



Department of History

HTST 463
The United States Since 1945
Winter 2021

Instructor: Dr. Chastko
Email: pchastko@ucalgary.ca
Office Hours: (Virtual/Zoom) Tuesdays 10 am
Class Time: Asynchronous Online Delivery

Course Description:

HTST 463 is a junior-level political, economic, and social history of the United States since the end of the Second World War.

Course Outcomes:

- Explain the key developments in U.S. history since 1945
- Critically read and assess primary and secondary literature and situate arguments within broader historical debates
- Debate historical problems by engaging with other students and scholarship
- Develop research, writing, and analytical skills through historical inquiry
- Communicate ideas and understandings in written work and class discussion

Required Texts:

Chafe, William H. *The Unfinished Journey America Since World War II*. Eighth Edition. New York: Oxford University Press, 2014. (The Seventh Edition (2011) is available at the Taylor Family Digital Library <https://catalog.hathitrust.org/Record/009933553?signon=swle:https://shibboleth.ucalgary.ca/idp/shibboleth>)

Tyson, Timothy B. *The Blood of Emmett Till*. New York: Simon and Schuster, 2017.

Evaluation:		
Assessment Method	Description	Weight
Assignment Proposal	Required if student is submitting an Assignment from Pool A. Proposal is a maximum of three pages about your proposed topic and thesis statement (if possible). Generally speaking, the	10%

	<p>proposal should provide a sense as to the subject and/or topic you are covering, the methods and/or approaches you are planning to use, the technologies required (if applicable), and a tentative bibliography.</p> <p>If, over the course of the semester, students decide to change topics an additional proposal is not required.</p> <p>Please note – A different proposal is required for every assignment from Pool A</p> <p>Due January 29 at 4 PM in the Digital Dropbox on D2L in either PDF or Word format</p>	
	<p style="text-align: center;">POOL A ASSIGNMENTS</p> <p style="text-align: center;">(Students can complete up to 2 Pool A Assignments but the topic for each one must be different. Students need to consult with the Instructor regarding due dates if submitting 2 Pool A Assignments.)</p> <p>Term Paper 3,000-3,750 word (12 to 15 pages) essay, on any topic covered by the time period and subject of the course. Completed assignment due Thursday April 1 at 4 PM in the Digital Dropbox on D2L in either PDF or Word format</p> <p style="text-align: center;">Or</p> <p>Oral Presentation with PowerPoint Slides (15-20 minutes) on any topic covered by the time period and subject of the course. Presentation to be recorded by the Student due Thursday April 1 at 4 PM and submitted via D2L</p> <p style="text-align: center;">Or</p> <p>Documentary-style film (15-20 minutes) and written annotated bibliography on any topic covered by the time period and subject of the course. Documentary to be recorded by the Student due Thursday April 1 at 4 PM and submitted via D2L.</p> <p style="text-align: center;">Or</p> <p>Podcast (15-20 minutes) and written annotated bibliography on any topic covered by the time period and subject of the course. Podcast to be recorded by the Student due Thursday April 1 at 4 PM and submitted via D2L</p>	40%
	<p style="text-align: center;">POOL B ASSIGNMENTS</p> <p style="text-align: center;">(Students can complete up to 4 Pool B Assignments. Please note: topics for Pool B Assignments must be different unless prior consent is obtained from the professor.)</p>	25%

	<p>Critical Think Piece I: 4-6 typed, double-spaced pages. Question composed by professor and distributed on February 12 Covers material presented in the first half of the class. Completed assignment due Friday, February 26 at 4 PM in the Digital Dropbox on D2L in either PDF or Word format.</p> <p style="text-align: center;">Or</p> <p>Critical Think Piece II: 4-6 typed, double-spaced pages. Question composed by professor and distributed on April 14. Covers material presented in the second half of the class. Completed assignment due Friday, April 23 at 4 PM in the Digital Dropbox on D2L in either PDF or Word format</p> <p style="text-align: center;">Or</p> <p>Book Review 750-1,000 words (3-4 pages each) on an approved book due February 12 or March 26. All book reviews are to be submitted electronically via the Digital Dropbox on D2L in either PDF or Word format</p> <p style="text-align: center;">Or</p> <p>Lecture Outline and Annotated Bibliography; 6-8 pages on any topic covered by the time period and subject of the course, due February 12 or March 26. Lecture should be written as though being delivered to the class. Lecture Outline to be submitted electronically via the Digital Dropbox on D2L in either PDF or Word format</p>	
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Grading Policies

Grades will be awarded as letter grades and their GPA equivalents (on the 4.0 scale) as specified by the University of Calgary's Undergraduate Grading System.

Students may request an extension of one week for any assignment, no questions asked. Additional time may be requested but will follow more formal procedures. Please note that requesting an extension will result in the assignment taking longer for me to grade.

On-Line Instruction Statement:

Online delivery of class material will be asynchronous and will be posted on the D2L site for this course. Material will consist of expanded PowerPoint slides, YuJa video lectures, additional readings, and online discussions. Lectures and PowerPoint slides about the topics listed below will be posted on or before the date indicated and can be accessed through D2L.

Virtual office hours will be held weekly via Zoom.

A D2L Discussion thread will handle general questions students may have. Separate threads will cover specific lecture topics.

Learning Technologies Requirements

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2l.ucalgary.ca). In order to successfully engage in their learning experiences at the University of Calgary, students in this course will need reliable access to the following technology: A computer, tablet, or smartphone with a supported operating system; a current and updated web browser; current antivirus and/or firewall software enabled; broadband internet connection. Optional material includes a webcam; a microphone and speaker (built-in or external or headset).

YuJa is a video hosting/ content management system that will allow me to post online lectures. Please do not share YuJa lectures with others, or in any social media platforms. YuJa links and videos are only intended for students registered in the course. YuJa recordings and materials presented in YuJa, including any teaching materials, must not be shared, distributed or published without the instructor's permission. For more information on how to get the most out of your YuJa sessions visit: <https://elearn.ucalgary.ca/category/yuja/getting-started-yuja/>

Zoom is a video conferencing program that will allow us to meet at specific times for "live" office hours, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission. The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/> .

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions.

Inclusiveness, Accommodation, and Classroom Conduct

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email or during office hours to discuss reasonable measures that will ensure your success in this course. Such accommodation may include disability (physical or mental wellness, whether visible or not), the need to nurse or occasionally bring a child to class, the wish to be called a different name or pronoun, assistance with writing, or adjusting deadlines because of personal circumstances.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others share different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. Permission to record lectures will only be given to students registered with Student Accessibility Services. All material in this course, including but not limited to lectures, quizzes, worksheets, handouts, and the textbook, are under the protection of copyright and may not be distributed to third parties under any circumstances.

Class schedule:

Date	Topic & Reading	Assignments/Due Dates
January 11-15	Introduction – Introduction: The “Good War” and the Origins of the Cold War Readings: Chafe, Introduction, Chapters 1-2	
January 18-22	“Man of the People: - Truman, the Fair Deal, and Post-War Liberalism Readings: Chafe, Chapter 3	
January 25-29	Limited War in Korea and the Return of the Republicans Readings: Chafe, Chapter 4	Pool A proposal due, January 29
February 1-5	The National Security State and the Space Race Readings: Chafe, Chapter 5	
February 8-12	Civil Rights – The Blood of Emmitt Till Readings: Chafe, Chapter 6. Tyson, <i>The Blood of Emmitt Till</i>	Questions distributed for critical writing piece February 12 Book Review

		Due February 12 Lecture Outline and Annotated Bibliography Due February 12
February 15-19	Term Break – No Classes	
February 22-26	The 1960s – The New Frontier Readings: Chafe, Chapter 7. Jacquelyn Dowd, “The Long Civil Rights Movement and the Political Uses of the Past.” <i>The Journal of American History</i> 91(2):1233-1263.	Critical Writing Piece I due 4 PM February 26
March 1-5	LBJ and the Great Society Readings: Chafe, Chapter 8	
March 8-12	Vietnam – At War at Home and Abroad Readings: Chafe, Chapters 9-10	
March 15-19	The Center Breaks – Nixon and the Politics of Rage Readings: Chafe, Chapters 11-13	
March 22-26	An Age of Limits – Post-Watergate America Readings: Chafe, Chapters 14-15. Robert O. Self, “Sex and the City: The Politics of Sexual Liberalism in Los Angeles, 1960-1984.” <i>Gender and History</i> 20 (August 2008):288-311.	Book Review Due March 26 Lecture Outline and Annotated Bibliography Due March 26
March 29-31	The Reagan Revolution and the end of the Cold War Readings: Chafe, chapter 16	Pool A Assignment due 4 PM April 1
April 2-5	Good Friday, Easter Monday – University Closed – No Classes	
April 7-9	The Roaring ‘90s Readings:	

	Chafe, Chapter 17	
April 12-14	Trial by Fire – The United States since 9/11 Readings: Chafe, Chapters 18-Epilogue. Matthew D. Lassiter, “Political History Beyond the Red-Blue Divide.” <i>The Journal of American History</i> . 98 (December 2011): 760-764	Take-home final question distributed April 14; answers due 4 p.m. April 23

THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see **the** [Registration Changes and Exemption Requests](#) page.

Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*, [Section K: Integrity and Conduct](#).

Academic Accommodations

Students needing an accommodation because of a disability or medical condition should contact [Student Accessibility Services](#) in accordance with the Procedure for Accommodations for Students with Disabilities in the [Student Accommodation Policy](#).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

Copyright

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary

bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Campus Security (220-5333)

Department of History Twitter @ucalgaryhist

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