

**University of Calgary**  
**Winter 2018**  
**History 645:**  
**Cold War America, 1940-1990**

Dr. Chastko  
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HTST 645 is a graduate-level seminar on the major political, diplomatic, and social events that shaped the United States during the Cold War. Class readings and discussions will introduce students to major the approaches employed by historians studying these themes.

**Course Objectives:**

- To introduce students to the major themes, topics, and different approaches in United States history since 1940
- To develop the ability to critically read and assess different interpretations of similar events and to situate them in their proper context
- To continue developing the student's research, writing, and analytical skills through historical inquiry

**Grades:**

20% Presentation and Written Summary.

30% (3 book reviews worth 10% each, 1,000 words each)

January 26 on *Roosevelt's Lost Alliances*

March 2 on *American Reckoning*

March 23 on *A Superpower Transformed*

25% Participation (weekly)

25% Historiographical Paper (12-15 pages)

Topic to be discussed with professor

**Required Texts:**

Appy, Christian. *American Reckoning: The Vietnam War and Our National Identity*. Penguin 2016,

Cohen, Lizabeth. *A Consumers Republic: The Politics of Mass Consumption in Postwar America*, 2003

Costigliola, Frank. *Roosevelt's Lost Alliances: How Personal Politics Helped Start the Cold War*. Princeton, 2013

Rodgers, Daniel T. *Age of Fracture*. Harvard University Press, 2011.

Sargent, Daniel J. *A Superpower Transformed: The Remaking of American Foreign Relations in the 1970s*. Oxford, 2015

**Note:**

- Participation is essential for the success of the seminar and students should arrive to class prepared and ready to discuss assigned readings
- Extensions for written assignments will normally not exceed one week and require that the student seek the instructor's permission before an extension will be granted.
- All assignments should be submitted via Digital Dropbox on D2L

**Class Schedule:**

The following is a **tentative** schedule of subjects covered by in-class lectures and students are responsible for ensuring that they are keeping up to date with their reading.

Week 1 (January 10) Class Introduction

**Readings:**

None assigned

Week 2 (January 17) New Deal Liberalism

**Readings:**

Cohen, *A Consumer's Republic*, Introduction and Chapter 1.

Costigliola, *Roosevelt's Lost Alliances* Introduction and Chapters 1-2.

Arthur M. Schlesinger, Jr. excerpt from *The Vital Center: The Politics of Freedom* (1949) available at <http://www.writing.upenn.edu/~afilreis/50s/vital-center.html>.

Jefferson Cowie and Nick Salvatore, "The Long Exception: Rethinking the Place of the New Deal in American History." *International Labor and Working Class History* 74(Fall 2008): 3-32

Week 3 (January 24) Politics of Sacrifice: The "Good War" at Home and Abroad

**Readings:**

Cohen, *A Consumer's Republic*, Chapter 2.

Costigliola, *Roosevelt's Lost Alliances* Chapters 3-6.

Meg Jacobs, "'How about Some Meat?': The Office of Price Administration, Consumption Politics, and State Building from the Bottom Up." *The Journal of American History* 84(December 1997): 910-941.

Jason Morgan Ward, "'A War for States' Rights: The White Supremacist Vision of Double Victory" in *Fog of War: The Second World War and the Civil Rights Movement* (New York: Oxford University Press, 2014): 126-144. (Available online through TFDL)

**BOOK REVIEW I Due in Digital Dropbox on D2L January 28**

Week 4 (January 31) The Origins of the Cold War and the National Security State

**Readings:**

Costigliola, *Roosevelt's Lost Alliances* Chapters 7-Epilogue.

Michael Hogan, "The High Price of Peace: Guns and Butter Politics in the Early Cold War" pp. 69-118 in *A Cross of Iron: Harry S. Truman and the Origins of the National Security State* (Cambridge: Cambridge University Press, 1998)

Week 5 (February 7) Anti-communism, McCarthyism, and Cultural Cold Wars

**Readings:**

Cohen, *A Consumer's Republic*, Chapter 3.

Ellen Schrecker, "McCarthyism: Political Repression and the Fear of Communism" *Social Research* 71(Winter 2004):1041-1086.

Mark Hamilton Lytle, "The Cultural Cold War" in *America's Uncivil Wars* (New York: Oxford University Press, 2006): 26-43

Week 6 (February 14) Civil Rights Movement

**Readings:**

Cohen, *A Consumer's Republic*, Chapter 4

Jacquelyn Dowd, "The Long Civil Rights Movement and the Political Uses of the Past." *The Journal of American History* 91(2):1233-1263.

James T. Patterson, "Southern Whites Fight Back," in *Brown v. Board of Education: A Civil Rights Milestone and its Troubled Legacy* (New York: Oxford University Press, 2001): 86-117.

**Reading Week – February 18-25 – NO CLASSES**

Week 7 (February 28) The New Frontier and the Great Society

**Readings:**

Maurice Isserman & Michael Kazin, "The New Frontier of American Liberalism" in *America Divided: The Civil War of the 1960s* (New York: Oxford University Press, 2012): 47-66.

Julian E. Zelizer, "How Barry Goldwater Built the Great Society" in *The Fierce Urgency of Now: Lyndon Johnson, Congress, and the Battle for the Great Society* (New York: Penguin, 2015): 131-162.

**BOOK REVIEW II Due in Digital Dropbox on D2L March 2**

Week 7 (March 7) Vietnam

**Readings:**

Appy, *American Reckoning* entire.

Melvyn Small, "'Hey, Hey, LBJ!' American Domestic Politics and the Vietnam War." In David L. Anderson (ed.) *The Columbia History of the Vietnam War* (New York: Columbia University Press, 2011)

Week 8 (March 14) 1968

**Readings:**

- Michael Cohen, "A Lotta People ... Aint Gonna Put Up with It Much Longer" and "Losing the Middle Ground" in *American Maelstrom: The 1968 Election and the Politics of Division* (New York: Oxford University Press, 2016): 15-52.
- Mary Linehan, "Women in the 1968 Eugene McCarthy Campaign and the Development of Feminist Politics." *Journal of Women's History* 29 (Spring 2017):111-137.
- Jeremi Suri, "The Language of Dissent" in *Power and Protest* (Harvard: Harvard University Press, 2003): 88-130.

Week 9 (March 21) Nixon and Watergate

**Readings:**

- John A. Ferrell, "A Third Rate Burglary" in *Richard Nixon The Life* (New York: Doubleday, 2017): 465-484.
- Sargent, *A Superpower Transformed*, Chapters 1-5.
- Chester Pach, "Our Worst Enemy Seems to Be the Press: TV News, the Nixon Administration, and US Troop Withdrawal from Vietnam, 1969-1973." *Diplomatic History* 34(June 2010): 555-565.

**BOOK REVIEW III Due in Digital Dropbox on D2L March 23**

Week 10 (March 28) The 1970s and Post-Watergate America

**Readings:**

- Sargent, *A Superpower Transformed*, Chapter 6-Conclusion.
- Robert O. Self, "Sex and the City: The Politics of Sexual Liberalism in Los Angeles, 1960-1984." *Gender and History* 20 (August 2008):288-311.

**Friday, March 30 – Good Friday - No Classes**

Week 11 (April 4) Conservatism Resurgent? The Reagan Revolution

**Readings:**

- Rodgers, *Age of Fracture*, Prologue-Chapter 3.
- Julilly Kohler-Hausmann, "Guns and Butter: The Welfare State, the Carceral State, and the Politics of Exclusion in the Postwar United States." *The Journal of American History* 102 (June 2015): 87-99.
- Ted McAllister, "Reagan and the Transformation of American Conservatism" in W. Elliot Brownlee & Hugh Graham *The Reagan Presidency: Pragmatic Conservatism & Its Legacies* (Lawrence: Kansas University Press, 2003): 40-60.

Week 12 (April 11) The End of the Cold War

**Readings:**

- Rogers, *Age of Fracture*, Chapter 4-Conclusion.
- Alan P. Dobson, "The Reagan Administration, Economic Warfare, and Starting to Close Down the Cold War." *Diplomatic History* 29(June 2005):531-556
- Kim Phillips-Fein, "Conservatism: A State of the Field." *The Journal of American History*. 98 (December 2011):.
- Matthew D. Lassiter, "Political History Beyond the Red-Blue Divide." *The Journal of American History*. 98 (December 2011): 760-764

## Friday, April 13, Last day of Class

### Written Assignments:

Written assignments are expected to be typed and double-spaced using standard fonts and margins and should conform to the standards identified in the Department of History's Essay Writing Guide. The Essay Writing Guide can be purchased at the University of Calgary bookstore or a copy is available online at the Department of History's Website (<http://hist.ucalgary.ca/essay/essay.htm>).

Written assignments will be graded on the following criteria:

**Organization:** Are the ideas in the paper organized efficiently? Does the argument flow logically and coherently?

**Writing style/Editing:** How is the paper written? Are there any issues with passive voice, punctuation, tense agreements? Does the paper require any editing, or better word choices? Does each page have a number? This section will also evaluate adherence to footnote/endnote conventions as well as the structure of the bibliography and proper essay formatting.

**Quality of Research:** Evaluates both the quality of the sources consulted and their appropriateness for the subject as well as the extent to which those sources are used in writing the paper.

**Originality/Quality of analysis:** Does the paper present a standard interpretation/narrative or does it strive to go beyond the basic narrative to assess and analyze the material under consideration? Generally speaking, the better the analysis, the better the paper

**General comment on sources for written assignments:** When students submit a written assignment that calls for the use of external materials, bear in mind that it is expected that *academic* sources will be consulted. These include scholarly journal articles, books, and sources – **not encyclopedia, survey textbooks, or notes from in-class lectures.**

### Classroom Policies:

Students are expected to arrive in class prepared to learn and discuss material when appropriate. **I encourage student questions!** If you have a question about lecture material, or simply need to have a point clarified, please do not hesitate to ask.

- Please **set all cell phones/paging devices** to "Manner Mode" when attending lectures.
- Demonstrate respect for your colleagues' learning environment by refraining from engaging in private conversations during lectures or using laptop/notebook computers for any other purpose than taking notes.

- If you must leave the class during the lecture for whatever reason, please do so quickly and quietly to minimize the distraction to other students.
- It is the student's responsibility to ensure that they know the date, time and location of the Registrar-scheduled final exam.

Sometimes absences from class are unavoidable. If such an absence happens to fall on the date of a scheduled exam or assignment **PLEASE NOTIFY ME AS SOON AS POSSIBLE VIA EMAIL OR TELEPHONE** to make alternate arrangements.

## **Important Departmental, Faculty, and University Information**

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

*Department Twitter @ucalgaryhist*

### **Faculty of Arts Program Advising and Student Information Resources:**

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

### **Writing:**

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

### **Writing Support:**

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3<sup>rd</sup> floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc](http://www.ucalgary.ca/ssc).

### **Copyright:**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that 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. What this simply means is that 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 that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

**Red Box Policy:**

Essays and other assignments may be handed in to the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: 1) **course name and number**, 2) **instructor**, 3) **your name** and 4) **your student number**. Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

**Departmental Grading System:**

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

**Plagiarism:**

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook*

([http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history\\_students\\_handbook\\_2015.pdf](http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf)), plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is 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 is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

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 Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

### **Universal Student Ratings of Instruction (USRI):**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference. Please participate in USRI surveys.

### **Academic Accommodations (implemented July 1, 2015):**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

### **Campus Resources for Mental Health:**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

### **Other Useful Information:**

- Faculty of Arts Representatives: 403-220-6551, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca).

- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points:  
<http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- Student Union Information: <http://www.su.ucalgary.ca/>.
- Graduate Student Association: <http://www.ucalgary.ca/gsa/>.
- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

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