



HIST 5348
20th Century: The Cold War
Summer 2016 VC01

Wayland Baptist University
School of Behavioral and Social Sciences
Virtual Campus

WBU MISSION STATEMENT:

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

COURSE TITLE, NUMBER, AND SECTION: HIST 5348 VC01 20th Century: The Cold War
TERM: Summer 2016

INSTRUCTOR: Doctor Jim Powell

OFFICE PHONE NUMBER & WBU EMAIL ADDRESS: 806-352-5207 (WBU Amarillo Campus) by pre-set appointment since in the Virtual World, Adjunct Faculty have no "office." james.powell@wayland.wbu.edu

OFFICE HOURS AND LOCATION: DR. Powell checks the BB Course E-mail daily and will respond to any E-mail within 48-72 hours. Phone calls are only accepted at pre-arranged appointments since these must be pre-arranged at the Amarillo WBU Campus at the convenience of the Professor, Student, and the Campus open hours. Other virtual contact means can also be arranged by appointment such as Virtual Chat or Skype which may be better suited for student and Professor whose time zones and work hours make synchronizing times difficult.

Preferred Email for Course Communication: The BB Course E-mail Tab is located on the Left-Hand Menu/Toolbar

ALL Course related communication between Student and Professor MUST take place within the **Course Homepage E-Mail TAB on the Left-Hand Toolbar within Blackboard**, NOT via the Hotmail system, because the standard Hotmail programs can/do filter out messages as Spam despite having a correct Heading or address. This could lead to a student's attempt to contact the Professor disappearing into the void. More importantly, the Blackboard Program contains the REQUIRED SafeAssign system through which all written assignments must be submitted, so always use it. It also keeps a permanent record of our conversations, thus protecting both the Professor and Student if there is any question. Finally, given the huge volume of E-Mails that we all receive each day, and with the Filtering system used, it is highly likely that your effort to contact the Professor may never be seen, or not viewed until it is too late to help you with whatever problem you wrote about in the first place. So please take this seriously and write only via the Course Homepage E-Mail system on Bb to guarantee a response from the Professor.

Contact Time Frame: Ordinarily, your Instructor will respond to any E-Mail within 48-72 hours. If you need immediate assistance, or do not receive a response within 3 days, send a follow-up E-Mail. Be sure to check

your Course Homepage and its E-Mail often for messages from the Professor. Doctor Powell regularly posts Blog Comments that are meant for the entire class, so please do check the Course Announcements TAB often.

CLASS MEETING TIME AND LOCATION (NECESSARY LOG-ON AND MEETING TIMES):

Students should purchase textbooks and receive them **prior** to the first day of class. In addition, students need to log-in, on or before, the first day of class through the [WBU Virtual Campus \(http://virtualcampus.wbu.edu/\)](http://virtualcampus.wbu.edu/). This process will activate their Account within Blackboard in preparation for the First Day of Class. This course is conducted completely On Line and does **NOT** require proctors for exams. All Quizzes and Assignments are submitted online through the course website. (See more details under "Attendance" requirements.)

Log-on and Meeting Times:

Students should purchase textbooks and receive them prior to the first day of class. In addition, students need to log-in to the Blackboard's Home Page on or before the first day of class through the [WBU Virtual Campus \(https://wbu.blackboard.com/webapps/login/\)](https://wbu.blackboard.com/webapps/login/) as noted above. (See more details under "Attendance" requirements.) Wayland Baptist University, like many across the nation, now requires "proof" that each student is actually participating regularly in every course in which they are enrolled. This mandate requires each Professor to use some type of regular communication method as evidence that students are indeed active on a weekly basis. I decided that my students will post to a **Personal Reflective Journal** at least once per week to fulfill this new assignment. The normal workload of the course will take care of most posts, since you will need to write me for approval about topics that you wish to submit, or anytime you have a question about preparing for Exams and so on. By simply using a dual-post method, you will get the information from me which you need, and also meet your obligation to post once per week into your Personal Journal. In essence, this becomes a running account of your experience in the class, reducing any extra work that might otherwise have been necessary. So, while there are no set meeting times for the class, you must post to your Personal Reflective Journal each week, plus I will use the normal communication that we engage in to meet that need mandated by WBU Attendance Policy. Please feel free to post anything else that you desire, such as how your research has changed your views on something, or maybe a new technique you learned while preparing your assignments. You can also use this new requirement to stimulate discussion on a subject with fellow classmates, and if you invite me, I will join in as well.

Meanwhile, the subject of our study---the Cold War against the Soviet Union---has made a return appearance as the Russians have chosen to support the fragile dictatorship of a ruler in Syria the U.S. dislikes, seize territory in the Crimea from Ukraine and even buzzing U.S. warships with low-flying military jets as a show of strength. These are the kinds of issues we can explore in more depth if you would like to do so. There are so many aspects to the study of the Cold War that unless one can focus on only one or two then it becomes overwhelming very rapidly. I have chosen to look at the nuclear weapon and how it's very existence help create and shape the Cold War, along with a few other so-called Weapons of Mass Destruction (WMDs). I decided that the mid-point of the class will be the Cuban Missile Crisis, and event that really almost destroyed mankind in a nuclear holocaust. Our reading will thus begin with the birth of the Atomic Bomb, and how that weapon triggered the rise of tensions between former World War II allies, and from there we move to an understanding of the domestic political circumstances that also enhanced those tensions during the Truman and Eisenhower administrations. Then the Cuban Missile Crisis takes center stage, and from there the course moves inexorably away from the Brink to the era of Detente under Richard Nixon to the friendship between Ronald Reagan and Mikhail Gorbachev, to the collapse of the Soviet Union and the end of the Cold War. There are numerous issues embedded in the readings or current events that can be the basis for weekly Discussions---so please do not hesitate to write to me with any questions you might wish to pursue from your Weekly Postings. The location for posting the weekly entries is the "**Personal Journal**" TAB in the left-hand menu on the Course Webpage.

CATALOG DESCRIPTION: Studies in the Twentieth Century - The Social, Cultural, and Political History of the 20th Century. (See below for more detailed description.)

COURSE DESCRIPTION: This is a study of how the global conflict, known as the Cold War began, and the role played by its most significant weapon, the nuclear bomb. The United States created this weapon and is still battling nearly 80-years later to control the "dragon" it unleashed. Special focus will include the use of the Atomic Bomb on Japan, the struggle within the scientific, political and military arenas about control over and future development of nuclear weapons, including the so-called "Super" or Thermo-Nuclear Bomb. Creation of the H-Bomb as the Thermo-Nuclear came to be known required placement of these weapons of mass destruction around the planet leading to the Cuban Missile Crisis in October 1962, and the near annihilation of mankind. Global leaders were so frightened by this near-miss that a reduction in both tensions and nuclear stockpiles followed, with a sudden return to the Brink in the early 1980s, which ironically involved two men who would, by working together, not only step the World back from the Brink, but also end the decades-long Cold War, along with the expense and tragic loss of life. The readings will be divided into two parts, the origins of the weapon and the Cold War itself, followed by the creation of the Thermo-Nuclear weapon, the Cuban Crisis and the scare which led to the final acts of a titanic battle that threatened mass extinction for nearly 50-years.

PREREQUISITE: There are no prerequisites for this course.

REQUIRED TEXTBOOKS:

Fursenko, Aleksandr and Timothy Naftali. *One Hell of a Gamble: Khrushchev, Castro and Kennedy, 1958-1964: The Secret History of the Cuban Missile Crisis*, 1998, W. W. Norton. ISBN: 9780393317909
 Hoffman, David. *The Dead Hand: The Untold Story of the Cold War Arms Race and Its Dangerous Legacy*, 2010, Anchor Publishing. ISBN: 9780307387844
 Leffler, Melvyn P. *For the Soul of Mankind: The United States, the Soviet Union, and the Cold War*, 2008, Hill and Wang. ISBN: 9780374531423
 Sherwin, Martin. *A World Destroyed: Hiroshima and Its Legacies*, 2003, Stanford University Press. ISBN: 9780804739573

Other articles and book chapters may be assigned and made available on the Course Homepage if circumstances warrant.

STRONGLY SUGGESTED TEXTBOOK:

Turabian, Kate L., *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition, University of Chicago Press: 2013. ISBN: 9780226816388

Where to Purchase Textbooks:

Students are STRONGLY encouraged to purchase the textbooks from WBU Virtual campus where the books are in stock. Internet bookstores and other places may claim have these books but they are often on backorder which can cause a significant delay of up to 3-4 weeks. This delay is unacceptable in a University using the quarter system because it places students too far behind to realistically keep up in the class.

COURSE OUTCOME COMPETENCIES: Upon completion of this course, students will be able to understand and effectively communicate their grasp of:

- the political, economic, religious, military, geographical, and intellectual factors that led the United States to create the Atomic Bomb during World War II, then the same factors which led the Soviet Union to follow the American lead, and build a similar weapon thus triggering an Arms Race, and a policy of Brinkmanship by both sides, with many smaller nations caught in the titanic struggle of two Super Powers and how their actions nearly led to the destruction of the planet. A parallel story is followed as first scientists, then political leaders and private citizens clamor for an end to the foolhardy rush toward humankind's annihilation, and how two men were able to overcome their own distrust and bring an end to one of the most dangerous periods in human history. There is, however, a legacy to this Cold War which once again threatens the survival of people around the World and this will mark the conclusion of this course.

WBU VIRTUAL CAMPUS ATTENDANCE POLICY:

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

Participation:

Regular log-on is necessary for satisfactory achievement; plus, there is the newly mandated Personal Reflective Journal. Students need to log into the course regularly, at minimum of every 48-hours. This requirement is based upon the student's need to be informed on many issues that arise, including changes in their course, any WBU announcement posted for the entire class, and in order to stay in contact with their Professor, who may feel that important information is not being understood by the students enrolled in the Virtual Campus, or WBU. Experience has demonstrated the important role played by the Professor’s Blog postings in assisting students in successfully completing the class. So, remember to check the Homepage regularly.

It is the responsibility of each student to keep track of their assignments. Students must have daily access to a computer and a reliable Internet connection to enroll in, and to succeed in this course. Technical problems with a Student’s computer or Internet provider are not valid excuses to miss Assignments, Exams, or other Due Dates. Students should plan ahead to have access to a back-up computer at a family member's home, friend's location, local school, or local city library. If a technical problem does occur, students should immediately send an e-mail to the Virtual Campus Help Desk, where specialists in this technology can provide assistance. You must also send a note to your Professor via the Course Homepage explaining the difficulty and the Date, Time and Steps taken to solve the issue. Should the problem not be addressed by the Help Desk, they will provide the Professor with a detailed report of ALL actions taken and the Professor will then decide if the Student can be allowed to complete the work in another fashion. If you cannot use e-mail, telephone your Professor as a last resort to explain the problem. Remember, however, that this is an Online course, and traditional telephone messages may take longer to be returned since they are outside of the normal communication chain. If you reach your Professor's voice-mail, leave a message explaining the trouble and contact information where you can be reached. Expect an e-mail response via the Course Homepage as the primary means of return contact, not a telephone call, since students are enrolled from around the world, and may, in fact, be on Active Duty in a military combat zone, or live in Alaska or Hawaii and so on. This makes telephone communication problematic to say the least. If necessary, a Chat Room can be created as a temporary method to discuss material that is too complex for a standard e-mail.

NOTE: Contact the Professor immediately if you have a family emergency such as an unexpected major illness or family death, are on Active Duty serving in a war zone and must be offline temporarily, or have any other justifiable reason why you are unable to meet the Due Dates. However, change of military assignments or TDYs, changing work schedules, or other occurrences caused by a busy life are not acceptable excuses for missing the assignments. Plan ahead.

POLICY ON ACADEMIC DISHONESTY:

Occasionally a few students will attempt to cheat or plagiarize. Students caught will receive a grade of F (0 points) for that assignment. Additionally, such students may receive a grade of F for the Course and may be suspended from the College (penalties which become a permanent part of a penalized student's record and cannot be eliminated by the repeat-option). If you are unsure about the definition of plagiarism, see the links available to Students or visit with your Professor.

Plagiarism includes, but is not limited to:

- downloading a free or purchased paper that is used for any purpose at all
- copying an article from the web or electronic database
- translating a foreign web article into English
- copy a paper from a local source
- cobbling -- cutting and pasting to create a paper from several sources (including web sites) even if properly cited
- excessive quoting (more than 20% even if properly cited)
- quoting less than all the words from a quote---there is a way to legally use part of a sentence or paragraph and if you need that information then just ask me and I will gladly demonstrate the process
- changing some words but copying whole phrases
- paraphrasing without attribution
- summarizing without attribution
- faking a citation
- recycling your own work from a previous or current course, or another student's work even with their permission.

Review the WBU Plagiarism Policy and Plagiarism Handout located on the "Course Information" TAB on the Course Webpage.

Choosing Good Sources for Historical Research:

Students often search for additional information about historical events to supplement their understanding of the material in preparation for essays, discussions, and even quizzes. To correctly interpret historical issues, students must have accurate knowledge of the facts. Students can also consult secondary sources such as the work of other historians. Students are, however, **STRONGLY** cautioned to choose these extra sources, particularly internet sites, with care. Websites, such as Wikipedia or Yahoo, **DO NOT** necessarily contain reliable facts, documentation, or interpretations, and therefore, should not be used in a college course. Websites like Wikipedia even post disclaimers informing users that their material may or may not be valid (<http://en.wikipedia.org/wiki/Wikipedia:Disclaimers>). Students should, instead, choose sources from the WBU Virtual Library such a History Cooperative, JSTOR, or other refereed journals. For websites, learners should select sites where the author can be identified as a scholar, historian, or other knowledgeable person. Such examples would include websites ending in .edu or .org. Websites helpful to students in this course already examined by the professor are available via the "Web Resources" link through the course.

SERVICE FOR THE DISABLED:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.

COURSE REQUIREMENTS & GRADING CRITERIA

Student Assignments:

The course is based on reading from the books listed in the required textbook section as well as any readings either provided by DR J, or selected by the student for their Multimedia submission.

The Mid-Term Exam and the Last Exam--each worth 30% of a student's grade--are both split into two sections, with Part I comprising two Short Answer questions, scored at 25% each and normally answered with roughly 500-words or so for each topic, followed by a single Essay, worth 50% and designed as an open-ended chance for the student to reveal what they have learned about the subject of the question and may be as long as time allows. The Mid-Term will rely upon the material found in the First Block of reading listed on the "Course Schedule" reading while the Last Exam obviously comes from the next block, as we shift from the origins and use of the Atomic Bomb and the early years of the Cold War, to the culmination of the risks associated with weapons of mass destruction during the Cuban Missile Crisis. This global scare came amidst growing pressure to limit the nuclear arms race, and the proliferation of weapons of mass destruction only to result in renewed tensions between the nuclear Super Powers during the early 1980s, followed just as quickly by the sudden reversal of attitudes in both Washington and Moscow, and how two men were able to bring an end to the Cold War, but at a huge cost, and with a legacy that remains uncertain. In addition, any online assignments and Discussions conducted during the appropriate time-frame may also appear on the appropriate Exam. The Third part of a student's average will involve a Multi-Media Project that is roughly equal in length to a traditional research paper--and is worth 30% of the course average. Students may select the topic for their Multi-Media assignment but it **MUST** be pre-approved by DR Powell. The reason for this is to assure me that sufficient resources exist for a Graduate-Level assignment like this, since in general---but not always, Professors are more familiar with the current scholarship on subjects in their field and can make life much easier for the student by approving a subject that has such support available, and to guide students to it. The Multi-Media Project is presented using tools like Web Pages, PowerPoint Presentations, along with YouTube videos---or TV Clips taken from Documentaries if you have the appropriate technology such as an Audio/Video Receiver for example, and blend them, or maps, images or whatever into the PowerPoint created to reveal their research in a wider format. The use of the usual formal scholarly formats, such as the Cover Sheet, a Thesis Statement, footnotes or endnotes in the Turabian style of citation, and a Conclusion along with an Annotated Bibliography are still required. If any student has not taken the Historical Methods course and is unsure of how to find research material, cite in the Turabian form, or faces any other challenge they are unfamiliar with then please do not hesitate to write to me using the Course E-Mail tool so that I can help you. The last 10% of a student's grade comes from the previously mentioned **Personal Journal** which is mandated by the WBU Attendance Policy defined above and available via an in-course link. Remember, these posts must be done--regularly--to avoid the loss of a letter grade. I explained above how I suggest you handle this requirement and as in everything, if you are in doubt--just ask. All of this material must be submitted via the infamous SafeAssign Tool as well. I realize that your video clips will not be assessed by SafeAssign, but the majority of your Submission will undergo the usual scrutiny so you should not have any difficulty. Again, if in doubt, please just ask and I will help or you can simply contact the Virtual Help Desk using the tab on the left-hand tool bar.

The Multi-Media assignment should make the maximum use of technology-based sources such as video and audio from YouTube or the Web, by the student to display their mastery of research and interpretation using technology. You may use any other sources such as film-clips from popular culture or Social Media, Interactive maps, photos, TV news clips and my personal favorite---the student created Web Pages, and so on. The Multi-Media project is, however, built around the same Thesis Statement, and must have the usual Cover Sheet, Footnotes, Conclusion and Annotated Bibliography just as a traditional research paper---and MUST offer the same level of "proof" using both Primary and Secondary sources cited in the Turabian style. It must be sent via the SafeAssign Tool as well. Your Multimedia Project should analyze a key event, or person that proved significant to the origins, evolution and consequences of the Cold War. Remember, everyone must gain prior approval for this project including a possible but not complete list of potential sources you may wish to use for your submission. I do not want to seem harsh---but this approval is mandatory.

Whatever topic a student chooses and gets approved, it should include a Cover Sheet which lists the Course Title and Number, the Title of the Paper or Project, my Title and Name (ie. Dr. Jim Powell---not the nickname DR J we use for everyday contact), your Title and Name (ie. I often have serving military personnel or faculty from other Departments or even other Universities who are earning a second graduate degree so the use of a Title is appropriate for them) and the Due Date--even if you send it in early. You should begin the assignment by defining the exact Theme of your project using a Thesis Statement, then dig out relevant sources and documents, compile a Bibliography (which you will later Annotate prior to submission) and eloquently develop your argument supported with footnote/endnotes cited using the Turabian format, and then summarize your argument in a Conclusion. You must also include an **Annotated Bibliography** for the Assignment and attach it to your submission---DO NOT send it as a separate document---it needs to come as one complete package. Examples of what an Annotated Bibliography should look like are found under the Course Content TAB, on the left-hand toolbar. Remember, that in History **All** work must be cited using the so-called Turabian style, which is based upon the more in-depth *Chicago Manual of Style*. The reason for this requirement is that over a century ago the major Professional organizations for Historians such as the American Historical Association (AHA) and the Organization of American Historians (OAH) selected the Chicago Manual format as the most useful for scholars and history still uses it or the more accessible Turabian version today. So if you intend on remaining in the historical profession and to get published you should learn to master it as soon as possible. Kate Turabian, by the way, was the Graduate Secretary for the University of Chicago History Department for several decades, and chose to create a less complicated manual for use by graduate students but it incorporates all the major features of the Chicago Manual without the excess verbiage and is the one preferred by scholars everywhere. Thank you Kate, we all appreciate your effort.

Additionally, all Assignments and Exams will be submitted and checked by SafeAssign for plagiarism. **This course requires a SafeAssign score of 20% or less for any Assignment.** A rating of 40% or greater means blatant plagiarism since students relied upon someone else for almost one-half of their work. The current version of SafeAssign will only accept .doc, .docx, .ppt, .pptx, .odt, .txt, .rtf, .pdf, .html file formats and generally sizes of 10 MB or less. The SafeAssign Link allows only **ONE upload attempt so the Assignment or Exam should be ONE complete document (including the Cover Sheet, Exam/Project& Bibliography) and ensure you are uploading the correct version using the SafeAssign Link!** Students needing assistance saving or uploading their Assignments on the SafeAssign Links should contact the VC Help Desk PRIOR to making their ONE attempt with the provided link on the left-hand menu on the Course Webpage.

NOTE: Students are responsible for ensuring that their Assignments and Multimedia upload correctly in whatever is the appropriate format with (Cover Sheet, Quiz, & Bibliography as ONE complete document) or (Complete PPT with Cover Slide, working YouTubes videos, etc. as ONE complete Project) without a virus, in an accepted format that can open in Bb to receive a grade. **REMEMBER**, once you hit that "submit" button for the final time to upload and send your Essay, there is no going back -- so please, please double-check yourself and be certain you have selected the correct file! Any Assignment submission which cannot be scanned by SafeAssign or opened by SafeAssign and/or Bb will NOT be accepted for a grade since this is a Virtual course and I cannot grade anything not on the computer and in Blackboard according to University rules. For example, the Multimedia Project should be checked from another computer not housing the original file on the C drive. For the SafeAssign, see the SafeAssign Handout for how to check Plagiarism scores and more.

Penalties Applied to Assignments (Based on a 100-point Grade)	
Project/Quiz Not Submitted on SafeAssign Link	A 2-letter Grade Deduction (Usually 20 points)
For Every 24 hours Late Past the Due Date	A letter Grade Deduction (Usually 10 Points)
Late & Not Submitted Correctly (within 24 hours of the Final Due Date)	Both Penalties Apply A TOTAL of 3-letter Grade Deduction (Usually 30 points) ----- A 2-letter Grade Deduction for not submitting Correctly

	(Usually 20 points) AND A letter Grade Deduction -- Late (Usually 10 Points)
SafeAssign Plagiarism Score of 21-40%	A 2-letter Grade Deduction (Usually 20 Points)
SafeAssign Plagiarism Score of 41% or more.	Will not be Accepted ZERO

The **Personal Reflective Journal** does not need to be so formal, and should be viewed as a chance to vent your frustrations over research, to debate the issues being raised by the readings, and especially as a chance to share ideas or techniques you have discovered and to ask me for information or advice on how to handle something. There is no need to use citations or the Turabian style since this assignment is just what the name implies, a Journal of your experiences in this course. You should just use a basic Header such as---Week I Post--- and then keep it informal. I know this seems like "busy" work but try using it to help get through the learning process. When I was in Grad School we had regular backyard BBQ meetings or indoor parties that allowed the spouses to share their woes with others who felt like Grad School widows/widowers too, while those in the Program spent hours debating topics, books, interpretations and so on. Think of your Journal as a similar experience--but one held in the Virtual World. I will share only what you want me to, and you may feel free to express anything that is on your mind just as we did in the traditional Grad School environment. Your posts will count as a Participation Grade worth 10% of your Final Class Average so it will not seem such a waste of your valuable time. The location for posting the weekly entries is the "**Personal Journal**" **TAB** in the left-hand menu on the Course Webpage.

Additional Course Requirements:

- **Skipping is a self-inflicted punishment.** Exams and Due Dates missed may NOT be made up and will result in a zero (0) for the assignment. All written assignments must be turned in on time. Any and all late assignments will be penalized a full letter grade for each 24-hour period they are past due.
- **Computer failures are not excused.** There is a broad window in which you may choose to take your two Tests, but students suffering any technology failure not caused by either Wayland Baptist University or by a system-wide crash such as found in a thunderstorm are not excused so have a backup site in the event you suffer a failure. Be sure you continually back-up your assignments, whether it is one of the Exams or your Paper/Project as you work, so that if a failure occurs you can take a Flash-Drive or whatever with you to your fall-back site. Remember, too that the two Exams and the Multimedia Project must be submitted electronically through the SafeAssign tool per WBU regulations.
- **Student Responsibilities and Conduct:** "The work you will do in this course is subject to the Student Honor Code. The Honor Code is a commitment to the highest degree of ethical integrity in academic conduct, a commitment that, individually and collectively, the students of Wayland Baptist University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements." The full text of the Student Code of Honor can be found at http://www.wbu.edu/student_life/student_handbook/. All violations of this code will be punished with all the severity permitted by the Code of Student Rights and Responsibilities. Students caught cheating or plagiarizing will be at the very least failed for the entire course.
- Students **MUST** submit all Assignments--including the Multi-Media Project, electronically through the SafeAssign link per the Instructions on the Course Website and no Assignment will be accepted in any other form as mandated by University and Course Syllabus rules.

GRADING CRITERIA:

Your success in this or any Graduate class depends largely on your involvement with both the material and Doctor Powell. Since regular log-in by each student is now required by Wayland Baptist University, I opted to use **brief weekly Journal posting** which must be available each week of the Term and can be submitted at any time, but must be posted no later than Monday morning by 0800. It is especially imperative that you turn in all assignments

on time since the "All-Seeing" computer reports the exact time to the second that any posting is made. Late submissions of any assignment will result in a reduction of one letter grade for every 24-hour period they are Past Due. This is motivational, not punitive, because your research material is being built layer upon layer and in order to fully evaluate your work, sufficient time needs to be granted for your work to be read and assessed. Here is the basic outline of assignments as they will be submitted:

Midterm (Exam 1)	30%
Last Exam (Exam 2)	30%
Project	30%
Participation (Personal Journals)	10%

Graded assignments will be assessed as follows:

- The quality of your tests will be evaluated by your ability to answer questions critically by formulating an argument and supporting it with all the necessary evidence. It is also imperative to explain the historical significance of your subject--or to put it another way--for you to place your answer in Context. Just listing "facts" strung together without any Theme is not "history" and you must learn that one key element that separates us from, say journalists, is that they do not normally place facts in a context that explains why something happened or why a decision was made, or not made, and so on. But that is exactly what historical scholars do each time we write and is the essence of our work. We take the raw data, in the form of documents, or memoirs, or books about something or someone, and then we place them together in such a way that the reader will comprehend why a person was elected or not, why one nation chose Communism and another fought to escape it, and this process occurs each time we do anything.
- The papers will be graded according to the quality of the writing, the richness and depth of analysis (context) and of the sources used. A good rule-of-thumb is to try for 1/3rd of your sources to be Primary and the rest Secondary). The formulation of a clear Thesis that is supported with all the necessary evidence is at the heart of historical scholarship and these skills are being honed in these papers.
- The quality of your Annotated Bibliographies will be measured by their overall accuracy, the breadth and depth of your analysis of the sources, and your ability to conform to the Chicago/Turabian Style.
- The Multi-Media presentation will be measured by your ability to choose and present a cogent argument using non-traditional materials in a clear, concise and entertaining fashion. The students of tomorrow are increasingly driven by visual stimulation, so because we "fight like we train" this project is intended to expose you to the challenges ahead. You must still use the Cover Sheet, Thesis, Narrative, and Conclusion and Annotated Bibliography, even of Virtual sources all with the appropriate citations in the Turabian style, but you will just be using a visual/audio format to deliver this information/interpretation in the assignment. Examples will be provided and I am always here to answer any questions in case you have not yet been exposed to this methodology, so do not fear this and most if not all of my students have indicated that they enjoyed this part of the class the most.

THE UNIVERSITY HAS A STANDARD GRADE SCALE:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a Micro-Term to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student's control. A grade of "incomplete" is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the "I" will be converted to an F.

STUDENT GRADE APPEALS:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

COURSE SCHEDULE (See Details Below):

Weeks 1-5 will cover the origins of both the Atomic Bomb and its use during the last days of World War II in the Pacific, followed by the collapse of the wartime alliance between the United States and the Soviet Union and the start of the Cold War, leading to the brink of nuclear disaster over placement of nuclear weapons by the early 1960s. During weeks 6-10 we focus on the Cuban Missile Crisis and how it shaped the next two decades in both the US and USSR. This is followed by the brief period in the early 1980s when detente imploded and the Soviet Union was once more the "Evil Empire" and the World seemed once again on the Brink---only to see two men emerge from a meeting in Iceland with ideas that allowed mankind to step away from the nuclear precipice, and even to form friendships that led to the end of the Cold War and the collapse of the Soviet Union. Sadly, the legacy of the Cold War, especially the existence of those nuclear warheads, have once again seen the rise of tensions between not only the US and USSR, but between other nuclear powers and the desire by religious zealots to seize and use nuclear or other forms of weapons of mass destruction to destroy the modern World they view as a threat to God's plan, and who intend to create a "pure" society of "true believers" by the annihilation of those whom they see as either infidels or apostates. Exams and other Assignment Dates are listed in detail on the **Course Schedule** below.

Etiquette:

The study of history is important and deserves respect from both the Professor and from Students. Everyone has an obligation to cultivate an environment for learning that enhances the ability to pursue the shared interest in history. Respect for one another and for the ideas and values of others are essential for a strong environment for learning history. Respectful students bring a strong work ethic to the course. They are expected to log-on to the class regularly, be prepared for class, and be attentive to discussions and online chats. A shared respect for one another is essential to the academic integrity and a comfortable learning environment. Everyone must do their part to maintain an environment of openness and civility that encourages and honors the intellectual achievement. If you need to review the standard Net Etiquette rules, see the [Netiquette Rules](#) for more information.

Go to the Course Webpage on WBU Virtual Campus and select the "Course Information" TAB:

- Print out and keep a copy of the Course Syllabus for the Quarter handy.
- Print out the Course Schedule on the "Course Schedule" TAB and post somewhere prominent.
- Review and be familiar with ALL Course Policies located including the SafeAssign, Wikipedia and Plagiarism Handouts.

****Changes or adjustments in Course Material, Course Schedule, or other parts of this Course Syllabus may be made during the semester if circumstances warrant.**

Teaching & Learning Strategy:

The class is approached as an on-line instruction tool to learn about the Cold War in the 20th Century global context. The course is designed to be completed during a regular 11-week quarter. A student should expect to schedule, on average, approximately 10-15 hours per week to accomplish the assignments required in this course and reading material of 150-200 pages per week. It is recommended for the student to block out time in

your day planner three times a week for completing reading, reviewing Internet sources, and course work, just as you would do if you were on campus. Remember, it is Graduate School, and without a face-to-face environment, you shoulder a heavier burden. But, I am always here to help.

This course stresses interaction between the students emphasizing their ability to teach themselves in a form known as the Socratic Method. The class is designed with textbook readings and supportive readings and primary documents on Internet sites to support the historical material. Students should view and/or print off the class syllabus and calendar regularly to keep track of assignments. In addition, students should regularly check their course e-mail for notices about any changes in the course or content materials. Participation in this course is crucial to success.

Since this course is offered as an online class, individualized learning is the key. Your ability to read the assigned material and learn on your own to identify major theses and link material together into a comprehensive understanding of the Cold War. Doctor Powell is available by telephone, email, and chat room to discuss in-depth any material you do not understand, but the burden of learning falls primarily upon the individual student.

Copyright of Course:

Courses and course presentations/materials shall not be reproduced, distributed, re-used, or revised without prior knowledge and consent of the professor. Copyright of courses and course presentations are owned by the professor just as in the case of traditional course materials such as books or articles.

Exams:

No proctor is necessary as all Exams are completed Online. Tests are scheduled on the calendar to begin at 1200/12:00 p.m. Noon on the date listed (usually Friday) and ending at 2355/11:55 p.m. Midnight (usually Monday) per the calendar. Some general thoughts on taking these Online Exams are in order. First, read the Instructions carefully. I have had students who overlooked the requirement to submit two Short Answer responses and thus damage their grade. Next, you must treat this as if it was being taken in a classroom setting, with no outside support being used. I do not mind if you refer to the textbooks or any of your notes or research, but avoid trying to "look-up" the answers and especially steer clear of plagiarizing what you are reading from the books as you take an exam. That is really easy to do, so take your time, think through the question, glance at anything you need to refresh in your memory, and then calmly sit down and type a response that addresses each item that is mentioned in the original question. Let the questions guide your answers is another way to think of it. NEVER, try to take an Exam if Thunderstorms/Snowstorms are in the area or if you are expecting company or might have any other distraction enter into the "quite zone" you have set up for this Exam. For your own sake, I would not answer your door, turn off all telephones, banish your spouse, children or significant others while testing, and focus entirely upon the Exam so that you will submit your best work. Do not--as a certain Professor did last Spring while working on the computer in another room--leave the Television on in an adjacent room broadcasting the NCAA Basketball Championship Final Four game in which his alma-mater, and former employer were playing!! To say that this unnamed Professor was constantly distracted is an understatement and his team lost to a team from a place where they make Cheese anyway! Focus is the key.

Students **MUST** submit ALL Assignments and Quizzes electronically per the appropriate Instructions on the Course Website and no Assignments will be accepted in any other form as mandated by University and Course Syllabus rules.

COURSE SCHEDULE:

HIST 5348 -- Course Schedule -- Summer 2016

Assignments/Quizzes: Unless otherwise noted, all assignments are due before 2355 or 11:55 p.m. (just prior to Midnight) Central Time (CT) on the final date listed. All dates refer to the 2016 Calendar Year and all Times refer to the appropriate seasonal CT (Central Time).

Project/Writing Assignment: Project & Writing Assignments (including Exams) MUST be submitted via the SafeAssign link ONLY and will not be accepted in any other form as mandated by University rules. The SafeAssign Link allows only ONE upload attempt so your Project should be ONE complete document (Cover Slide, Body & Bibliography Slides) and ensure you are uploading the correct version! **REMEMBER**, once you hit that "submit" button for the final time to upload and send your Essay, there is no going back -- so please, please double-check yourself and be certain you have selected the correct file! SafeAssign accepts the following types of files: Acceptable File Formats: .zip, .doc, .docx, .ppt, .pptx, .odt, .txt, .pdf, .rtf and .html Students are responsible for ensuring that their Project uploads correctly without a virus, in an accepted format that can open in Bb to receive a grade. Any Project submission which cannot be scanned or opened Bb will NOT be accepted for a grade.

NOTE: Students **MUST** submit all Assignments and Graded Quizzes electronically per the appropriate Instructions on the Course Website and no Assignments will be accepted in any other form as mandated by University and Course Syllabus rules.

Computer Problems and Assignments: Students must have regular access to a computer and a reliable Internet connection to enroll in this course. I repeat, these are minimum requirements for all students in every Online course. Technical problems are not an excuse to miss a posted Quiz or other Due Date. Students should plan ahead to have all work submitted earlier than the last Due Date in the event of a computer malfunction. Students should then have access to a back-up computer at a family member's home, friend's location, local school, or local city library so they may still meet all assignment dates. This is one of the trade-offs for the convenience of a Virtual class. When technical problems occur, students need to send an e-mail to the Help Desk explaining the difficulty, and copy the Professor as well---but understand that Professors are not computer experts and do not have access to the Programs or Servers to repair any technical problems that may arise. Any message to me about a technical crisis is for Information Purposes only and not for me to attempt any repair. If you cannot use e-mail, call the Help Line and not your Professor to explain the difficulty.

Date	Week	Reading Assignments	Quiz(zes)	Writing Assignments
5/23/16	Week 1	Purchase Book. Familiarize yourself with the Course Syllabus, Course Policies, "Course Information" TAB, and other areas of the Course Web Page. Begin Reading Immediately.	Graded Quizzes will be made Available on the "Assignments" TAB	Information on Assignments are found on the Course Syllabus. Turabian and Writing Assistance is found on the "Course Content" TAB.
5/23/16	Week 1	Begin with For the Soul of Mankind , by Melvyn Leffler with the goal of completing the Introduction and Chapters 1-2 by the Mid-Term Exam. Read all of A World Destroyed , by Martin Sherwin, for the Mid-Term. I will simply use the term Ibid. for the rest of the weeks until we reach the Mid-Term so you can set your own pace for the readings. I also suggest that you try to swap the books around instead of reading one		

		book first, then the next and so on. You can and should make notes in the margins and use note cards or whatever, but experience shows that by reading different interpretations of the material in preparation for the Mid-Term helps with retention and provides a fuller understanding of the story.		
5/29	Week 2	Ibid.		
6/5	Week 3	Ibid.		Approval for Topics DUE by Monday 6/6 Project Topics and Type Approval DUE by E-mail to DR J through the Course Webpage. NO Attachments.
6/12	Week 4	Ibid.		
6/19	Week 5	Continue Readings as Assigned for Exam #1 (Mid-Term)	Exam # 1 (Mid-Term) 6/24 - 6/27 Friday 24 June - MONDAY 27 June but DUE no later than MONDAY 27 June at 2355, or 11:55pm.	
6/26	Week 6	<p>Begin with For the Soul of Mankind, by Melvyn Leffler reading Chapter 3 along with all of "One Hell of a Gamble" by Fursenko and Naftali in preparation for the Last Exam (Final).</p> <p>Next comes For the Soul of Mankind, by Melvyn Leffler reading Chapter 4.</p> <p>Last is For the Soul of Mankind, by Melvyn Leffler reading Chapter 5 completing this book and all of The Dead Hand by David Hoffman.</p> <p>The use of ibid for the following weeks will apply once more. You set your own reading schedule based upon the general goal of learning but be certain to complete it before the Last Exam (Final).</p>		
7/3	Week 7	Ibid.		

7/10	Week 8	Ibid.		
7/17	Week 9	Ibid.		7/25 Project with Annotated Bibliography DUE Monday 25 July before 2355, or 11:55pm. Upload via the appropriate SafeAssign Link on the "Assignments" TAB
7/22	Last Day to Drop	Ibid.		
7/24	Week 10	Ibid.	Last Exam (Exam 2) 7/29 - 8/1 Friday 29 July. - MONDAY 1 August but DUE no later than MONDAY 1 August before 2355, or 11:55pm.	
7/31	Week 11	You have completed the course. Congratulations!		