



HIST 408.01E

Themes in World History: The Cold War, 1950s and 1960s

SPRING 2025

Time: MWF 12.00–12.50

Room: Ferguson SS 141

INSTRUCTOR INFORMATION

Instructor: Dr Kuracina

Office Location: Ferguson 127

Office Hours: MWF 2pm – 4 pm

University Email Address: William.Kuracina@tamuc.edu

Preferred Form of Communication: ***email***

Communication Response Time: usually within 24 hours

COURSE INFORMATION

Course Description

HIST 408 Themes in World History: This course is a study of the themes which influenced all human cultures from the earliest times to the present, considered within the context of a comparative framework. Such themes as the impact of technological change on society, the development of means of economic exchange and the structure of religious and ideological systems will be examined. May be repeated for credit up to nine semester hours as topics change. Pre-requisites: Non-majors may enroll with consent of the department.

We primarily will explore the meaning and implications of exploitation and decolonization during the Cold War for the years between 1945 and 1968.

Generally, the history of the Cold War is depicted as an existential conflict between capitalism and communism, or between democracy and totalitarianism, or between freedom and oppression. According to this narrative, the world was divided into two opposing camps, the

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United States and its allies versus the Soviet Union and its satellites. Our dominant view – a Western-centered perspective – presents international relations between 1945 and 1991 as an ongoing ideological struggle that involved open military conflict, militarization and arms races, economic competition, and proxy wars. The timeframe between 1945 and 1968 in particular was volatile, an extended period in which the superpowers persistently verged upon open warfare. This moment was a war of maneuver rather than outright military conflict – a shooting war only would have achieved mutually-assured destruction, so the life-and-death struggle between opposing worldviews and world systems played out in every imaginable ways *other than* armed conflict – military and economic alliances, the strategic deployment of conventional forces, goodwill ambassadors and culture wars, technological and arms races, military and economic aid to states threatened by the enemy, espionage, propaganda and influence exerted upon neutral or non-aligned states, even military interventions, coups, and assassinations. When you struggle for existence against an enemy determined to wipe out your way of life, you do what's necessary to win.

The United Nations' Universal Declaration of Human Rights (UDHR) affirms international respect for human rights and fundamental freedoms, and it permits nations to pursue their own path of self-determination. Do US or Soviet actions violate these founding principles? Is oppression justified when it is carried out in the name of freedom? When all the world is the playground for competing superpowers, who decides what freedom looks like for anyone else, especially when the ideological conflict distills down to competing visions about freedom or justice? Freedom from what, exactly? Justice for whom? Arguably, the Cold War's competing worldviews corrupted principles, with international relations and domestic policies forced to develop and conform to an oppositional paradigm determined by the two superpowers.

This course explores selected moments during two decades of the Cold War. We will consider the origins of this international phenomenon; we will investigate the extent to which self-determination can coexist in a world where nations' leaders are expected to choose a side; we will discuss the concepts of a national will and self-determination; we will assess the extent to which ideological conviction corrupted humanistic principles; and we will seek to determine the ways in which the Cold War shaped historic trends.

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: Our reading assignments are transcribed primary sources. Some assignments are one selection, other weeks you will read multiple selections. Please follow the course calendar below to identify and access each assignment. These materials are found in D2L.

This course does not use a textbook; textbook information is readily found anywhere online. Rather than teach the content, we are going to begin making sense of the content. Instead of textbook assignments, we will practice how to research information, and we will refine processes for communicating our findings. Google becomes our research database, and then

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we will use targeted searches and specific keywords to focus our research results. We will discuss those results in breakout groups and during class meetings, and from there we will practice making sense of the historical information that we uncover.

Your weekly reading assignments include:

- Minutes of the Second Communist International (1920)
- Marxism, Capitalism and India's Future (1941)
- Roosevelt to Stalin, February 7, 1945
- Winston Churchill's "Iron Curtain" speech (1946)
- The Truman Doctrine (1947)
- "The People's Democracies" (1947)
- NSC 68: United States Objectives and Programs for National Security (1950)
- A Bill to promote world peace (1950)
- NSC 76/1: "US Courses of Action in the Event Soviet Forces Enter Korean Hostilities" (1950)
- Sukarno's speech at the opening of the Bandung Conference (1955)
- "Economic Development and Nonalignment" (1956)
- "History Will Absolve Me" (1953)
- "Overthrow of Premier Mossadegh of Iran" (1954)
- Anthony Eden to Dwight D Eisenhower, July 27, 1956
- Dwight D Eisenhower to John Foster Dulles, November 1, 1956
- "The 'New Course' in Eastern Europe" (1953)
- "Hungary 1956"
- "30 October Declaration" (1956)
- "Congo Natives Idolize Leader as Day of Freedom Nears" (1960)
- "D'Lynn Waldron's Report" (1960)
- "Opening the Secret Files on Lumumba's Murder" (2002)
- "Declaration of Independence of the Democratic Republic of Vietnam" (1945)
- "People's War People's Army" (1960)
- "He used the f-word more freely than a marine in boot camp" (2003)
- "Assassination Planning and the Plots: Cuba" (1975)
- "De-Stalinization (1956)
- "We Will Bury You" (1956)
- Nikita Khrushchev's address to the UN General Assembly, September 23, 1960
- "The whole attitude was, stand back little brother, I'll take care of it." (2003)

Optional Texts and/or Materials: The instructor will upload additional materials into the LMS, from time to time throughout the semester, according to the course calendar and/or accompanied by appropriate announcements from the instructor.

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Student Learning Outcomes

1. **Critical/Integrative Thinking:** Students will apply insights from their examinations of human history.
2. **Communication:** Students will communicate ideas effectively through writing and, where appropriate, through oral communication, visual communication, or creative performance.
3. **Ethical Reasoning:** Students will engage with multiple perspectives in exploring the human dimensions of real-world situations and historical problems.

Student Learning Outcomes will be assessed by the 1968 Project (see below).

COURSE REQUIREMENTS

Instructional Methods and Assessment

We will discuss assigned works, using small group and full-group discussions, with short low-stakes writing and reflection assignments that scaffold into a final project. This 1968 Project is meant to highlight your learning and the development of your skills, especially information literacy, critical thinking, and communication. You will read, discuss, listen, analyze, and develop an understanding of the assigned texts; you will conduct research to contextualize primary sources; and you will communicate your ideas. By engaging with these kinds of core learning objectives, you will gain a greater appreciation of the complexities of the world of history and a better understanding about your place within that complexity. You also will learn and practice skills derived from deep textual reading and analysis, critical thinking, research and information literacy, and the ability to communicate your ideas: these skills provide you with solid foundations for your college experience, and they are meant to bolster your employability after graduation.

To prepare for and develop the 1968 Project, you will complete research assignments, reading assignments, content quizzes, breakout group discussions, in-class discussions, and weekly journal entries that scaffold into your final project. These elements all are set out in the Course Schedule below. We will consistently tie these components into the course's chief themes, especially the theme of self-determination, in ways that are designed to enable you to better understand large issues and in ways that prepare you to make arguments about how our society perceives and understands those sorts of issues.

You are required to use some aspect of the Adobe Creative Campus suite of apps, in a format that best suits your preferences, in a way that permits your greatest creativity of expression.

Throughout the course, discussions and assignments will be geared to reinforcing the basic premises of university education and to emphasizing students' development of skills central to their college career and beyond—exposing students to new ideas, different perspectives, and the variability of the human experience; developing relationships between and among

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students, mentors, and faculty; reinforcing persistence and resiliency; encouraging reflection and sense of purpose; and honing reading, writing, and communication skills.

Assignments are broken down as follows:

Attendance: Attending class means success in the class — you have to be where the action is to receive the best benefits. Attendance grading reflects this philosophy, with the opportunity to collect bonus points that add to your final grade — each day of class is worth 3 points; attending every day is worth 135 points, which means that perfect attendance for the entire semester can earn 35 “extra credit” points. Again, you should attend class to be where the action is.

Participation: If attendance is necessary, participation is even more vital. Successful participation means attending class, being prepared for the class session, contributing and adding to the conversation (thoughtful participation). Participation shows that you understand the material, you are willing to think critically about the material, that you are engaged with the discussion of the material, and that you are willing to help the entire group learn about the material. Proper participation means offering your viewpoints, but it equally means exhibiting a willingness to listen, and whenever necessary, the ability to agree to disagree.

Participation each day will be scored on a scale of 1 to 4 points:

- 1 point means you attend class but are not involved;
- 2 points mean that you generally are paying attention, occasionally taking notes, more-or-less following the conversation
- 3 points mean you are following the discussion, writing some notes, engaged with the ebb and flow of the discussion, tangibly and intangibly involved with our group learning;
- 4 points mean you are contributing in ways that advance the conversation in meaningful directions.

You can earn up to 180 points for participation, out of a total of 150 points that count for your final grade. Extra participation points can be banked and rolled into “extra credit” toward the semester’s final grade.

Research assignments: This course asks you to search for and access valid information and put that information to use as historians. Each week, you will conduct some online research into a topic or content area using general keywords contained within the course outline below. We are using this technique to help begin to fine-tune your factfinding skills, to differentiate between the various levels of historical sources, and to sort through historical fact and fiction.

Each week you will report the results of your research exercise. Within a couple of paragraphs, you will reflect about the path(s) that you chose to explore and critique the sources that you encounter. You are expected to use proper Turabian citation (a works cited list is not necessary), proper grammar, etc. These reports form the basis for each Monday’s discussion

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about the historical content, about the historical actors who were involved, about your initial analysis of the information that you've uncovered.

Reading assignments: This course introduces you to a world of primary source materials through which you can learn to think critically about the material that you read. Each week, you will complete a collection of related primary sources, which connect directly with the topic of your weekly research assignment. The idea is that your research helps to inform your understanding about the document you are analyzing, and then the document also helps contextualize the history that you are studying.

Quizzes: Quizzes are meant to assess your understanding of the reading assignments. Each week, a brief quiz will be administered through D2L. All quizzes are open-note/open-book/open-source. Due dates for quizzes are listed within the course schedule below. One quiz is an Academic Dishonesty Quiz that demonstrates your understanding of the expectations of academic honesty and the consequences for violating this university policy; a second quiz measures your understanding of this course's design and expectations (the content of this syllabus); the remaining quizzes all are connected with specific primary source reading assignments.

Breakout Group Discussions: At the beginning of the semester, the instructor will divide the class into breakout groups (usually three or four students per group). Because learning does not occur in a vacuum, and because we all can benefit from multiple insights, you will use these breakout groups to begin discussing each reading assignment. The breakout group discussion forum is in D2L. For each discussion session, you are expected to 1) contribute your thoughts about the reading assignment; 2) briefly highlight the research information that you uncovered during your research assignment, to help contextualize your assessment (and illustrate where from where you might be drawing some of your ideas); and 3) respond to at least one other group member's observations. In this way, you can be situated to generate a conversation that can organically move itself. These discussions then also form the basis for our in-class dialogue about the course themes and how the content is shaped by those themes, or by our perceptions about those themes.

Your contribution to the discussion should not just be a summary about the reading assignment or about the information produced by the research assignment. Please refer to the analysis vs summary document found within D2L.

Journal entries: At the end of each week, you will compile your analysis of the week's material into a journal entry. This report should connect with the discussion or lecture from the week; it could consider further areas you might explore with additional research; it could raise questions that remain unanswered; it could sketch today's relevance related to past events. Most importantly, your journal entry should attempt to make analytical sense of the documents and the historical context of those documents. You will submit each response into D2L for the instructor's review, and the assignment will be graded for its analysis, its thoughtfulness, its

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context, its quality of overall impressions, its connections to historical context or to present relevance, etc.

1968 project: Oh, what a year. Crises, protests, assassinations, an unravelling that internationally heralded conservative unity heretofore unseen. Simply put, it was a turning point for global history and human progress.

You will complete a major project that is due at the end of the semester. It is a research project. This project asks you to: 1) select an event from 1968; 2) present an argument about it; 3) support your argument with relevant information and data (research materials); and 4) link this your research and the course content into a kind of self-reflective consideration that makes sense of the moment, personally and historically. This project comprehensively assesses all Student Learning Outcomes for this course.

It's the journey rather than the destination that matters. — Your discussion posts and journal entries, as well as our class discussions, are jigsaw puzzle pieces that, when put together, will reveal a detailed picture about your thoughts about some of the themes contained within this course.

Additional details forthcoming: You will utilize apps from the Adobe Creative Suite for this 1968 project. At the moment, rather than impose one-size-fits-all, your project can be your own unique presentation; we may end up using a single app for a specific kind of presentation—details forthcoming. For the planners in the class, the full details will be available before Spring Break. Also, please take early advantage of office hours to begin talking through some likely options.

Student Responsibilities or Tips for Success in the Course

PACE YOURSELF! Please remember that all assignments have specific due dates within the syllabus. This sort of outlining is designed to empower you to manage this class and all of your other coursework throughout the semester. Please be aware of deadlines, please anticipate due dates, please be careful not to miss assignments, please be sure to attend class—our courses always have a way of snowballing when permitted, so please diligently avoid procrastination and all of the other ways you might end up sabotaging your own success.

Attendance policy

You should attend every class, so you are where the action is, prepared to participate during the discussions. Multiple unexcused absences will trigger a report to your academic adviser. Excessive absences (more than 5 unexcused absences) may result in a failing grade for the course, at the instructor's discretion.

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Please inform me if there is a legitimate reason (illness, emergency, etc.) for missing class. Non-documented excuses for absences generally are not accepted, but they might be accepted; please inform me when these situations occur. If you must travel for university business (for example, with an athletic team), then please inform me ahead of time.

Participation

Please complete the reading assignments for this class on time. You should be prepared to discuss reading assignments as part of the class discussion, or within lectures, or as scheduled group work. Occasional in-class writing assignments may be used in place of discussions, as necessary if our class conversation lags.

Please bring questions to class, and I encourage you to ask questions about the material, or to provoke me into further explaining some point found within a reading assignment or made during the class.

You are expected to create and sustain an open intellectual learning environment that fosters comfortable discussion. You are expected to listen to the comments and questions from classmates with an open mind, while clearly respecting viewpoints that might be different from your own. This sort of open environment is necessary for us to properly function as historians – we should avoid judging the people of the past, we cannot dismiss historical actors’ behaviors because we perceive them to have been “wrong;” we must be open to understanding why people of the past behaved as they did, so that we can learn from their experiences to inform our own.

Reading

You must complete reading assignments **before** we begin the section when they are discussed (Example: assignments for Week 3 must be read before we begin covering Week 3). The documents listed below within the course calendar especially must be read before class discussion, otherwise you will not be prepared for discussion, or for your research assignment. Additionally, you are expected to post your thoughts about the reading and the research assignment to the members of your breakout group according to the schedule included below.

All reading assignments include content covered during class discussions and lectures and other class work; all reading assignments equally include materials that are not part of those conversations or lectures. You are responsible for completing all reading assignments, and you are responsible for all of the material within reading assignments that may not be covered during a class session (this content may appear on quizzes or exams).

GRADING

Final grades for this course will be based on the following percentages total points:

A = 90%-100%

A = 900 – 1000 points

B = 80%-89%

B = 800 – 899 points

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C = 70%-79%

D = 60%-69%

F = 59% or Below

C = 700 – 799 points

D = 600 – 699 points

F = less than 599 points

Assignment grading (points) is:

Attendance	100 points
Class Participation	150 points
Quizzes in D2L (10 points each)	150 points
Breakout Group Discussions (10 points each)	150 points
Journal entries (20 points each)	300 points
Synthesis project	200 points
	1050 points

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

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Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each of you needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact the instructor — William.Kuracina@tamuc.edu

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Students are encouraged to contact the instructor anytime, whenever the need occurs. Clear communication with the instructor means that your learning processes can be better supported. Outside of the classroom (or, immediately before/after class sessions), the best way to contact the instructor is by email (Wiliam.Kuracina@tamuc.edu), or to visit during posted office hours. The instructor also can schedule a meeting at your convenience – please inquire. Do not hesitate to contact the instructor about any concerns or difficulties you may be experiencing – I want to help you solve any problems you might have, but I can only assist you if you make me aware of what is going on with you.

The instructor commits to responding to emails and questions within 24 hours (weekends are an exception, please expect 48 hours). The instructor does not reply to emails after 10pm. Please remember to use proper email etiquette when communicating, and please also remember to include specific details (your full name, the class, etc.), because this information will help me help you.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Classroom behavior

Generally, please avoid being a distraction to other students or to the instructor. Please take care of personal needs before class begins. Please remember to mute mobile devices. Please feel free to use your mobile devices for notetaking, but please stay off mobile devices for

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personal use during class. Although you think that you can subtly multitask this way, you cannot—it is a distraction; if it bothers me, it probably bothers the people around you, too.

The university's faculty members expect that all work submitted for grades is work that the students themselves have completed on their own. University policy insists that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be permitted. Please also see below, "Academic Integrity." Before you make a mistake regarding academic integrity, please ask the instructor about anything that might potentially violate this policy.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

AI Use in Courses

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructor's guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 [Undergraduate Academic Dishonesty](#)

13.99.99.R0.10 [Graduate Student Academic Dishonesty](#)

Students with Disabilities — ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

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Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and ETAMU Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all ETAMU campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

ETAMU Supports Students' Mental Health

The Counseling Center at ETAMU, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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COURSE OUTLINE / CALENDAR

Week 1

Introductions

13 January (Monday)	Class meets	Introduction to the course
14 January (Tuesday)		• Introduction to breakout group due @ 11.59 pm
15 January (Wednesday)	Class meets	Discussion: introductions • Syllabus Quiz due @ 11.59 pm
16 January (Thursday)		• Academic Dishonesty Quiz due @ 11.59 pm
17 January (Friday)	Class meets	Discussion: more introductions, success tips, etc.

Week 2

Origins: colonies and communism

Week 2 research assignment:

- Lenin's Thesis on the Colonial Question, MN Roy's Supplemental Thesis

Week 3 reading assignment:

- Minutes of the Second Communist International
- Marxism, Capitalism and India's Future (1941)

20 January (Sunday)		• Week 2 research discussion post due @ 11.59 pm
21 January (Monday)	University closed	Martin Luther King Jr Day
22 January (Tuesday)		• Week 2 quiz due @ 11.59 pm
23 January (Wednesday)	Class meets	Discussion
24 January (Thursday)		
25 January (Friday)	Class meets	Discussion • Week 2 journal entry due @ 11.59 pm

The syllabus/schedule are subject to change.

Week 3

Iron Curtain

Week 3 research assignment:

- [Yalta Conference](#)
- [Truman Doctrine](#)

Week 3 reading assignment:

- Roosevelt to Stalin, February 7, 1945
- Winston Churchill's "Iron Curtain" speech (1946)
- The Truman Doctrine (1947)
- "The People's Democracies" (1947)

26 January (Sunday)		• Week 3 research discussion post due @ 11.59 pm
27 January (Monday)	Class meets	What did you discover?
28 January (Tuesday)		• Week 3 quiz due @ 11.59
29 January (Wednesday)	Class meets	Discussion
30 January (Thursday)		
31 January (Friday)	Class meets	Discussion • Week 3 journal entry due @ 11.59 pm

Week 4

Containment

Week 4 research assignment:

- [Containment, Chinese Civil War](#)

Week 4 reading assignment:

- NSC-68

2 February (Sunday)		• Week 4 research discussion post due @ 11.59 pm
3 February (Monday)	Class meets	What did you discover?

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4 February (Tuesday)		• Week 4 quiz due @ 11.59 pm
5 February (Wednesday)	Class meets	Discussion
6 February (Thursday)		
7 February (Friday)	Class meets	Discussion • Week 4 journal entry due @ 11.59 pm

Week 5

Containment is spelled K-O-R-E-A

Week 5 research assignment:

- [Korean War](#)

Week 5 reading assignment:

- A Bill to Promote World Peace
- “US Courses of Action in the Event Soviet Forces Enter Korean Hostilities”

9 February (Sunday)		• Week 5 research discussion post due @ 11.59 pm
10 February (Monday)	Class meets	What did you discover?
11 February (Tuesday)		• Week 5 quiz due @ 11.59 pm
12 February (Wednesday)	Class meets	Discussion
13 February (Thursday)		
14 February (Friday)	Class meets	Discussion • Week 5 journal entry due @ 11.59 pm

Week 6

Anti-colonialism and Non-Alignment

Week 6 research assignment:

- [Non-Aligned Movement](#)

Week 6 reading assignment:

- Sukarno’s speech at the opening of the Bandung Conference

The syllabus/schedule are subject to change.

- Economic Development and Nonalignment

16 February (Sunday)		• Week 6 research discussion post due @ 11.59 pm
17 February (Monday)	Class meets	What did you discover?
18 February (Tuesday)	Post	• Week 6 quiz due @ 11.59 pm
19 February (Wednesday)	Class meets	Discussion
20 February (Thursday)		
21 February (Friday)	Class meets	Discussion • Week 6 journal entry due @ 11.59 pm

Week 7

You must choose a side (Cuba 1953)...

Week 7 research assignment:

- [Cuban Revolution](#)

Week 7 reading assignment:

- “History Will Absolve Me”

25 February (Sunday)		• Week 7 research discussion post due @ 11.59 pm
26 February (Monday)	Class meets	What did you discover?
27 February (Tuesday)	Post	• Week 7 quiz due @ 11.59 pm
28 February (Wednesday)	Class meets	Discussion
1 March (Thursday)		
2 March (Friday)	Class meets	Discussion • Week 7 journal entry due @ 11.59 pm

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Week 8

... or we will choose it for you (Iran 1953)

Week 8 research assignment:

- [Coup in Iran](#)

Week 8 reading assignment:

- Overthrow of Premier Mossadegh of Iran

4 March (Sunday)		• Week 8 research discussion post due @ 11.59 pm
5 March (Monday)	Class meets	What did you discover?
6 March (Tuesday)	Post	• Week 8 quiz due @ 11.59 pm
7 March (Wednesday)	Class meets	Discussion
8 March (Thursday)		
9 March (Friday)	Class meets	Discussion • Week 8 journal entry due @ 11.59 pm

10–18 March is Spring Break

Week 9

You must choose a side (Egypt 1956)...

Week 9 research assignment:

- [Suez Crisis](#)

Week 9 reading assignment:

- Anthony Eden to Dwight D Eisenhower, July 27, 1956
- Dwight D Eisenhower to John Foster Dulles, November 1, 1956

16 March (Sunday)		• Week 9 research discussion post due @ 11.59 pm
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The syllabus/schedule are subject to change.

17 March (Monday)	Class meets	What did you discover?
18 March (Tuesday)	Post	• Week 9 quiz due @ 11.59 pm
19 March (Wednesday)	Class meets	Discussion
20 March (Thursday)		
21 March (Friday)	Class meets	Discussion • Week 9 journal entry due @ 11.59 pm

Week 10

...or we will choose it for you (Hungary 1956)

Week 10 research assignment:

- [Hungarian Revolution](#)

Week 10 reading assignment:

- Hungary 1956
- “30 October Declaration”

23 March (Sunday)		• Week 10 research discussion post due @ 11.59 pm
24 March (Monday)	Class meets	What did you discover?
25 March (Tuesday)	Post	• Week 10 quiz due @ 11.59 pm
26 March (Wednesday)	Class meets	Discussion
27 March (Thursday)		
28 March (Friday)	Class meets	Discussion • Week 10 journal entry due @ 11.59 pm

Week 11

Unpacking the 1950s

Week 11 research assignment:

- [The Cold War](#)

The syllabus/schedule are subject to change.

Week 11 reading assignment:

- “De-Stalinization”
- “We Will Bury You”

30 March (Sunday)		• Week 11 research discussion post due @ 11.59 pm
31 March (Monday)	Class meets	What did you discover?
1 April (Tuesday)	Post	• Week 11 quiz due @ 11.59 pm
2 April (Wednesday)	Class meets	Discussion
3 April (Thursday)		
4 April (Friday)	Class meets	Discussion • Week 11 journal entry due @ 11.59 pm

Week 12

You must choose a side (Congo)...

Week 12 research assignment:

- [The Congo Crisis](#)

Week 12 reading assignment:

- “Congo Natives Idolize Leader as Day of Freedom Nears”
- “D’Lynn Waldron’s Report”
- “Opening the Secret Files on Lumumba’s Murder”

6 April (Sunday)		• Week 12 research discussion post due @ 11.59 pm
7 April (Monday)	Class meets	What did you discover?
8 April (Tuesday)	Post	• Week 12 quiz due @ 11.59 pm
9 April (Wednesday)	Class meets	Discussion
10 April (Thursday)		
11 April (Friday)	Class meets	Discussion • Week 12 journal entry due @ 11.59 pm

The syllabus/schedule are subject to change.

Week 13

...or we will choose a side for you (Vietnam)

Week 13 research assignment:

- [North Vietnam](#)

Week 13 reading assignment:

- “Declaration of Independence of the Democratic Republic of Vietnam”
- “People’s War People’s Army”
- “He used the f-word more freely than a marine in boot camp”

13 April (Sunday)		• Week 13 research discussion post due @ 11.59 pm
14 April (Monday)	Class meets	What did you discover?
15 April (Tuesday)	Post	• Week 13 quiz due @ 11.59 pm
16 April (Wednesday)	Class meets	Discussion
17 April (Thursday)		
18 April (Friday)	Class meets	Discussion • Week 13 journal entry due @ 11.59 pm

Week 14

Unpacking the 1960s

Week 14 research assignment:

- [The Cold War](#)

Week 14 reading assignment:

- “The whole attitude was, stand back little brother, I’ll take care of it.”
- Nikita Khrushchev’s address to the UN General Assembly, September 23, 1960
- “Assassination Planning and the Plots: Cuba”

20 April (Sunday)		• Week 14 research discussion post due @ 11.59 pm
21 April (Monday)	Class meets	What did you discover?

The syllabus/schedule are subject to change.

22 April (Tuesday)	Post	• Week 14 quiz due @ 11.59 pm
23 April (Wednesday)	Class meets	Discussion
24 April (Thursday)		
25 April (Friday)	Class meets	Discussion

Week 15

1968 and global progressivism

Week 15 research assignment:

- Complete 1968 projects

Week 15 reading assignment:

- Complete 1968 projects

27 April (Sunday)		• 1968 projects due @ 11.59 pm
28 April (Monday)	Class meets	1968 Presentations
29 April (Tuesday)		
30 April (Wednesday)	Class meets	1968 Presentations
1 May (Thursday)		
2 May (Friday)	Class meets	1968 Presentations

Friday 9 May, 8 am – 10 am Final comments and conclusions

The syllabus/schedule are subject to change.