



Department of History

HTST 535
The United States and the World Since 1914
Fall 2020

Instructor: Dr. Chastko
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Office Hours: Mondays 10 am
Class Time: F 14:00-16:45. Synchronous Online Delivery
Location:

Course Description:

HTST 535 is a senior-level seminar that will employ a multidisciplinary approach to the study of American foreign relations since 1914. Students will examine the sources of continuity and elements of change in American foreign policy. The seminar asks students to study both the process of foreign policy formulation as well as the way in which historians and other scholars interpret American foreign relations. Students will evaluate the role of individuals, groups, institutions, and publics in the process on foreign policy formulation and use different methodological approaches, like culture, ideology, and the gendering of people and nations.

Course Outcomes:

- Explain the key developments in United States foreign policy since 1914
- 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 their ideas and understandings in written work and class discussion

Required Texts:

Herring, George C. *From Colony to Superpower: U.S. Foreign Relations Since 1776*. New York: Oxford University Press, 2011. **(Optional but strongly recommended)**

Merrill, Dennis & Thomas G. Paterson, *Major Problems in American Foreign Relations, Volume II: Since 1914*. Seventh Edition. Boston: Wadsworth, 2010.

Zelizer, Julian. *Arsenal of Democracy: The Politics of National Security from World War Two to the War on Terrorism*. New York: Basic Books, 2010.

Evaluation:		
Assessment Method	Description	Weight
Written Assignment Proposal	<p>A maximum of three pages about your proposed topic and thesis statement (if possible). Generally speaking, the proposal should provide a sense as to what it is you are planning to write about, the methodological approaches you are planning to use, and a tentative bibliography.</p> <p>If, over the course of the semester, students decide to change topics an additional term paper proposal is not required.</p> <p>Due October 2 at 4 PM in the Digital Dropbox on D2L in either PDF or Word format</p>	10%
Presentation and Written Summary	<p>Every week, groups consisting of a maximum of 2 students will introduce the week's Documents from the Merrill and Patterson collection. Due one week after Presentation</p>	20%
Written Assignment	<p>3,000-3,750 word (12 to 15 pages) written assignment, or equivalent, on any topic covered by the time period and subject of the course.</p> <p>The written assignment is due Friday, December 11 at 4 PM in the Digital Dropbox on D2L in either PDF or Word format.</p>	50%
Weekly Participation		20%

On-Line Instruction Statement:

Seminar will be conducted synchronously via Zoom.

Virtual office hours will be held weekly via Zoom.

A D2L Discussion thread will handle general questions students may have.

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).

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, 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/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). 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.

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Class schedule:

Date	Topic & Reading	Assignments/Due Dates
September 11	The “Indispensable” Nation? Multidisciplinary Perspectives and Approaches to American Foreign Policy. Readings: Herring, Introduction & Chapter 8. Merrill and Paterson, Chapter 1.	
September 18	Safe for Democracy: The First World War	

	<p>Readings: Herring, Chapter 9 (skim) and Chapter 10; Merrill and Paterson, Chapter 2. Zelizer, Chapter 1.</p>	
September 25	<p>The Unfinished Peace: Isolationism and Depression in the 1920s and 1930s Readings: Herring, Chapter 11 & 12; Merrill and Paterson, Chapter 3. Zelizer, Chapter 2</p>	Term paper proposal due, October 2
October 2	<p>The United States and the Second World War Readings: Herring, Chapter 13; Merrill and Paterson, Chapters 4-5. Zelizer, Chapter 3</p>	
October 9	<p>Origins of the Cold War and the National Security State Readings: Herring, Chapter 14; Merrill and Paterson, Chapter 6. Zelizer, Chapter 4.</p>	
October 16	<p>Cold War in Asia: The People's Republic of China and the War in Korea Readings: Merrill and Paterson, Chapter 7. Zelizer, Chapter 5</p>	
October 23	<p>Eisenhower and the "New Look" Readings: Herring, Chapter 15; Merrill and Paterson, Chapter 8 & 9. Zelizer, Chapters 6-7.</p>	
October 30	<p>The Cuban Missile Crisis Readings: Herring, Chapter 16; Merrill and Paterson, Chapter 10. Zelizer, Chapter 6</p>	
November 6	<p>Vietnam Readings: Herring, Chapter 17 (Covers Nixon Years); Merrill and Patterson, Chapter 11. Zelizer, Chapter 9.</p>	

November 9-13	Reading Week – No Classes	
November 20	Détente and its Discontents Readings: Herring, Chapter 18; Merrill and Paterson, Chapter 12. Zelizer, Chapters 10-12	
November 27	(Gorbachev), Reagan, Bush and the End of the Cold War Readings: Herring, Chapter 19; Merrill and Paterson, Chapter 13. Zelizer, Chapters 13-15	
December 4	Post Cold-War World: Globalization and Humanitarian Interventions Readings: Herring, Chapter 20. Zelizer, Chapter 16	Written Assignment due December 11, 4 p.m.

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

Percentage	Letter Grade	Grade Point Value	Description
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 information on how to reach the ASC team please see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>
- For Enrolment Services advising (such as admissions, student awards, course registration support, financial aid and student fees) or registration issues, contact the Office of the Registrar. For information on how to reach their team please see <https://www.ucalgary.ca/registrar/contact-us/enrolment-services-advising>
- For information on Registration Changes and Exemption Requests please see <https://www.ucalgary.ca/registrar/registration/appeals>

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.

D2L: Throughout the course, important material such as lecture outlines and study guides will be regularly posted on D2L. Students are advised to check this regularly.

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. Please see [The History Student's Handbook](#).

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*, <https://www.ucalgary.ca/pubs/calendar/current/k.html>

Academic Accommodations:

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services (<https://www.ucalgary.ca/access/>) in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](https://www.ucalgary.ca/policies/files/policies/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 reading 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. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

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 policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

Other Useful Information:

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> 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
- Campus Security and Safewalk (220-5333)

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