Causes and Consequences of the Cold War: 
A Summer Conference for Teachers in Europe

Nelahozeves Castle, Czech Republic, July 2009

The Harry S. Truman Library, in partnership with the Parallel History Project on Cooperative Security, will pilot a one-week summer course for secondary school teachers in the summer of 2009. The course will take place in July 2009 at the Nelahozeves Castle near Prague. The theme will be "The Causes and Consequences of the Cold War."

The event will take place under the auspices of Hon. Ondřej Liška, Minister of Education, Youth, and Sports of the Czech Republic, and H.E. Petr Kolář, Ambassador of the Czech Republic to the United States, and is co-sponsored by the Institute of Contemporary History of the Czech Academy of Sciences in Prague.

The course will build on similar such seminars organized by the Harry S. Truman Library for American teachers in the past and will explore how to continue the program in the future for European teachers. Presenters will examine the origins of the Cold War, explore its unique features, and discuss its enduring legacy. Teachers will have the opportunity to hear outstanding international scholars from around the world and discuss the latest research on the topic. Educators will also be expected to create lesson plans and teaching materials based on the presentations.

A unique feature of the conference will be the interaction between the scholars and the teachers. The scholars and teachers will be given the opportunity to work together to consider the best way to bring the latest historical research into the secondary school classroom. Sessions will allow the scholars and teachers to engage in discussion and to build strategies for classroom use.

Teachers will have access to numerous primary sources from the Truman Library online archives and the PHP online collections during the week-long conference. They will be encouraged to share their ideas and create lesson plans during the conference. Additional resources from European archives will be made available during the week to encourage teachers to share their views and interpretations of the documents.

Teachers will be invited to apply and forty of them will be selected through an application process. The seminar is intended mainly for teachers from the Czech Republic and Slovakia, but also those from the neighboring countries may apply, particularly from Poland, Hungary, Austria, and the parts of Germany that used to be the GDR. Working knowledge of English will be required. Teachers and scholars will be housed in nearby hotels throughout the week so they can build relationships, exchange teaching ideas and share scholarship on the Cold War.
About the Partners

Harry S. Truman Library and Truman Library Institute
Harry S. Truman Library is one of 12 presidential libraries administered by the National Archives and Records Administration. The Library is supported, in part, by the Harry S. Truman Library Institute, the not-for-profit partner of the Truman Library. The Institute seeks to promote, through educational and community programs, a greater appreciation and understanding of American politics, history and culture, the process of governance, and the importance of public service, as exemplified by Harry S. Truman. The Truman Library Institute will serve as the grantee and have overall responsibility for the organization and administration of the project.

Parallel History Project
The Parallel History Project on Cooperative Security (PHP, founded in 1998 as Parallel History Project on NATO and the Warsaw Pact), provides new scholarly perspectives on contemporary international history by collecting, publishing, and interpreting formerly secret governmental documents. In response to the declassification of NATO records and the growing availability of documents from archives in Eastern and Central Europe, PHP as a cooperative undertaking of more than twenty partner institutes brings together leading Cold War historians, archivists, and government officials. The findings are made available at conferences and published both in print and on their website. The Parallel History Project will partner with the Truman Library Institute by assisting in planning, local arrangements, faculty and teacher selection and evaluation.

Conference Location
Nelahozeves Castle is located 25 miles north of Prague high above the Vltava River. Nelahozeves is also well known as the birthplace of Antonín Dvořák, perhaps the most famous Czech composer. The castle was constructed in the mid-16th century by the nobleman Florian Griespeck of Griespach, an influential member of the court of Emperor Ferdinand I. The castle remained in the property of Griespeck family for three generations. In 1623, the castle was purchased by Princess Polyxena of Lobkowicz and has been owned by the family ever since. The castle is operated by the Lobkowicz Events agency in Prague.

Promotion of the Conference
The program will be promoted in the Czech Republic, Slovakia and neighboring countries by their respective Ministries of Education. An electronic flier will be created to promote the conference with links to an online registration form. The registration form will contain all the application material.

Teacher Application Process
Teachers will have to complete the application form and submit it electronically to the Truman Library. Education staff of the Truman Library and members of the Parallel History Project will review the applications and determine the successful applicants. Applicants will have to write a statement about how the conference will benefit their teaching and how the information will be used in their classroom.

Evaluation of the Conference
An evaluation form will be created by Truman Library staff and distributed to all attendees. Teachers will complete the evaluation at the conclusion of the conference. Results will be tabulated and shared with representatives of the Truman Library and the Parallel History Project. This is a pilot project and the results will be used as the basis for the organization of subsequent workshops in other parts of Europe. Results will be shared with education officials in the Czech Republic, Slovakia and neighboring countries.
**Budget breakdown**  

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<tr>
<th>Item</th>
<th>Czech</th>
<th>Truman Library</th>
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<tr>
<td>Rental of Nelahozeves Castle, Prague</td>
<td>$15,000</td>
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<td>- Conference facilities</td>
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<td>- Conference meals and refreshments</td>
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<td>- Local arrangements</td>
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<tr>
<td>Hotel rooms for teachers and scholars</td>
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<td>- 15 scholars @ $200/night x 5 nights ($15,000)</td>
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<td>- 40 teachers @ $100/night x 5 nights ($20,000)</td>
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<td>Scholars travel &amp; honorarium</td>
<td>$28,100</td>
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<td>- 15 scholars will each receive a $1,000 honorarium.</td>
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<td>- 8 US-based scholars airfare to Europe, approx. $1,200 roundtrip</td>
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<td>- 7 European-based scholars airfare within Europe, approx. $500 roundtrip</td>
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<td>Teacher travel</td>
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<td>- 40 teachers @ $120/teacher</td>
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<td>Truman Library</td>
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<td>- Staff travel &amp; expenses</td>
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<td>- Materials and supplies</td>
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<td>- Organization and coordination</td>
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<td>- Review of applicants</td>
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<td>Parallel History Project</td>
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<td>- Project Evaluation</td>
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<td><strong>Total Cost</strong></td>
<td>$54,800</td>
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<td><strong>Overall Total</strong></td>
<td>$107,900</td>
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**Objectives**

This intensive professional development opportunity allows teachers to:

1. Broaden their historical knowledge of the Cold War; how it began and its consequences. They will examine the origins of the Cold War, explore its unique features, and discuss its enduring legacy. They will become intellectually stimulated as adult learners and motivated to pursue further study of the Cold War

2. Acquire new materials, teaching methods and strategies. Re-think their assumptions and approaches to classroom teaching by re-examining how they raise questions and approach difficult subject matter so that their classroom becomes a lively arena in which students test and apply important analytical skills

3. Be introduced to teaching resources and institutions around the world which can assist in their classroom instruction
4. Analyze primary source materials related to the conference topics and experience how the use of primary resources (official documents, diaries, letters, drawings, and memoirs created by those who participated in or witnessed the events of the past) can be used to:

   a. Encourage debate about the interpretation of the sources;
   b. Challenge others' conclusions;
   c. Seek out evidence to support their own conclusions; and
   d. Provide a snapshot of a particular time period, thus allowing for contextual interpretation of historical events

**Teacher Expectations**

Teachers will be expected to attend the conference in its entirety and:

1. Actively participate in conference sessions

2. Read papers from all scholars before the start of the conference (papers will be written by scholars ahead of time and shipped to participants by May 1st)

3. Create two high quality lesson plans and include new knowledge and methodology gained through participation in this workshop. Selected lesson plans will be posted on the Truman Library website (www.trumanlibrary.org)

4. Submit a 4-5 page typed reflection paper covering the topics presented and how it will impact their teaching

**Lasting Impact**

All of the teachers attending the conference will create lesson plans for their students. These lesson plans will be displayed on the Truman Library website so that teachers across the globe can access them. They will be linked to the online archives of the Truman Library and the Parallel History Project so that teachers around the world could use them in their own classrooms.
Suggested scholars, topics and activities:

**Day One**
Morning
Vojtech Mastny, USA (PHP): **Cold War overview**

Truman Library staff: **1948 Berlin Crisis White House Decision Center exercise.** Teachers will go back in time to 1948 as they face the first major showdown of the Cold War. Taking the role of President Truman or one of his seven advisors, participants will read classified documents, discuss options, and advise Truman on a course of action to take in Berlin.

Afternoon
Robert Legvold, USA (Columbia) or Marie-Pierre Rey, France (Sorbonne): **Cold War from Soviet perspective**

Truman Library staff:
Teacher research session
Recap of the day

**Day Two**
Morning
John Harper, Italy (Johns Hopkins Bologna Center) or Tom Blanton (National Security Archive, Washington): **Cold War from US perspective**

Michael Devine, USA (Truman Library): **Truman and “The Loss of China”**

Afternoon
Norman Naimark, USA (Stanford University) or Csaba Békés, Hungary (Cold War History Research Center): **Cold War from Eastern European perspective**

Teacher research session
Recap of the day

**Day Three**
Morning
Andreas Wenger, Switzerland (Swiss Federal Institute of Technology) or Helga Haftendorn, Germany (Free University, Berlin), or Leopoldo Nuti, Italy (University of Rome III) or Massimiliano Guderzo, Italy (University of Florence): **Cold War from Western European perspective**

Odd Arne Westad, United Kingdom (London School of Economics): **Cold War in Asia and the Third World**

Afternoon
Bernd Greiner, Germany (Institute for Social Research, Hamburg) or Nicholas Wheeler, United Kingdom (University of Wales, Aberystwyth): **Fear and trust in the Cold War**

Teacher research session
Recap of the day
Day Four
Morning
Jim Olson, USA (Texas A & M University): Intelligence in the Cold War

Jeremi Suri, USA (University of Wisconsin): Détente, international order, and human rights

Afternoon
Michael Hogan University of Connecticut: Cold War in American history and memory

Teacher research session
Recap of the day

Day Five
Morning (only)
Beth Fischer, Canada (University of Toronto): The end of the Cold War

Panel discussion with numerous presenters from throughout the week reflecting on the subject and its relevance today
Teacher discussion and feedback on how they would use the material in the classroom
Teachers complete evaluation forms
Work Plan

July 2008
Seek appropriate funding support

September 2008
Create electronic flier
Confirm availability of speakers to attend conference
Finalize agenda
Reserve facilities at Nelahozeves Castle
Reserve hotel accommodations

October 2008
Distribute electronic flier to education agencies in Europe
Education agencies proceed to distribute flier to their teacher contacts
Make hotel arrangements for speakers and conference organizers

November 2008
Create educational supplementary materials for conference
Create accompanying website for the conference

January 2009
Receive applications from teachers
Make travel arrangements for conference organizers
Work on logistics and set up needs for Nelahozeves Castle

March 2009
Notify teachers who have been accepted to the conference
Make hotel arrangements for teachers
Receive papers from scholars

April 2009
Distribute conference materials to teachers; send papers from scholars to teachers

May 2009
Send out reminders to all speakers
Send out final papers from scholars to the teachers

June/July 2009
Conference begins

Project Coordinators

Vojtech Mastny
Vojtech Mastny is the coordinator in Washington of the Parallel History Project on Cooperative Security, an international network based in Zurich. He has been a Senior Fellow at the National Security Archive and the Woodrow Wilson Center in Washington D.C. Previously he was Professor of History and International Relations at Columbia University, the University of Illinois, Boston University, and the Johns Hopkins University School of Advanced International Studies. He was also Professor of Strategy at the U.S. Naval War College in Newport and Fulbright professor at the University of Bonn. In 1996-98, he was the first Manfred Wörner Fellow of
NATO. His publications include *Russia’s Road to the Cold War*, the award-winning *The Cold War and Soviet Insecurity*, and *A Cardboard Castle? An Inside History of the Warsaw Pact* (with Malcolm Byrne).

**Michael Devine**

Michael Devine is the director of the Harry S. Truman Library and has taught courses in U.S. history and 18th and 19th century diplomatic history at the University of Wyoming. In the fall of 2000, he was a Senior Fulbright lecturer in Korea and in 1998 served as Houghton Freeman Professor of American History at the Johns Hopkins University-Nanjing University Graduate Center for Chinese and American Studies in Nanjing, China. Prior to joining the faculty at the University of Wyoming, Dr. Devine served as the Director of the Illinois Historic Preservation Agency/Illinois State Historical Society and was the Illinois State Historian from 1985-1991. Dr. Devine earned a B.A. from Loras College in Dubuque, Iowa, and an M.A. and a Ph.D. from Ohio State University. He has published nationally on subjects ranging from American foreign policy to the history of the West.

**Speaker biographies**

**Robert Legvold** (PhD, The Fletcher School of Law and Diplomacy, 1967), is a member of Executive Committee of The Harriman Institute. He specializes in the foreign policy of the Soviet Union and the post-Soviet states. Primary interest: The international relations of the post-Soviet region and their impact on the international politics of East Asia and Western Europe. His most recent books are *Russian Foreign Policy in the 21st Century and the Shadow of the Past* (Columbia University Press, 2007).

**Marie-Pierre Rey** is a professor of Russian and Soviet history at the University of Paris I Pantheon Sorbonne and Director of Research Centre in the history of Slavs. She has published *The Temptation of Reconciliation, France and the USSR at a time of relaxation, 1964-1974* (Publications de la Sorbonne, 1991), *From Russia to the Soviet Union, the construction of the Empire, 1462 -- 1953* (Hachette, 1994) and the *Russian Dilemma, Russia and Western Europe Ivan the Terrible Boris Yeltsin* (2002).


**Norman Naimark**, is the Robert and Florence McDonell Professor of East European Studies; a professor of history; core faculty member of Freeman Spogli Institute’s (FSI) Forum on Contemporary Europe. He is an expert in modern East European and Russian history, the history of Poland since 1863, and the history of the German Democratic Republic since World War II. His current research focuses on ethnic cleansing in the 20th century and the Soviet occupation of Eastern Europe after World War II. He is author of the critically acclaimed volume

Csaba Békés is a senior research fellow at the Institute for the History of the 1956 Hungarian Revolution and the founding director of the Cold War History Research Center, both in Budapest. He received a Ph.D. in 1989 from Szeged University, where he was a visiting lecturer on post-World War II Hungarian foreign policy from 1990–92. Békés also received a visiting fellowship from the Cold War International History Project, which enabled him to conduct research in American archives. His publications include The 1956 Hungarian Revolution and World Politics. Cold War International History Project and Cold War, Détente and the 1956 Hungarian Revolution. He was an editor of Political Transition in Hungary, 1989–1990. A Compendium of Declassified Documents and Chronology of Events and The 1956 Hungarian Revolution. A history in documents. Békés is a visiting scholar of history at Janus Pannonius University, Pécs, Hungary.

Andreas Wenger is Professor of International and Swiss Security Policy and Director of the Center for Security Studies at ETH Zurich (Swiss Federal Institute of Technology). He holds a doctoral degree from the University of Zurich and was a guest scholar at Princeton University (1992-94), Yale University (1998), the Woodrow Wilson Center (2000), and, recently, at the George Washington University (2005). His research team is part of the Center for Security Studies, which is integrated in the Center for Comparative and International Studies (CIS) at the ETH and University of Zurich.

Odd Arne Westad, United Kingdom (London School of Economics) co-directs the LSE Cold War Studies Centre. He is an editor of the journal Cold War History and the co-editor of the forthcoming three-volume Cambridge History of the Cold War. Professor Westad was awarded the 2006 Bancroft Prize for The Global Cold War: Third World Interventions and the Making of Our Times (Cambridge University Press, 2006). Other major books from recent years include The Cold War: A History in Documents and Eyewitness Accounts (OUP, 2003; with Jussi Hanhimäki); Decisive Encounters: The Chinese Civil War, 1945-1950 (Stanford UP, 2003) Reviewing the Cold War: Approaches, Interpretations, Theory (Routledge, 2000).

Nicholas Wheeler, United Kingdom (University of Wales, Aberystwyth) holds an MSc degree and PhD from the University of Southampton. After taking up research positions at the Department of War Studies, King's College London and the International Institute of Strategic Studies, he taught from 1989-93 in the Department of Politics at the University of Hull. He joined the Department in 1993 and was promoted to Senior Lecturer in 1998, Reader in 2002 and Professor in June 2004.

Jim Olson (Texas A & M University) received his law degree from the University of Iowa in 1969. He is a Senior Lecturer at the Bush School, where he teaches courses on intelligence, national security, and international crisis management. He served for over 25 years in the Directorate of Operations of the Central Intelligence Agency, mostly overseas in clandestine operations. In addition to several foreign assignments, he was Chief of Counterintelligence at CIA headquarters in Langley, Virginia.

Jeremi Suri is Professor of History at the University of Wisconsin-Madison. He is the author of the prize-winning book, Power and Protest: Global Revolution and the Rise of Detente (Harvard University Press, 2003) and the recently published Henry Kissinger and the American Century (Harvard University Press, 2007). He is also the author of numerous scholarly articles published
in *International Security*, *Diplomatic History*, *Reviews in American History*, *Cold War History*, the *Journal of Cold War Studies*, and other journals. Professor Suri's research focuses on the cross-national connections between domestic social change and foreign policy-making. He is particularly interested in the role of ideas and institutions in shaping international manifestations of power and influence.


**Beth A. Fischer** (University of Toronto) was a Fellow at the Norwegian Nobel Institute in 2002, and is Co-Editor of *International Journal*. She specializes in U.S. foreign policy, international security, and contemporary issues in international relations. Publications include *The Reagan Reversal: US Foreign Policy and the Ending of the Cold War* (1997), and articles and book chapters on intelligence analysis, the U.S. and the ending of the Cold War, the Reagan administration, the Cuban Missile Crisis, and Trudeau's foreign policy. She is presently working on a book on conflict management during the 1980s.
Appendix 1 – Teacher application form

Teacher Application Form
Cold War Summer Teachers Conference
Nelahozeves Castle, Czech Republic
July, 2009

Sponsored by the Harry S. Truman Library and the Parallel History Project

Name: _____________________________________________________

Home Address: ______________________________________________

_____________________________________________________________________________________

Home Phone: _____________________ Work Phone: _______________

Email: ______________________ Fax: __________________________

School Name: _______________________________________________

School Address: _____________________________________________

City: _______________________________________________________

Teaching assignment(s): _______________________________________

Age of students you teach: ______________________________________

To apply for this teacher conference you also need to include the following:

- A professional resume
- Two letters of recommendation (one from a supervisor)
- A two page essay describing why you should be selected for this conference and how you would apply it in your current teaching position
- Any additional information you deem relevant to the application

Postmark deadline: January 31, 2009

Send to:
Mark Adams, Education Director
Truman Library
500 US Hwy 24
Independence, Mo 64050
USA

Questions? Email: mark.adams@nara.gov
Cold War Conference for Secondary School Teachers

The Harry S. Truman Library, in partnership with the Parallel History Project on Cooperative Security, will pilot a one-week summer course for secondary school teachers in the summer of 2009. The course will take place July 2009 at the Nelahozeves Castle, near Prague. The theme will be "The Causes and Consequences of the Cold War."

July 2009

Nelahozeves Castle
near Prague

- Hotel accommodation will be provided near the Castle
- The conference is free but teachers must complete an application
- Scholars from around the world will share their latest research
- Teachers will create classroom materials

Teachers from the Czech Republic, Slovakia and neighboring countries are strongly encouraged to apply. For an application form send an email to mark.adams@nara.gov.
Appendix III – Evaluation Form

Cold War Teacher Conference Evaluation

Please evaluate using this scale *(circle only one)* \[ 1 = \text{low} \quad 3 = \text{average} \quad 5 = \text{high} \]

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<td>1) Comfort level at facility, atmosphere</td>
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<td>2) Comfort level at hotel (facility, atmosphere)</td>
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<td>Comments</td>
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<td>3) Staff (friendliness, professionalism)</td>
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<td>Comments</td>
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<td>4) Quality of meals (daily breakfast and lunch)</td>
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<td>5) Appropriate length of day(s) and sessions</td>
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<td>6) Quality and usefulness of handouts</td>
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<td>Comments</td>
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<td>7) Interactive, hands-on activities</td>
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<td>Comments</td>
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<td>8) The general quality of the presenters</td>
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<td>Strengths</td>
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<td>Weaknesses</td>
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<td>9) Value of the media (audio, video, power-point, web)</td>
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<td>Comments</td>
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10) Comfort of shuttle service

Comments

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11) Your overall impression/final thoughts about this teacher conference

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12) Suggestions for improvement

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13) Suggestions for future teacher conferences

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Please place your check mark in only one appropriate box for each

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<tr>
<th>The course</th>
<th>Fully</th>
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<th>Some</th>
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<th>Not at all</th>
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<tr>
<td>a. objectives were achieved</td>
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<td>b. content will be useful to my job</td>
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<td>c. handouts were informative</td>
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<td>d. overall met my expectations</td>
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| The Instructors/Presenters        |       |        |       |        |            |
| a. were organized and prepared    |       |        |       |        |            |
| b. encouraged class participation |       |        |       |        |            |
| c. related subject matter to work situation |       |        |       |        |            |
| d. kept discussion focused on relevant topics |       |        |       |        |            |
| e. overall were very effective    |       |        |       |        |            |

| Customer Service                  |       |        |       |        |            |
| a. course description was informative |       |        |       |        |            |
| b. registration process was user-friendly |       |        |       |        |            |
| c. facilities were conveniently located |       |        |       |        |            |