

The History of the Cold War, 1941-1991

Course code: IRS 251

Semester and year: Spring 2022

Day and time: Wednesdays, 11.30-14.15

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

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Consultation hours: Thursday, 14.30-15.30 by appointment or online via Microsoft Teams.

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| Credits US/ECTS | 3/6 | Level | Intermediate |
| Length | 15 weeks | Pre-requisite | TOEFL iBT 71 |
| Contact hours | 42 hours | Course type | 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 South East 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:

- To understand the historical relationship between the United States and the Soviet Union, particularly as it developed after 1945.
- To understand 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 have gained an understanding of 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. 2nd 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 is the 8 seminar units. Each revolves around major issues and historical controversies relating to the Cold War.

Most weeks, a group of students will give an oral seminar presentation on each of these seminar topics. 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 these questions. The lecturer will nominate students to give their opinion about the issues covered in these seminars.

This will be a group-based grade: each presentation is worth 20% of the overall grade, for a total of 40%. A significant portion of this grade will be based upon how well presenters either facilitate in-class discussion and/or respond to online Forum questions and observations.

Ten percent (10%) of your grade is based upon participation in weekly seminar discussions. **Due to the COVID-19 crisis, class discussions may be replaced in full or in part with NEO Forum discussions.** This will necessitate students writing short questions and appraisals of student seminar presentations, with presenting students responding online.

Students will be required to submit 3 essays throughout the course: one long essay for the midterm essay assignment (**due on Sunday, March 27th at 23.59/11.59 pm CET.**) and two short ones for the final essays assignment (**due on Wednesday, May 18th by 23.59/11.59 pm CET**).

There will be no in-class midterm or final exams.

Finally, the film programme aims to immerse students in the visual culture of the Cold War. Students will be expected to evaluate such material from a critical historical perspective through essays and discussions.

5. Course Schedule

| Date | Session Agenda |
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| <p>Session 1 February 9th</p> | <p>Topic: Course Introduction.</p> <p>Description: Introduction to course requirements; Introductory quiz to determine existing state of knowledge.</p> <p>Reading: Mazower, Mark. <i>Dark Continent: Europe's Twentieth Century</i>. London: Penguin Books, 1998: 215-252.</p> <p>Assignments/deadlines: None.</p> |
| <p>Session 2 February 16th</p> | <p>Topic: Unlikely Allies: How Hitler and Hirohito Helped Create the World of the Cold War; The Yalta Conference, February 1945.</p> <p>Description: 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>The first session presentation seminar will look at the controversies and mythology surrounding the Yalta Conference of February, 1945.</p> <p>Reading: 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>Assignments/deadlines: Seminar Presentation 1, Group A - Yalta: Did Roosevelt and Churchill Betray the Peoples of Eastern Europe?</p> |
| <p>Session 3 February 23rd</p> | <p>Topic: The Origins of the Cold War; The Dropping of the Atomic Bombs on Japan.</p> |

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| | <p>Description: 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 seminar presentation and discussion in 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; and was this action the “opening shot of the Cold War,” as some historians have alleged?</p> <p>Reading: 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>Assignments/deadlines: Seminar Presentation 2, Group B – The Atomic Bombings of Japan: First Shot of the Cold War?</p> |
| <p>Session 4 March 2nd</p> | <p>Topic: Early Cold War Crises in Europe; Who Started the Cold War?</p> <p>Description: 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 seminar for the second Session asks the question, “Who or what was ultimately responsible for the Cold War, and was the Cold War inevitable?”</p> <p>Reading: Roberts, Geoffrey. <i>Stalin’s Wars: From World War II to the Cold War, 1939-1953</i>. New Haven and London: Yale University Press, 2006: 296-320.</p> <p>Assignments/deadlines: Seminar Presentation 3, Group C – Who Started the Cold War?</p> |
| <p>Session 5 March 9th</p> | <p>Topic: From the Marshall Plan to the Berlin Airlift; The Communist Takeovers in Eastern Europe.</p> <p>Description: 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>Reading: 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> |

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| | <p>Assignments/deadlines: Seminar Presentation 4, Group D – Victorious February: The 1948 Czechoslovak Coup.</p> |
| <p>Session 6 March 16th</p> | <p>Topic: The Early Cold War in Asia, 1945-54.</p> <p>Description: 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 – Episode 5: Korea</i>. The class discussion that follows will look at the dual impact of National Security Council Document 68 (April 7th, 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>Reading: Leffler, Melvyn P. <i>The Specter of Communism: The United States and the Origins of the Cold War, 1917-1953</i>. New York: Hill & Wang, 1994: 97-130.</p> <p>Assignments/deadlines: All student 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.</p> |
| <p>Session 7 March 23rd</p> | <p>Topic: The Fog of War.</p> <p>Description: Students will watch the documentary <i>The Fog of War</i> (Errol Morris, 2003).</p> <p>Reading: None for this session.</p> <p>Assignments/deadlines: None for this session.</p> <p>Assignments/deadlines: Midterm Essay to be uploaded to Turnitin Assignment “Midterm Essay” on NEO LMS on Sunday March 27th, by 23.59/11.59 pm CET.</p> |
| <p>March 30th</p> | <p>Midterm Break = No Class.</p> |
| <p>Session 8 April 6th</p> | <p>Topic: New Look: Khrushchev and Eisenhower, 1953-56; The Nuclear Age; Midterm Essays Due.</p> <p>Description: The lecture for the first Session departs from 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. Students will watch sections of a documentary on the crushing of the Hungarian Uprising and the events in Poland in 1956.</p> |

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| | <p>Students will also watch Peter Watkin’s classic 1965 documentary <i>The War Game</i>, which speculated about the circumstances in which a nuclear war between the superpowers might have broken out in the early 1960s, and what the likely consequences would have been for Britain.</p> <p>Reading: Judt, Tony. <i>Postwar: A History of Europe since 1945</i>. London: Allen Lane, 2005: 129-65.</p> |
| <p>Session 9 April 13th</p> | <p>Topic: The Khrushchev Era: Nuclear Diplomacy, 1956-62.</p> <p>Description: 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 looks at the Cuban Missile Crisis of October 1962 – the most dangerous crisis of the Cold War.</p> <p>Reading: Hershberg, James G. “The Cuban Missile Crisis.” In Leffler & Westad, <i>CHCW II</i>: 65-85; Gleijeses, Piero. “Cuba and the Cold War,” <i>CHCW II</i>: 327-48.</p> <p>Assignments/deadlines: Seminar Presentation 5, Group A – The Cuban Missile Crisis.</p> |
| <p>Session 10 April 20th</p> | <p>Topic: The 1960s: America’s Vietnam Quagmire, 1954-68; The Fall of Khrushchev and the Prague Spring, 1964-68.</p> <p>Description: Today’s session will examine the Cold War in the 1960s. The first half of the class will look at America’s involvement in Vietnam via the CNN Cold War – Episode 11: Vietnam, and a post-documentary discussion.</p> <p>The second half of the class will explore the end of the “Khrushchev Thaw” in the Soviet Union, the coming to power of the new Brezhnev-Kosygin leadership group and the crushing of the so-called “Prague Spring” reform movement with the Warsaw Pact invasion of Czechoslovakia in 1968. Students will view and discuss CNN Cold War – Episode 14: Red Spring.</p> <p>Reading: Logevall, Fredrik. “The Indo-China Wars and the Cold War, 1945-1975.” In Leffler & Westad, eds. <i>CHCW II</i>: 281-304; Dumbrell, John. <i>Rethinking the Vietnam War</i>. London & New York: Palgrave Macmillan, 2012: 1-49.</p> <p>Assignments/deadlines: All students will complete readings for the class discussion and will come to class prepared to summarise their readings and debate issues related to America’s involvement in the Vietnam War, the end of Khrushchev’s reform process and the Warsaw pact invasion of Czechoslovakia in 1968.</p> |

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| <p>Session 11</p> <p>April 27th</p> | <p>Topic: The Rise and Fall of Détente, 1969-1980.</p> <p>Description: 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 postwar liberal consensus.</p> <p>The seminar 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>Reading: Westad, Odd Arne. <i>The Cold War: A World History</i> (New York: Basic Books, 2017): 365-422; 449-501.</p> <p>Assignments/deadlines: Seminar Presentation 6, Group B: The End of Détente and The Second Cold War, 1977-80.</p> |
| <p>Session 12</p> <p>May 4th</p> | <p>Topic: Jimmy Carter, Ronald Reagan and the Second Cold War, 1979-85.</p> <p>Description: 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>The seminar and discussion for the second session examines the controversies surrounding the role of the Reagan administration in ending the Cold War</p> <p>Reading: Mitchell, Nancy. “The Cold War and Jimmy Carter.” In Leffler & Westad, <i>CHCW</i> III: 66-88; Fischer, Beth A. “United States Foreign Policy in the Era of Reagan and Bush.” In Leffler & Westad, <i>CHCW</i> III: 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>Assignments/deadlines: Seminar Presentation 7, Group C: Did Ronald Reagan Win the Cold War?</p> |
| <p>Session 13</p> <p>May 11th</p> | <p>Topic: Mr Gorbachev’s Revolution, 1985-89.</p> <p>Description: 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> |

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| | <p>Students will watch and discuss <i>CNN Cold War</i> – Episode 23 – The Wall Comes Down.</p> <p>Reading: Judt, Tony. <i>Postwar: A History of Europe Since 1945</i>: 559-663.</p> <p>Assignments/deadlines: Seminar Presentation 8, Group D – Mr Gorbachev’s Revolution.</p> |
| <p>Session 14 May 18th</p> | <p>Topic: The Collapse of the Soviet Union, 1989-91.</p> <p>Description: The hopeful period of <i>glasnost</i> and <i>perestroika</i> – and the miraculous revolutions in Eastern and Central Europe – finally give way to disillusionment and rebellion, justifying Tocqueville’s dictum that “the most dangerous time for a bad government (or system) is when it begins to reform itself.” The last session looks at the end of the Soviet Union, focussing especially on Gorbachev’s role in bringing this about.</p> <p>Students will watch and discuss <i>CNN Cold War</i> – Episode 24 – Endings.</p> <p>Reading: Roberts, Adam. “An “incredibly swift transition”: reflections on the end of the Cold War.” In Leffler & Westad, <i>CHCW III</i>: 513-534; Brown, Archie. “The Gorbachev revolution and the end of the Cold War.” In Leffler & Westad, <i>CHCW III</i>: 244-266.</p> <p>Assignments/deadlines: Final Essays to be uploaded to Turnitin Assignment “Final Essays” on NEO LMS by Wednesday, May 18th, 23.59/11.59 pm CET.</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 |
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| Attendance and Class Participation | 42 | 10% | <p>For a strong participation grade, students will be required to do the following:</p> <ul style="list-style-type: none"> Attend weekly in-school sessions - or the Microsoft Teams conference classes -and listen to the students’ – or lecturer’s – seminar PowerPoint presentation. Ask follow-up questions and make observations on the student PowerPoint presentation for that | 3 |

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| | | | <p>week and engage in any in-Session or online NEO Forum debates.</p> <p>In the event of face-to-face classes being cancelled or cut back due to a second COVID-19 wave, students will also be asked to do the following:</p> <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> | |
| Seminar Presentation 1 – The Early Cold War, 1945-48. | <p>Depending upon the number of presenters, speaking time of c. 7-10 minutes per presenter.</p> <p>Preparation Time = c. 10 hours</p> | 20% | <ul style="list-style-type: none"> • The ability to express reasoned opinions about controversial questions relating to the early history of the Cold War, c. 1945-48. • To argue with those of opposing points of view on the basis of logic and evidence. • Critical reading and comprehension skills. • <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. | 1, 2, 3. |
| Seminar Presentation 2 – The Later Cold War, 1962-89. | As above. | 20% | As above. | 1, 2, 3. |

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| | Preparation Time = 10 hours | | | |
| Midterm Essay | Note-Taking and Writing Time = c. 34 hours | 20% | <p><u>The midterm essay will consist of two essays written outside class hours at home. It will evaluate the following:</u></p> <ol style="list-style-type: none"> 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. 2. The student's understanding of the main points of controversy regarding key historical events in the earlier Cold War, c. 1941-55. 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. 4. The ability to read and critically-evaluate a variety of conflicting sources and opinions. 5. The ability to discriminate between competing points | 1, 2. |

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| | | | of view and argue a reasoned case about a controversial problem in the history of ideas, using logic and evidence – i.e., critical thinking skills. | |
| Final Take-Home Essays | Study and Preparation Time = c. 34 hours | 30% | <p><u>The final essays assignment will consist of two essays written outside class hours at home. It will evaluate the following:</u></p> <ol style="list-style-type: none"> 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. 1956-89. 2. The student's understanding of the main points of controversy regarding key historical events in the latter Cold War, c. 1955-89. 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., | 1, 2. |

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| | | | critical thinking skills. | |
| TOTAL | 150 hours | 100% | | |

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

7. Detailed description of the assignments

Class Participation Grade

Before each student seminar presentation in the first session of each in school class, students will be expected to discuss their assigned weekly readings in small groups with other students (who will have been assigned different readings). Students will then be quizzed by the lecturer about their individual readings. This semester, owing to the ongoing COVID-19 crisis, this section may be conducted on NEO Forums.

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. Given the current COVID-19 crisis, it is still possible that at least part or all the class will be held online. In this event, students will be expected to put these follow up questions in written form on NEO Forum, where they will be responded to in writing.

A second part of your participation grade will be based upon follow-up questions and participation in discussions that will follow each student presentation.

Finally, you are expected to attend class regularly. Poor attendance will result in a reduction of your grade and possible failure for the entire class.

The balance of your Class Participation grade will be 50% participation during class and/or Microsoft Teams online classes and 50% participation in NEO Forums.

Assessment breakdown:

| Assessed area | Percentage |
|---|-------------------|
| Participation during class and/or Microsoft Teams online class, especially giving reading summaries when required | 50% |
| Participation in NEO Forums | 50% |

Class Presentations

Two c. 35-minute presentation using PowerPoint or similar presentation software. The first presentation will take place before the mid-semester break and will be based upon events in the Cold War between 1945 and 1948. The second will take place after the break and will concern events in the Cold War which took place between 1962 and 1989.

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 early history of the Cold War, c. 1945-48.
- 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% |

Midterm Essay

The midterm essay assignment will consist of a c. 2000-word (c. 7-10 double-spaced page) 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" **on Sunday March 27th, by 23.59/11.59 pm CET.**

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 receive 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

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

Final Essays

The final essays assignment will consist of two 800-1000-word (c. 2-3 double-spaced page) essays, for a total of 1600-2000 words (c. 4-6 pages). These essays will be completed at home by the student. The essay prompts will appear three weeks before the essays are due. Essays will be uploaded to the Turnitin assignment "Final Essays" by the beginning of class on **Wednesday, May 18th by 23.59/11.59 pm CET.**

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. 1955-91.
2. The student's understanding of the main points of controversy regarding key historical events in the latter Cold War, c. 1955-91.
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.

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 receive an automatic failing – F – grade.

Assessment breakdown

| Assessed area | Percentage |
|----------------------------------|------------|
| 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, is required. Students who are absent 35 percent of classes or more cannot complete the course. Those with a majority of unexcused absences will be failed; those with a majority of excused absences will be administratively withdrawn from the course. 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. 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 behaviour

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 behaviour to the student's Dean.

Students engaging in behaviour 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 and Academic Tutoring Centre

Plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (*Random House Unabridged Dictionary*, 2nd Edition, Random House, New York, 1993)

Turnitin's White Paper 'The Plagiarism Spectrum' (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another's work, word-for-word, as one's own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one's own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The "Aggregator" includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation but relies too closely on the text's original wording and/or structure.

At minimum, plagiarism from types 1 through 8 will result in a failing grade for the assignment and shall be reported to the student's Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

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 Centre. 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

| Letter Grade | Percentage* | Description |
|---------------------|--------------------|---|
| A | 95–100 | Excellent performance. 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 | Good performance. 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 | Fair performance. 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 | Poor. 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 | Fail. 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 4th, 2021.

Approved by: G. Hays II

Date: