

## Military History: The Cold War Era and Beyond

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**Office: SS 507**

**Class times: Mon/Wed 0900-1145**  
**Classroom: ST 130**  
**Office hours: Mon/Wed 1200-1300**

**Summer 2017 semester**

### Course Description

**Historical Studies 383 Military History: The Cold War Era and Beyond** examines the Cold War as the defining military, political, economic, and ideological foundation of the post World War II world. Commencing with an examination of the ideological origins of Cold War confrontation in the Interwar period (1919-1939), the course examines the impact of the Second World War as the foundation for the bipolar order that emerged. We will explore the significance of the alliances that embodied the Cold War rivalry, NATO and the Warsaw Treaty Organization (Warsaw Pact) and the implication of this rigid system on international relations. By examining the numerous wars that took place throughout the period, the course will address the development and application of military change in terms of conventional war, sea and air power, and the always-present threat of thermonuclear war. We will explore how conflict frequently had implications at the regional as well as international levels. From this perspective of military conflict we will study the impact of processes such as détente, protest, transnational organizations and human rights movements.

Though focusing primarily on military issues and developments, the course examines the political and ideological battlegrounds that emerged as the two main powers competed for influence and control around the world. Central to this aspect of the Cold War is the phenomenon of decolonization, which drew together superpowers and smaller powers in an increasingly complicated alignment. In addition to military topics, themes such as intelligence and espionage, Cold War popular culture, identity, religious extremism, oil and other natural resources, will be explored.

The final section of the course will explore the post-Cold War period, and the manner in which the conclusion of bipolar conflict impacted the restructuring of the international order, and question whether the 'peaceful' end of the Cold War created new uncertainties and conflicts around the world.

The course will require students to attend lectures, participate in periodic group discussions, write midterm and final examinations, prepare an annotated bibliography and proposal for their research essay, and write a short essay on a topic of their own selection. **Guidance for all these assignments will be available well in advance of due dates.**

## Course Textbook/recommended readings

The following textbook is required for the course and is available in the bookstore

**Young, John W. and John Kent. *International Relations Since 1945: a global history* (2<sup>nd</sup> edition). New York: Oxford University Press, 2013.**

The following publications are available as online books accessible through TFDL and contain recommended readings

**Leffler, Melvyn P. and Odd Arne Westad, eds. *The Cambridge History of the Cold War*, 3 vols. New York: Cambridge University Press, 2011.**

This very recently-published work is a comprehensive look at various aspects of the Cold War that are sometimes overlooked in course textbooks. Certain entries will be strongly recommended reading. As well, each of the three volumes contains an **excellent bibliographical essay** for each article, and is an invaluable source of materials for research essays.

## Course assignments/requirements

The following assignments are **mandatory** and must be completed to pass this course. Extra credit work is not available to students.

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| • In-class discussions                             | 10% |
| • Midterm Exam (July 26)                           | 20% |
| • Paper proposal/annotated bibliography (August 2) | 10% |
| • Research Essay (August 14)                       | 30% |
| • Final Exam (to be scheduled by registrar)        | 30% |

### Assignments:

**Research essay:** Students will write an essay in length of 2,500 words (approximately 10 typed, double-spaced pages in a 12-point font limited to **Garamond, Times New Roman, or Calibri**) on any topic pertaining to the Cold War or post-Cold War period. Students are encouraged to write essays on subject areas that are of interest; however, I would be pleased to provide guidance if you are having difficulties forming a paper topic. As a rough guide, students should use one source per page of the essay (a source being a book or journal article); this is to ensure adequate depth of research in order to sufficiently examine a topic. The course text book, if cited at all, should be used sparingly. Further, **the internet is replete with inaccurate, unverified, biased, and/or misleading material. As such, ALL internet sources must be approved by the instructor prior to inclusion in an essay (not including online academic journals); any internet sources cited without instructor approval will not be considered as acceptable academic research and therefore not applicable for grading.**

Papers will be graded based on a well-identified thesis, identification of the primary historical arguments surrounding the subject, an analysis of those arguments and an attempt to synthesize the writer's own views, and accurate description of names, dates, events, and places. Students should note that the essay is not a simple chronology of events (also referred to as "narrative" – though a chronological structure must be a component), but primarily an **analytical** work. **An essay grading rubric is to be utilized and will be available to students on D2L.**

Essays must be properly cited and footnoted, according to the information provided in *The History Students Handbook* (available online at [hist.ualgary.ca](http://hist.ualgary.ca)). Students are encouraged to seek assistance from the instructor for any aspect of the writing process that they do not understand, including technical matters such as style, formatting, and citations.

An in-class tutorial, addressing many aspects of the writing process, especially as it pertains to history essays, will be offered well in advance of the due date for this assignment. Numerous topics will be covered in the tutorial, though students should familiarize themselves with all aspects of the writing process independently.

**Paper proposal/annotated bibliography:** Students will be required to submit an essay proposal and annotated bibliography in advance of the submission of the research essay (see “Course Requirements”). The proposal is a one-paragraph summary of the topic to be researched, the research question (thesis) that will be presented, and an annotated bibliography of **three (3)** acceptable sources to be used. The bibliography is not exhaustive and students are expected to find additional research material beyond these sources. The purpose of the proposal and bibliography is to ensure the critical step of planning and research is being addressed well in advance of the essay due date. Information about selecting a topic, forming a proposal, and producing an annotated bibliography will be provided to students well in advance of the assignment due date.

**In-class discussions:** On four class days we will hold a discussion on the significance of primary documents pertaining to some aspect of the period. Students will participate in group discussions, produce a short summary of their arguments, and then participate in a summarizing discussion with the entire class. Documents will be posted in advance of the discussion sessions on D2L.

## Grading/attendance policy:

Students are expected to complete **all** assignments in this course, and to hand in their essays and assignments on time. If you have a documented reason that you cannot meet these requirements, please see me in my office hours, or arrange an appointment to meet with me. Examples include psychiatric illness, diagnosed learning special needs, or physician documented illness that impacts your ability to finish assignments on time.

Students should bear in mind that all tests and assignments are structured in such a way that presence in class is necessary for successful completion of the course. **Examinations will include material covered in class lectures and assigned textbook readings.**

The following penalties will be assessed for late assignments:

- *Exams:*  
In absence of documentation students may not write missed exams
- *Research Essay:*  
In the absence of documentation a **late penalty of 3% per day of the grade for that assignment** (including weekends) will apply for the bibliography/proposal, and the research essay.
- *In-class discussions:*  
In the absence of documentation, students may not receive credit for missing in-class discussions.

Students are expected to display courteous behavior to the instructor and their colleagues. During class time, please set all mobile phones to “silent” mode and refrain from using personal computers or other devices for any purpose other than those related to the course. If you need to leave the classroom for whatever reason, please do so with minimal disruption to the class. Students will be given regular breaks in each class day; please return to the classroom punctually.

**I welcome student questions!** Students are invited to ask questions and raise issues for discussion whenever they like. Please be mindful of the parameters of academic dialogue and be respectful of the opinions of your colleagues and the instructor

## Course schedule – lectures, readings, exam dates, due dates

Date and topic	Young & Kent, <i>International Relations since 1945</i>	Suggested readings <i>CHCW=Cambridge History of the Cold War</i>
<b>Wednesday, July 5</b> <ul style="list-style-type: none"> <li>• Course introduction</li> <li>• The origins of the Cold War</li> <li>• World War II</li> </ul>	<b>Introduction, ch. 1</b>	David C. Engerman, 'Ideology and the origins of the Cold War, 1917-1962' <i>CHCW</i> v. I ch. 2
<b>Monday, July 10</b> <ul style="list-style-type: none"> <li>• The Iron Curtain and divided Europe</li> <li>• The 'Global South' and the end of European colonialism</li> </ul>	<b>ch. 2-3</b>	Vladimir O. Pechatnov, 'The Soviet Union and the world, 1944-1953, <i>CHCW</i> v. I ch. 5 Mark Philip Bradley, 'Decolonization, the global south and the Cold War' <i>CHCW</i> v. I ch. 22
<b>Wednesday, July 12</b> <ul style="list-style-type: none"> <li>• Fighting the early Cold War</li> <li>• Conventional war or Armageddon?</li> <li>• The PRC and the Korean War</li> </ul>	<b>ch. 4-5</b>	David Holloway, 'Nuclear weapons and the escalation of the Cold War, 1945-1962' <i>CHCW</i> v. I ch. 18 Niu Jun, 'The birth of the People's Republic of China and the road to the Korean War' <i>CHCW</i> v. I ch. 11
<b>Monday, July 17</b> <ul style="list-style-type: none"> <li>• NSC 68</li> <li>• Spheres of influence: East and West</li> <li>• The origins of détente</li> </ul>	<b>ch. 6, 8</b>	Robert J. McMahon, 'US national security policy from Eisenhower to Kennedy' <i>CHCW</i> v. I ch. 14 Jussi M. Hanhimäki, 'Détente in Europe, 1962-1975' <i>CHCW</i> v. II ch. 10
<b>Wednesday, July 19</b> <ul style="list-style-type: none"> <li>• Mobilizing for ideological war</li> <li>• The Cold War in the Third World</li> <li>• The Cuban Missile Crisis</li> </ul>	<b>ch. 7</b>	James G. Hershberg, 'The Cuban Missile Crisis' <i>CHCW</i> v. II ch. 4
<b>Monday, July 24</b> <ul style="list-style-type: none"> <li>• Dominoes, anyone? Vietnam</li> <li>• The Six-Day War; other regional conflict</li> </ul>	<b>ch. 9-11</b>	Fredrik Logevall, 'The Indochina Wars and the Cold War, 1945-1975' <i>CHCW</i> v. II ch. 14 Douglas Little, 'The Cold War in the Middle East: Suez Crisis to Camp David Accords' <i>CHCW</i> v. II ch. 15
<b>Wednesday, July 27</b> <ul style="list-style-type: none"> <li>• <b>Midterm exam</b></li> <li>• "Gentlemen, you can't fight in here. This is the War Room."</li> </ul>		
<b>Monday, July 31</b> <ul style="list-style-type: none"> <li>• Détente in the 1970s</li> <li>• Spies and Surveillance</li> <li>• The Cold War and popular culture</li> </ul>	<b>ch. 12-14</b>	Christopher Andrew, 'Intelligence in the Cold War' <i>CHCW</i> v. II ch. 20 Robert D. Schulzinger, 'Détente in the Nixon-Ford years, 1969-1976' <i>CHCW</i> v. II ch. 18
<b>Wednesday, August 2</b> <ul style="list-style-type: none"> <li>• Islamism and the Iranian revolution</li> <li>• The faltering facade of Communism</li> <li>• <b>Paper proposal/bibliography due</b></li> </ul>	<b>ch. 15, 16</b>	Olav Njølstad, 'The collapse of superpower détente, 1975-1980' <i>CHCW</i> v. III ch. 7 Archie Brown, 'The Gorbachev revolution and the end of the Cold War' <i>CHCW</i> v. III ch. 12
<b>Wednesday, August 9</b> <ul style="list-style-type: none"> <li>• The collapse of communism</li> <li>• The 'end of history'?</li> <li>• War in Iraq pt. I</li> </ul>	<b>ch. 17-19</b>	Alex Pravda, 'The collapse of the Soviet Union, 1990-1991' <i>CHCW</i> v. III ch. 17 Adam Roberts, 'An "incredibly swift transition": reflections on the end of the Cold War' <i>CHCW</i> v. III ch. 24
<b>Monday, August 14</b> <ul style="list-style-type: none"> <li>• The Balkan Wars</li> <li>• Intifada: Palestine 1990-2005</li> <li>• <b>Term paper due</b></li> </ul>	<b>ch. 20-22</b>	
<b>Wednesday, August 16</b> <ul style="list-style-type: none"> <li>• 9/11 and the War on Terror</li> <li>• Iraq again</li> </ul>	<b>ch. 23-25</b>	

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

*For updates and notifications, follow our departmental 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.

### **Student Accommodations:**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). The SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected grounds other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

### **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>.

*Spring/Summer 2017*