INR 4104 - Topics and Cases in American Foreign Policy

Section: 0001

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Spring 2025
Class Meeting Days: TR
Class Meeting Time: 01:30PM - 02:50PM
Class Meeting Location: CB1 O205
Modality: P
Credit Hours: 3.00

Instructor Information

Terry A. Breese
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Teaching Assistants

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Course Description

INR 4104 COS-POLS 3(3,0)Topics and Cases in American Foreign Policy: PR: ENC 1102 or POS 2041 or C.I. General or intensive analysis of problems or aspects of U.S. foreign policy. Issues may include September 11th, homeland security, counter-terrorism, policymaking and decision-making and intelligence. Odd Spring.

This is a highly participatory exploration of the enduring themes in America's foreign relations through eight of the twentieth century's most important and contentious episodes. After a brief look at the main themes of American foreign policy before 1914 and the emergence of the United States as a world power, we will proceed chronologically through our eight case studies, beginning with the American decision in 1917 to enter the Great War. Each module will evaluate a key topic to illuminate the broader trends. As you study these historical events, consider whether the U.S. made the right decision in terms of what American leaders in the Administration and Congress knew and understood at the time. Do we still think they made the right decisions or were other options available to advance American foreign policy goals? What should American foreign policy goals be? How can the U.S. best use its resources (military, diplomatic, economic and other) to achieve its goals?

Along the way, we will examine the underlying causes behind each episode, the actions and motivations of the primary actors, and assess the decisions they made. We will evaluate and compare the leadership and decision-making styles of such presidents as Woodrow Wilson, Franklin Roosevelt, John F Kennedy, Richard Nixon and Ronald Reagan.

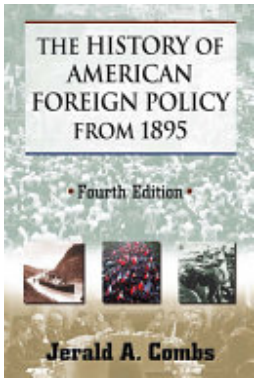
Students will be expected to participate vigorously in the debate on each question. In two cases, you will replay the Congressional debates (for war in 1917 and to reject the Treaty of Versailles in 1919). At Yalta you will decide the future of Europe. Then we will examine the roles of the United States and the USSR in the emergence of the Cold War. Other modules will study the Cuban Missile Crisis, the end of the Cold War in 1989 and U.S. Relations with China. Our last case is a Model Diplomacy simulation dealing with tensions on the Korean Peninsula.

Student Learning Outcomes

After successful completion of this course, students will be able to:

- Understand and be able to explain the evolution and development of key concepts in American foreign policy through the 20th century.
- Understand and be able to explain the historical events, trends and ideas that produced each of the cases examined and the actions taken by the parties involved.
- Understand and be able to explain the roles played by the executive, the Congress, outside interest groups (both elites and others), and the media in shaping the American response to foreign affairs challenges.

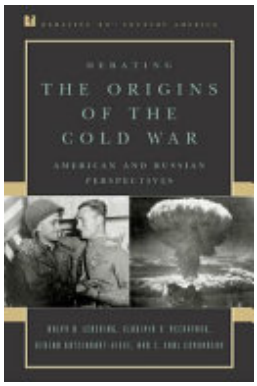
Course Materials and Resources



The History of American Foreign Policy from 1895
ISBN: 9781317456407
Authors: Jerald A Combs
Publisher: Routledge
Publication Date: 2015-02-12
Edition: Fourth

Restoring the World, 1945
ISBN: 9781469659855
Authors: Nicolas W. Proctor, John E. Moser
Publisher: UNC Press Books
Publication Date: 2020-05-15

Debating the Origins of the Cold War
ISBN: 9780847694082
Authors: Ralph B. Levering



Publisher: Rowman & Littlefield
Publication Date: 2002-01-01

Course Assessment and Grading Procedure

Assessment Percent of Final Grade

Writing Assignments (four) 25%

Yalta 1945 15%

Cuban Missile Crisis Micro-Game 10%

Vietnam Simulation 10%

Midterm Exam 15%

Final Exam 15%

Quizzes and shorter assignments 10%

Total 100%

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
1/9/25	US Emergence as a Great Power Reading Quiz	Quiz	10
1/10/25	Roosevelt or Wilson?	Assignment	20
1/14/25	Nothing Less Than War Reading Quiz	Quiz	10
1/21/25	Treaty of Versailles Reading Quiz	Quiz	14

Due Date	Assignment Name	Assignment Type	Points
1/23/25	House/Senate Speech	Assignment	20
1/28/25	America Between the Wars Reading Quiz	Quiz	12
1/28/25	Yalta Availability	Quiz	0
2/3/25	Briefing Paper	Assignment	50
2/3/25	Formal Speech - Written	Assignment	25
2/4/25	Yalta 1945 Reading Quiz	Quiz	50
2/4/25	Formal Speech - Spoken	Assignment	25
2/14/25	Negotiating Outcome	Assignment	0
2/14/25	Participation	Assignment	40
2/17/25	Reflective Essay	Assignment	40
2/20/25	Origins of the Cold War Reading Quiz	Quiz	0
2/26/25	Origins of the Cold War	Assignment	100
2/27/25	Class Topic	Quiz	0
3/4/25	Eisenhower Reading Quiz	Quiz	16
3/5/25	Mid-Term Exam	Quiz	100
3/6/25	Cuban Missile Crisis Reading Quiz	Quiz	10
3/10/25	Advisor Brief	Assignment	30

Due Date	Assignment Name	Assignment Type	Points
3/12/25	Character Debrief	Assignment	30
3/13/25	Character Performance	Assignment	30
3/25/25	Vietnam Reading Quiz	Quiz	40
3/26/25	Briefing (Oral)	Assignment	20
3/26/25	Vietnam Policy Memo	Assignment	100
3/31/25	News Story 1	Assignment	60
4/2/25	News Story 2	Assignment	60
4/3/25	Participation	Assignment	30
4/4/25	Bonus	Assignment	0
4/4/25	Reflective Essay	Assignment	20
4/8/25	End of the Cold War Reading Quiz	Quiz	20
4/9/25	1989 and the End of the Cold War	Assignment	100
4/15/25	U.S.-China Reading Quiz	Quiz	10
4/16/25	The U.S. and China	Assignment	100
4/29/25	Final Exam	Quiz	100

Grading Scale

Letter Grade	Percentage
A	93-100%
A-	90-92%

Letter Grade	Percentage
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	70-76%
D	60-69%
F	0-60%

Policies for Course Grade

Makeup Work Policy

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

Missed/Late Assignments

Assignments are due as stated in each assignment. During the simulations, specific assignments may be later than posted if your assigned role is due to speak later in the simulation. Your role sheet will provide specific guidance. Otherwise, I expect assignments to be submitted on time. Assignments that are less that 24 hours late will be graded with a one letter grade deduction. Assignments more than 24 hours late without the instructor's prior agreement may not be graded at all.

All written assignments are submitted in Webcourse by file upload. MS Word is the preferred file type. Webcourse has issues with Apple's Pages program. Graded discussions will all be in Webcourse but Slack will be used for discussion in the simulations with a new Slack Workspace created for each simulation.

Attendance

I do not take formal attendance or grade for attendance. I rely on your professionalism and desire to learn. Not being present in class will likely affect your performance in the course. Absences during the simulations will affect your own participation grade and can affect the outcome for your delegation or faction.

- If you know you will miss a class session for a legitimate reason (including illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays.") please let me know in advance. I will work with you to avoid any problem, including adjusting the schedule of discussions in a simulation if possible.

- Where participation is a graded activity in a simulation, it will be measured by your engagement both in the plenary sessions and in your activity between sessions on Slack discussions.

Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic

Misconduct report could be filed with the Office of Student Conduct and Academic Integrity, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let’s avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on diversity and inclusion, Title IX, accessibility, or UCF’s complaint processes contact:

- Title IX – OIE – Office of Institutional Equity & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty or staff member, contact the Office of Institutional Equity online or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.

    - **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Class Schedule

Date	Topic	Required Reading (to be completed **before** the cla **Assignment Reminder in bold**
Jan 7	**Class Introduction** Lecture: A Forced March through American Foreign Policy to 1895	Kissinger, "The Hinge" from *Diplomacy.* (Webcours SKIM ONLY: Combs, Gerald A., *The History of American Foreig Relations From 1895,* (Fourth Edition), M.E. Sharp York, NY, 2012. Chapters 1-3 (pages 1-71)
Jan 9	**The Emergence of the U.S. as a World Power** Lecture: America's Emergence as a World Power	**Assignment Due Jan 11: Emergence of the Uni States Reading Quiz** **Assignment Due Jan 12: Roosevelt or Wilson?**
Jan 14	**Nothing Less Than War: The U.S.**	**Assignment Due Jan 14 (Before Class): Nothir**

	Decision to Enter World War I Lecture: The Great War and the U.S. Political Debate	**than War Reading Quiz** Combs, Gerald A., *The History of American Forei Relations From 1895,* (Fourth Edition), M.E. Shar York, NY, 2012. Chapter 4 (pages 72-96) Freure, Russell, "When Memory and Reality clash First World War and the Myth of American Neutra Northern Mariner, Vol. 22, No. 2, 2012, pages 141 (Webcourse) Puong, Fei Yeh, "The Role of the Zimmerman Tel Spurring America's Entry into the First Word War," American Intelligence Journal, Vol 32, No. 1, page (Webcourse) Woodrow Wilson's war message to Congress (2 p (Webcourse)
Jan 16	Class Debate: The House of Representatives' Debate on Declaring War	**Assignment Due 2:00 PM Jan 15: Op-Ed on the Declaration of War (HFAC Members Only)** **Assignment Due 2:00 PM Jan 17: Statement on vote on the Declaration of War (Other House M**
Jan 21	**The Treaty of Versailles** Lecture: The Paris Peace Conference 1919 and America's Debate	**Assignment Due Jan 21 (Before Class): Treaty Versailles Reading Quiz.** Combs, Gerald A., *The History of American Forei Relations From 1895,* (Fourth Edition), M.E. Shar York, NY, 2012. Chapter 5 (pages 97-121) Hewes, James E. Jr, "Henry Cabot Lodge and the of Nations," Proceedings of the American Philoso Society, Vol 114, No. 4, August 1970, pages 245- (Webcourse)

Jan 23	Class Debate: The Senate Debate on Ratifying the Versailles Treaty	**Assignment Due 2:00 PM January 22: Op-Ed o Treaty of Versailles (SFRC Members Only)** **Assignment Due 2:00 PM January 24: Stateme your vote on the Treaty of Versailles (Other Se**
Jan 28	Lecture: American Interwar Foreign Policy 1920-1941	**Assignment Due Jan 28 (Before Class): Interw Foreign Policy Reading Quiz** Combs, Gerald A., *The History of American Forei Relations From 1895,* (Fourth Edition), M.E. Shar York, NY, 2012. Chapters 6-7 (pages 122-171)
Jan 30	**Yalta 1945 Introduction** Lecture: Alliance Diplomacy: The U.S., Britain and the USSR in World War II **Delegation Meeting**	Combs, Gerald A., *The History of American Forei Relations From 1895,* (Fourth Edition), M.E. Shar York, NY, 2012. Chapters 8 (pages 172-182 ONLY at Yalta) Proctor, John W. and Moser, John E., *Restoring th 1945,* University of North Carolina Press, Chapel 2020, pages 1-42 Your individual role sheet and national briefing.
Feb 4	**Yalta 1945** **First Session** Issues 1, 2 and 3* (*The three foreign ministers will set the order of issues. Pay Attention – the agenda determines when your paper and speech are due.)	**Assignment Due: Individual Briefing Paper (du day before your issue comes up for discussio** **Assignment Due: Individual speeches (due the before your issue comes up for discussion).** **Assignment Due Feb 4 (Before Class): Yalta 19 Reading Quiz.** Documents in *Restoring the World, 1945* importar role.
Feb 6	**Yalta 1945** **Second Session**	

	Issues 4, 5 and 6*	
Feb 11	**Yalta 1945** **Third Session** Issues 7, 8 and 9*	
Feb 13	**Yalta 1945** **Fourth Session** Issues 10 and 11*	**Assignment due by end of class: Yalta Final St**
Feb 18	**Yalta 1945 Readout – What Really Happened** **Origins of the Cold War** Lecture: The U.S., Britain and the USSR – From Allies to Containment. 1945-1950	**Assignment Due 2:00 PM Feb 17: Reflective Es** Combs, Gerald A., *The History of American Foreig Relations From 1895,* (Fourth Edition), M.E. Sharp York, NY, 2012. Chapters 8 and 9 (pages 183-235 with Yalta)
Feb 20	**Origins of the Cold War** Lecture: The U.S., Britain and the USSR – From Allies to Containment. The Anglo-American Perspective	Levering, et al, *Debating the Origins of the Cold W* American Perspective (pages 1-64) George F. Kennan, "Long Telegram," Feb. 22, 194 69-75 of *Debating the Origins of the Cold War* and Webcourse) **or** X, "The Sources of Soviet Conduct," Foreign Affai Volume 25, No. 4, July 1947, pages 566-582. (We The latter is a bit longer but much more readable. Truman's Speech to Congress March 12, 1947, ("Recommendation for Assistance to Greece and

		(pages 78-80 *Debating the Origins of the Cold Wa* Webcourse)
Feb 25	**Origins of the Cold War** Lecture: The U.S., Britain and the USSR – From Allies to Containment. The Soviet Perspective	Levering, et al, *Debating the Origins of the Cold W* Russian Perspective (pages 85-154) Telegram from Nikolai Novikov, Soviet Ambassad US, to the Soviet Leadership dated September 25 (Webcourse) Also available at Wilson Center Archives http://digitalarchive.wilsoncenter.org/document/11
Feb 27	Class Debate: Which Country's Actions Were Most Responsible for the Emergence of the Cold War?	**Assignment Due 2:00 PM Feb 26: Paper asses responsibility for the Cold War.**
Mar 4	Lecture: The Cold War under Eisenhower and Kennedy Mid-Term Review	**Due Mar 4 (Before Class): Eisenhower Reading** Combs, Gerald A., *The History of American Forei Relations From 1895,* (Fourth Edition), M.E. Sharp York, NY, 2012. Chapter 10 (pages 233-260) **Assignment** **Assignment Due: Mar 5 Mid-Term Exam (on lin**
Mar 6	**The Missiles of October: The Cuban Missile Crisis** Lecture: Different ways of looking at the Cuban Missile Crisis	**Assignment Due 1:00 PM March 6: Cuban Miss Crisis Reading Quiz** Combs, Gerald A., *The History of American Forei Relations From 1895,* (Fourth Edition), M.E. Sharp York, NY, 2012. Chapter 11 (pages 261-270 ONLY
Mar 11	**Cuban Missile Crisis Microgame**	**Assignment Due 2:00 PM March 10: Advisor B** Game materials and your individual role sheets.
Mar 13	**Microgame Outbrief**	**Assignment Due 2:00 PM Mar 12: Character D**

	Lecture: The Cuban Missile Crisis: What Really Happened and What it Meant Lecture: Détente from LBJ to Carter	Combs, Gerald A., *The History of American Forei Relations From 1895,* (Fourth Edition), M.E. Shar York, NY, 2012. Chapter 11 (pages 284-) Watch the PBS documentary on the crisis. It's 1.5 Accessible on YouTube at (try "Open Link in New https://www.youtube.com/watch?v=dMYumVM1rZM&t=3561s
March 15–23	**Spring Break**	
Mar 25	**Vietnam: Go Long or Go Home** Lecture: Vietnam to 1964	**Assignment Due 1:00 PM March 25: Vietnam F Quiz** Proctor, Nicholas, *A Different Kind of War: The Ur States and Vietnam, 1963-65.* Sections 1-3 (page (Webcourse)
Mar 27	**Vietnam Session 1 (January 1965)** • NSA Bundy • Ambassador Lodge • General Greene • Deputy SecDef Gilpatrick • Mr. Vann • R. Hilsman • COS De Silva	Proctor, Nicholas, *A Different Kind of War: The Ur States and Vietnam, 1963-65.* Sections 4 and 5 (r relevant to your role). (Webcourse)
April 1	**Vietnam Session 2 (January 1966)** • W Rostow	

	• Gen LeMay • Forrestal • U/S Ball • Komer • Gen Krulak • McNaughton • Colby	
April 3	**Vietnam Session 3 (January 1967)** • Lansdale • William Bundy • McCone • Adm McDonald • NSC Thomson • Saigon Thompson Lecture: Vietnam – What Went Wrong?	Combs, Gerald A., *The History of American Forei Relations From 1895,* (Fourth Edition), M.E. Shar York, NY, 2012. Chapter 12 (pages 284-308)
April 8	**1989 and the End of the Cold War** Lecture: The Fall of Communism and American Policy	**Assignment Due 1:00 PM April 8: End of the C Reading Quiz** Combs, Gerald A., *The History of American Forei Relations From 1895,* (Fourth Edition), M.E. Shar York, NY, 2012. Chapter 15-16 (pages 358-410) Leffler, Melvyn, "Reagan's Peace through Strengt Gorbachev's Reform through Peace," in Merrill, D and Patterson, Thomas G., *Major Problems in An Foreign Relations, Volume II: Since 1914,* pages (Webcouse)
April 10	Class Debate: Why Did the Cold War	**Assignment Due 2:00 PM April 9: Who Was M**

	Suddenly End?	**Responsible for the Cold War's Sudden End?**
Apr 15	**The U.S. and China: From Nixon to Biden** Lecture: The U.S. and China 1969-Present	**Assignment Due 1:00 PM April 15: U.S.-China Quiz** Combs, Gerald A., *The History of American Forei Relations From 1895,* (Fourth Edition), M.E. Shar York, NY, 2012. Chapter 13 (pages 309-331) Just about China Westad, Odd Arne, *The Sources of Chinese Con Washington and Beijing Fighting a New Cold War?,* Foreign Affairs, Vol 98, No. 5 (Sept/Oct 20: pages 86-95. (Webcourse) Gerwitz, Julian, *China Thinks America is Losing,* Affairs Vol 99, No 6 (Nov/Dec 2020), Pages 62-72. (Webcourse)
Apr 17	Class Exercise: How should the U.S. deal with today's China?	**Assignment Due 2:00 PM April 16: Policy Pap China Relations**
April 24	**Final Exam 1:00-3:50 PM**	

Week	Lecture/Reading Topic(s)
1	Introduction/Emergence of the U.S. as a Great Power
2	The U.S. Decision to Enter World War I
3	The Debate over the Treaty of Versailles
4	Interwar American Foreign Policy
5	Yalta Simulation
6	Yalta Simulation
7	Yalta Simulation/Origins of the Cold War
8	Origins of the Cold War
9	Cold War under Eisenhower and Krushchev/Intro to Cuban Missile Crisis
10	Cuban Missile Crisis/Detente
11	Spring Break
12	Vietnam
13	Vietnam
14	1989 and the End of the Cold War
15	U.S. and China
16	Exam Week