fall of Détente, 1969-1980.</b></p>

<p>Tuesday, April 23<sup>rd</sup></p>	<p><b>Description:</b> The lecture looks at the origins of Détente in the late 1960s and early 1970s, especially in relation to Willy Brandt’s <i>Ostpolitik</i> and the Sino-Soviet split. European arms control agreements are a particular focus. By 1979, Détente was collapsing under the weight of European suspicions regarding the Soviet modernisation of their intermediate missile capabilities; Third World crises, the Soviet invasion of Afghanistan and the American domestic rebellion against the post-war liberal consensus.</p> <p>The seminar presentation and discussion in the second part of the class focuses on the critical period between 1977-1980, with the collapse of Détente and the development of the so-called “Second Cold War” of the 1980s.</p> <p><b>Reading:</b> Westad, Odd Arne. <i>The Cold War: A World History</i> (New York: Basic Books, 2017): 365-422; 449-501.</p> <p><b>Assignments/deadlines:</b> Seminar Presentation 3 - The End of Détente and the Soviet Invasion of Afghanistan.</p>
<p><b>Session 12</b> Tuesday, April 30<sup>th</sup></p>	<p><b>Topic: Jimmy Carter, Ronald Reagan and the Second Cold War, 1979-85.</b></p> <p><b>Description:</b> The lecture dissects some of the inaccurate and unfair mythology regarding the Détente period, and President Carter’s role in the late Cold War in particular. We examine the Camp David Accords, the Chinese Alliance and the rise of Solidarity and the Eastern European dissident movement. Reagan’s foreign policy in Central America, the Caribbean and the Middle East is held up to critical scrutiny.</p> <p>In the third of our three formal classroom debates, two teams will debate the role of Ronald Reagan and the Reagan Administration in the end of the Cold War.</p> <p><b>Reading:</b> Mitchell, Nancy. “The Cold War and Jimmy Carter.” In Leffler &amp; Westad, <i>CHCW III</i>: 66-88; Fischer, Beth A. “United States Foreign Policy in the Era of Reagan and Bush.” In Leffler &amp; Westad, <i>CHCW III</i>: 267-288; Troy, Gil. <i>The Reagan Revolution: A Very Short Introduction</i>. (Oxford and New York: Oxford University Press, 2009): 86-103</p> <p><b>Assignments/deadlines:</b> The third formal classroom debate – <b>“This house affirms that the policies of the Reagan Administration (1981-1989) played the decisive role in ending the Cold War.”</b> One third of the class will debate the question in two teams of three students each, with those not speaking acting in an advisory capacity. Each team will be given time to present their arguments and for rebuttal. The non-debating two-thirds of the class will then quiz the participants with their own questions. Intense reading and preparation will be required from both debating and non-debating students.</p>
<p><b>Session 13</b></p>	<p><b>Topic: Mr Gorbachev’s Revolution, 1985-89.</b></p>

<p>Tuesday, May 7<sup>th</sup></p>	<p><b>Description:</b> The final lecture will examine the causes of the collapse of the Soviet empire in Eastern and Central Europe from the 1980s to the early 90s.</p> <p>The final seminar of the course will examine the revolutions in Eastern and Central Europe in 1989: their causes, course and consequences.</p> <p>Students will watch and discuss <i>CNN Cold War – Episode 23 – The Wall Comes Down</i>.</p> <p><b>Reading:</b> Judt, Tony. <i>Postwar: A History of Europe Since 1945</i>: 559-663.</p> <p><b>Assignments/deadlines:</b> Students will read set readings and come to class prepared to participate in our final class discussion, Mr Gorbachev’s Revolution.</p>
<p><b>Session 14</b></p> <p>Tuesday, May 14<sup>th</sup></p>	<p><b>Topic: Final Exam.</b></p> <p><b>Description:</b> Students will sit an online, open book take home exam, which must be completed within 24 hours of commencement. Students will write two papers of c. 800-1000 words each on topics covered in the second half of this course – i.e., the Cold War from 1962 to 1991.</p> <p>The exam will be “open book.” Students may consult their notes and the internet. However, any plagiarism will be punished by an absolute failure for the entire course.</p> <p><b>Reading:</b> None for this class.</p> <p><b>Assignments/deadlines:</b> The final exam will be announced on NEO at <b>14.45/2.45 pm CET Tuesday, May 16<sup>th</sup></b>. Both final exam papers must be uploaded to the NEO Turnitin assignment “Final Exam” the following day by <b>14.45/2.45 pm CET Tuesday, May 17<sup>th</sup></b>.</p>

## 6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes
Attendance and Class Participation	42	5%	For a strong participation grade, students will be required to do the following: <ul style="list-style-type: none"> <li>Ask follow-up questions and make observations on the student PowerPoint seminar presentation for that week and engage in any in-Session <b>or online</b></li> </ul>	3

			<p><b>NEO Forum debates.</b></p> <ul style="list-style-type: none"> <li>• Ask follow-up questions and make observations directed at both teams in the two classroom debates in Sessions 10 and 12.</li> <li>• Participate fully in the two class discussions in Session 2 and Session 6.</li> <li>• Contribute to any and all NEO Forum discussions posted by the lecturer.</li> <li>• <b>In the event of face-to-face classes being cancelled for any unforeseen reason, students will be required to do the following:</b></li> </ul> <p>Provide brief written questions and/or observations of the presenting group for the week’s seminar presentation. This will be done on NEO Forum.</p>	
Yalta or Atomic Bomb Debate Response Post	c. 2 hours	5%	<ul style="list-style-type: none"> <li>• Critical reading and comprehension skills.</li> <li>• Knowledge of the main points of controversy surrounding the Yalta Conference of February 1945 or the dropping of the atomic bombs on Japan.</li> <li>• The ability to read and critically-evaluate a source and to understand it in the context of a wider historical debate.</li> </ul>	1, 2

			<ul style="list-style-type: none"> <li>• Conciseness – the ability to write within a 1-2 paragraph limit.</li> </ul>	
Seminar Presentation and Class Discussion	<p>Depending upon the number of presenters, speaking time of c. 5 minutes per presenter.</p> <p>Preparation Time = c. 8 hours</p>	15%	<ul style="list-style-type: none"> <li>• The ability to express reasoned opinions about controversial questions relating to the early history of the Cold War.</li> <li>• To argue with those of opposing points of view on the basis of logic and evidence.</li> <li>• Critical reading and comprehension skills.</li> <li>• <u>Presentation skills</u>- the ability to condense a wide variety of reading into a cogent presentation of a significant historical problem for the benefit of class of peers.</li> </ul>	1, 2, 3.
Classroom Debate	<p>As above.</p> <p>Preparation Time = 10 hours</p>	15%	<ul style="list-style-type: none"> <li>• The ability to express reasoned opinions about controversial questions relating to the early history of the Cold War.</li> <li>• To argue with those of opposing points of view on the basis of logic and evidence.</li> <li>• Critical reading and comprehension skills.</li> <li>• <u>Presentation skills</u>- the ability to condense a wide variety of reading into a cogent presentation of a significant historical problem for the benefit of class of peers.</li> </ul>	1, 2, 3.
Midterm Essay	<p>Note-Taking and Writing Time = c. 34 hours</p>	30%	<p><u>The midterm essay will consist of a single essay written outside class hours at home. It will evaluate the following:</u></p>	1, 2.

			<ol style="list-style-type: none"><li>1. The student's knowledge of the major themes, theories and schools of thought regarding the history of the later Cold War in Europe and Asia, from c. 1941 to 1955.</li><li>2. The student's understanding of the main points of controversy regarding key historical events in the earlier Cold War, c. 1941-55.</li><li>3. The student's ability to discriminate between competing schools of historical interpretation, and to argue a reasoned defence or critique of one or the other schools of historical interpretation, using logic and evidence.</li><li>4. The ability to read and critically-evaluate a variety of conflicting sources and opinions.</li><li>5. The ability to discriminate between competing points of view and argue a reasoned case about a controversial problem in the history of ideas, using logic and</li></ol>	
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			evidence – i.e., critical thinking skills.	
Final Formal Exam	Study and Preparation Time = c. 34 hours	30% (15% for each paper)	<p><u>The final exam will consist of two essays written inside the classroom within a 2-hour time limit. The exam will be "open book" and will be uploaded to NEO:</u></p> <ol style="list-style-type: none"> <li>1. The student's knowledge of the major themes, theories and schools of thought regarding the history of the later Cold War in Europe, Asia, the Middle East and the Third World, c. 1956-91.</li> <li>2. The student's understanding of the main points of controversy regarding key historical events in the latter Cold War, c. 1955-89.</li> <li>3. The student's ability to discriminate between competing schools of historical interpretation, and to argue a reasoned defence or critique of one or the other schools of historical interpretation, using logic and evidence – i.e., critical thinking skills.</li> </ol>	1, 2.
<b>TOTAL</b>	<b>150 hours</b>	<b>100%</b>		

\*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

## 7. Detailed description of the assignments

### ***Class Participation Grade***

The seven classroom discussions, three debates and three presentation seminars form the core of this class. Students are expected to come to class each week having done their assigned readings and to be prepared to ask questions of the presenters, debaters and lecturer. A significant portion of your participation grade will be based upon your work in this section of the class. How well you have understood your readings and the quality of your participation in class discussions, especially when asked to provide a summary and evaluation of your weekly reading.

Students are also expected to participate in any online NEO Forums posted by the lecturer. **NEO forums may be used in case of the lecturer being ill or otherwise absent for unforeseen reasons. The number of NEO Forums, accordingly, is not fixed.**

### **Assessment breakdown:**

<b>Assessed area</b>	<b>Percentage</b>
Participation during class and/or Microsoft Teams online classes, consisting mainly of questions directed at seminar presenters and participants in class debates	40%
Participation in all NEO Forums set by the lecturer	60%

### ***Yalta or Atom Bombs Debate NEO Forum Post***

Following the classroom discussion of the controversies surrounding the Yalta Conference and the dropping of the atomic bombs on Japan in Sessions 2 and 3, all students will upload a brief – 1-2 paragraph – response to a prompt posted by the lecturer on NEO Forum. In your post, you will briefly state what you learned about **either** the Yalta controversy **or** the atomic bombings of Japan both from your assigned readings and from the class discussion.

The assignment will test the following:

- Critical reading and comprehension skills.
- Knowledge of the main points of controversy surrounding the Yalta Conference of February 1945 or the controversies regarding the dropping of the atomic bombs on Japan.
- The ability to read and critically-evaluate a source and to understand it in the context of a wider historical debate.
- Conciseness – the ability to write within a 1-2 paragraph limit.

Whether you choose the Yalta or the atomic bombings, both blogs are due by **23.59/11.59pm CET Sunday, February 26<sup>th</sup>.**



## Assessment breakdown

Assessed area	Percentage
Critical Thinking	30%
Ability to Summarise Ideas Within 1-2 Paragraph Limit	35%
Understanding of Assigned Text and Key Points of Controversy	35%

### ***Class Presentation***

A short presentation – of **no more than 20-25 minutes, or c. 10-12 minutes for each section of the presenting group** - using PowerPoint or similar presentation software.

The presentation groups will be divided strictly into two sections, each answering 1 of my 2 presentation points. The two sections of the presentation should prepare together but will be graded separately.

The three presentation seminars – in chronological order – are:

1. Victorious February: The Czechoslovak Coup of 1948 and the Triumph of Communism in Eastern Europe. (Week 5)
2. The Missiles of October: The Cuban Missile Crisis of 1962. (Session 9)
3. The End of Détente and the Soviet Invasion of Afghanistan. (Session 11)

**A full 20% of the grade for each presentation will be based on how well the presenting group has managed to encourage class discussion. Remember: these are *discussion seminars*, not simply presentations.**

The assessment of the presentation will test the following:

- The ability to express reasoned opinions about controversial questions relating to the history of the Cold War.
- To argue with those of opposing points of view on the basis of logic and evidence.
- Critical reading and comprehension skills.
- Presentation skills- the ability to condense a wide variety of reading into a cogent presentation of a significant historical problem for the benefit of the class.
- The encouragement of class questioning and discussion.

## Assessment breakdown

Assessed area	Percentage
Critical Thinking	20%
Use of Evidence to Support Ideas	20%
Answering Presentation Questions	20%
Presentation Skills	20%

Encouragement of Class Questioning and Discussion	20%
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### ***Class Debate***

The class will be divided into three (3) groups, each comprised of two (2) opposing teams, to argue for and against one of the three propositions. Depending upon class numbers, between two and three speakers will speak on each side. Those who do not speak will act as advisors, researchers and prompters. When each side has presented its case, there will be time for rebuttal.

The non-debating two thirds of the class will be expected to put questions to the presenters and to adjudicate the debate at the end.

The three debating topics are:

1. "This house affirms that Joseph Stalin and the Soviet Union bear the primary responsibility for starting the Cold War." (Session 4)
2. "This house affirms that America's war in Vietnam was a necessary and just one." (Session 10)
3. "This house affirms that the policies of the Reagan Administration (1981-1989) played the decisive role in ending the Cold War." (Session 12)

The assessment of the two debating teams and their advisers will test the following:

- The ability to express reasoned opinions about controversial questions relating to the history of the Cold War.
- To argue with those of opposing points of view based on logic and evidence.
- Critical reading and comprehension skills.
- Debating skills- the ability to condense a wide variety of reading into a cogent argument bearing upon a controversial Cold War history problem for the benefit of the class.
- The encouragement of class questioning and discussion.

### **Assessment breakdown**

<b>Assessed area</b>	<b>Percentage</b>
Critical Thinking	20%
Use of Evidence to Support Ideas	20%
Answering Questions from Non-Debating Students	20%
Debating and Rebuttal Skills	40%

### ***Midterm Essay***

The midterm essay assignment will consist of a c. 1500-word (c. 6-8 double-spaced pages) essay. This essay will be completed at home by the student. **The essay prompts will appear at the very beginning of the semester, so it is advisable that students begin reading, thinking about and drafting their essays early, as a high standard is**

**expected.** Essays will be uploaded to the Turnitin assignment "Midterm Essay" by **23.59/11.59 pm CET Sunday, March 24<sup>th</sup>.**

**The essays must include footnotes and a full bibliography in Chicago format. Any essays submitted without footnotes and a bibliography, with inadequate or inaccurate footnotes and/or with incorrectly formatted footnotes and/or bibliography will automatically be degraded a full letter grade (e.g., from B+ to C+), and may be failed altogether. Any detected plagiarism or use of AI will result in an automatic failing – F – grade.**

The final formal exam home will test the following:

1. The student's knowledge of the major themes, theories and schools of thought regarding the history of the later Cold War in Europe, Asia, the Middle East and the Third World from c. 1944 to c. 1955.
2. The student's understanding of the main points of controversy regarding key historical events in the latter Cold War, c. 1944-55.
3. The student's ability to discriminate between competing schools of historical interpretation, and to argue a reasoned defence or critique of one or the other schools of historical interpretation, using logic and evidence.

### **Assessment breakdown**

<b>Assessed area</b>	<b>Percentage</b>
Critical Thinking	25%
Use of Evidence to Support Ideas	25%
Answering the Question	25%
Grammar & Spelling	10%
Footnoting and Referencing	15%

### **Final Essays**

Students will do a final, take home and open book exam. The exam will be open for **24 hours.**

Students will write two papers of c. 800-1000 words each on topics covered in the second half of this course – i.e., the Cold War from 1962 to 1991. The papers will *not* require footnotes nor a bibliography, as they are exam papers, not formal essays.

The exam will be "open book." Students may consult their notes and the internet. However, **any detected plagiarism or use of AI will result in an automatic failing – F – grade.**

The final exam will be announced at **11.30 am CET Tuesday, May 16<sup>th</sup>.** Both final papers must be uploaded the NEO Turnitin assignment "Final Exam" the following day by **11.30 am CET Wednesday, May 17<sup>th</sup>.**

The final essays will test the following:

1. The student's knowledge of the major themes, theories and schools of thought regarding the history of the later Cold War in Europe, Asia, the Middle East and the Third World, c. 1962-91.
2. The student's understanding of the main points of controversy regarding key historical events in the latter Cold War, c. 1962-91.
3. The student's ability to discriminate between competing schools of historical interpretation, and to argue a reasoned defence or critique of one or the other schools of historical interpretation, using logic and evidence.

### **Assessment breakdown**

<b>Assessed area</b>	<b>Percentage</b>
Critical Thinking	25%
Use of Evidence to Support Ideas	25%
Answering the Question	25%
Grammar & Spelling	10%
Footnoting and Referencing	15%

## **8. General Requirements and School Policies**

### ***General requirements***

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

### ***Electronic communication and submission***

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams.

Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question".

All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

### ***Attendance***

Attendance, i.e., presence in class in real-time, at AAU courses is default mandatory; however, it is not graded as such. (Grades may be impacted by missed assignments or lack of participation.) Still, students must attend at least two thirds of classes to complete the course. If they do not meet this condition and most of their absences are excused, they will be administratively withdrawn from the course. If they do not meet this condition and most of their absences are not excused, they will receive a grade of "FW" (Failure to Withdraw). Students may also be marked absent if they miss a significant part of a class (for example by arriving late or leaving early).

### ***Absence excuse and make-up options***

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. Each student may excuse up to two sick days per term without any supporting documentation; however, an Absence Excuse Request Form must still be submitted for these instances. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

***Late work:*** No late submissions will be accepted – please follow the deadlines.

### ***Electronic devices***

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

***Eating*** is not allowed during classes.

### ***Cheating and disruptive behavior***

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student's Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

### ***Plagiarism***

Plagiarism obscures the authorship of a work or the degree of its originality. Students are expected to create and submit works of which they are the author. Plagiarism can apply to all works of authorship – verbal, audiovisual, visual, computer programs, etc. Examples are:

- **Verbatim plagiarism:** verbatim use of another's work or part of it without proper acknowledgement of the source and designation as a verbatim quotation,
- **Paraphrasing plagiarism:** paraphrasing someone else's work or part of it without proper acknowledgement of the source,

- **Data plagiarism:** use of other people's data without proper acknowledgement of the source,
- **False quotation:** publishing a text that is not a verbatim quotation as a verbatim quotation,
- **Fictitious citation:** quoting, paraphrasing, or referring to an incorrect or a non-existent work,
- **Inaccurate citation:** citing sources in such a way that they cannot be found and verified,
- **Ghostwriting:** commissioning work from others and passing it off as one's own,
- **Patchwriting:** using someone else's work or works (albeit with proper acknowledgement of sources and proper attribution) to such an extent that the output contains almost no original contribution,
- **Self-plagiarism:** unacknowledged reuse of one's own work (or part of it) that has been produced or submitted as part of another course of study or that has been published in the past,
- **Collaborative plagiarism:** delivering the result of collective collaboration as one's own individual output.

At minimum, plagiarism will result in a failing grade for the assignment and shall be reported to the student's Dean. A mitigating circumstance may be the case of novice students, and the benefit of the doubt may be given if it is reasonable to assume that the small-scale plagiarism was the result of ignorance rather than intent. An aggravating circumstance in plagiarism is an act intended to make the plagiarism more difficult to detect. Such conduct includes, for example, the additional modification of individual words or phrases, the creation of typos, the use of machine translation tools or the creation of synonymous text, etc. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Intentional or repeated plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

### ***Use of Artificial Intelligence and Academic Tutoring Center***

The use of artificial intelligence tools to search sources, to process, analyze and summarize data, and to provide suggestions or feedback in order to improve content, structure, or style, defined here as AI-assisted writing, is not in itself plagiarism. However, it is plagiarism if, as a result, it obscures the authorship of the work produced or the degree of its originality (see the examples above). AAU acknowledges prudent and honest use of AI-assisted writing, that is, the use of AI for orientation, consultation, and practice is allowed. For some courses and assignments, however, the use of AI is counterproductive to learning outcomes; therefore, the course syllabus may prohibit AI assistance. A work (text, image, video, sound, code, etc.) generated by artificial intelligence based on a mass of existing data, defined here as AI-generated work, is not considered a work of authorship. Therefore, if an AI-generated work (e.g. text) is part of the author's work, it must be marked as AI-generated. Otherwise, it obscures the authorship and/or the degree of originality, and thus constitutes plagiarism. Unless explicitly permitted by the instructor, submission of AI-generated work is prohibited. If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

### **Course accessibility and inclusion**

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive.

Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

### **9. Grading Scale**

<b>Letter Grade</b>	<b>Percentage*</b>	<b>Description</b>
A	95-100	<b>Excellent performance.</b> The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90-94	
B+	87-89	<b>Good performance.</b> The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83-86	
B-	80-82	
C+	77-79	<b>Fair performance.</b> The student has acquired an acceptable understanding of the material and essential subject matter of the course but has not succeeded in translating this understanding into consistently creative or original work.
C	73-76	
C-	70-72	
D+	65-69	<b>Poor.</b> The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60-64	
F	0-59	<b>Fail.</b> The student has not succeeded in mastering the subject matter covered in the course.

\* Decimals should be rounded to the nearest whole number.

Prepared by: Dr William F. Eddleston.

Date: December, 2023.

Approved by:

Date:

