

**CAMOSUN COLLEGE**  
***School of Arts & Science Department***

***History 232, Post-Civil War U.S.***  
***Winter 2003***

**COURSE OUTLINE**

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**Instructor Information**

Instructor: Paula Young  
Office hours: Monday, Tuesday and Thursday 1:30 - 2:30 pm  
Tuesday and Thursday 10:00 – 10:30 am  
Wed. 4:30 – 5:30 pm OR BY APPOINTMENT  
Office Location: Young 323  
Phone: 370-3363  
E-mail: [youngp@camosun.bc.ca](mailto:youngp@camosun.bc.ca)

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**Intended Learning Outcomes**

Through reading textbooks and primary source materials, hearing faculty lectures, participating in seminars, writing papers, making presentations, and performing tests, students will:

1. gain an appreciation of critical themes, events, and issues of this period
2. explore the rise of the US as world industrial/military power
3. understand the shifts of American foreign policy since 1865
4. examine American political, economic, racial and gender divisions
5. explore the rise of consumer society
6. examine the evolution of political power
7. reassess and challenge traditional and existing perspectives on critical events and issues of this period

By the end of the course, through exposure to the above materials and ideas, the student should:

1. be able to think critically about historical issues and writing by evaluating the arguments put forward by historians, weighing the evidence they present and making judgments about the strength of their arguments
2. have gained an appreciation of history as a distinct academic discipline, understanding its unique outlook, scope and methods and what distinguishes it from other disciplines
3. be able to use history to confront the issues of today's world, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era
4. have developed skills in research, and written and oral communication.

The instructor reserves the right to make changes to this outline. A full description of this course is available on the Camosun College web site - [www.camosun.bc.ca](http://www.camosun.bc.ca)

## Required Materials

### Texts:

Faragher, et al. *Out of Many*, volume 2, 4th edition

Faragher, et al. and Kathryn Abbott, *Out of Many Documents Set*, volume 2, 4th Edition

Dalton Trumbo, *Johnny Got His Gun*

## Course Content and Schedule

Classes will consist of lectures and seminars. The entire class will meet on Tuesdays for lecture but will be divided into two sections (A or B) for Thursday's seminar groups. Seminars are discussion groups. You are required to read the assigned history articles and to come to class prepared to discuss those articles.

Class times and location:	Lectures:	Tuesday 10:30 am to 12:20 pm
	Seminars:	Thursdays 10:30 to 11:20 am
		Thursdays 11:30 am to 12:20 pm

The class schedule (following) indicates the subject of each lecture and the readings that coordinate with that lecture. It also details the topics for seminar readings, and the due dates for most assignments and exams.

## Basis of Student Assessment (Weighting)

### Assignments

**20% Research Essay** You will have a choice of three options for this assignment. Please refer to the attached instructions for your choices. The essay will be five pages in length, double spaced, 1" margins. You will include footnotes in the Chicago style (to be discussed in class). It is **due on February 12<sup>th</sup>** – late assignments will not be accepted. You will include a thesis statement, examples to support your thesis, a conclusion, footnotes, and a bibliography. Grading will be based on the quality of your thesis statement, your ability to clearly express your ideas and tie your points together, your clarity of writing, and your grammar, syntax and spelling. **Late assignments not accepted.**

**20% Book Review** You will review and analyse Dalton Trumbo's, *Johnny Got His Gun*. Instructions for this assignment are attached. Late assignments will not be accepted. Due date Thursday January 30<sup>th</sup>. **Late assignments not accepted.**

### Exams

**20% Mid Term Exam** – Tuesday February 25<sup>th</sup>

**25% Final Exam** (during final exam period)

### Other

**15% Seminar Participation** You will be marked on your oral participation during seminars. It will be based on the quality, not the quantity, of your participation. Therefore, come prepared to discuss the article's thesis, main points, and the evidence used.

**Students who miss three (e) or more seminars will forfeit their entire seminar mark.**

## Grading System

A+	=	95-100%	B-	=	70-74
A	=	90-94	C+	=	65-69
A-	=	85-89	C	=	60-64
B+	=	80-84	D	=	50-59
B	=	75-79	F	=	0-49

## Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

### ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

[www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html)

## Class Schedule

*Note: This schedule is subject to minor changes. The instructor will discuss any changes at the beginning of every class.*

Tuesday Jan. 7	Introduction – Civil War and Reconstruction, Read Faragher text, Chapter 17
Thursday Jan. 9	Seminar: Discussion of assignments
Tuesday, Jan. 14	Lecture: Industrial America, Read: Faragher text, Ch. 18 & 19
Thursday, Jan. 16	Seminar: Documents Set, Chapter 19 and 20
Tuesday, Jan. 21	Lecture: The Rise of Progressivism, Read: Faragher text, Ch. 20 and 21
Thursday, Jan. 23	Seminar: Documents Set, Chapter 21 and Discussion of <i>Johnny Got His Gun</i>
Tuesday, Jan. 28	Lecture: Foreign Policy and World War I, Read: Faragher text, Ch. 22
Thursday, Jan. 30	Seminar: Documents Set, Chapter 22 <b>BOOK REVIEW DUE</b>
Tuesday, Feb. 4	Lecture: The 1920s and the Great Depression, Read: Faragher text, Chapters 23 and 24
Thursday, Feb. 6	Seminar: Documents Set, Chapters 23 and 24
Tuesday, Feb. 11	Lecture: World War 2, Read: Faragher text, Chapter 25
Thursday, Feb. 13	<b>READING BREAK</b>

Tuesday, Feb. 18 Thursday, Feb. 20	Lecture: The Cold War, Read: Faragher text, Chapter 26 Seminar: Documents Set, Chapter 26
Tuesday, Feb. 25 Thursday, Feb. 27	<b>MID-TERM EXAM</b> FILM: <i>Marshall Plan and Postwar Europe</i>
Tuesday, March 4 Thursday, March 6	Lecture: Postwar Consensus, Read: Faragher text, Chapter 27 Seminar: Documents Set, Chapter 27
Tuesday, March 11 Thursday, March 13	Lecture: 1960s, Read: Faragher text, Chapters 28 & 29 <b>ESSAY DUE</b> Seminar: Documents Set, Chapter 28
Tuesday, March 18 Thursday, March 20	Lecture: Breach of Faith, Read: (also Faragher, Ch. 29) Seminar: Documents Set, Chapter 29
Tuesday, March 25 Thursday, March 27	Lecture: Crisis in Democracy, Read: Faragher Seminar: TBA
Tuesday, April 1 Thursday, April 3	Lecture: Reagan and Bush I – neo-liberalism Lecture: Documents Set, Chapter 30
Tuesday, April 8 Thursday, April 10	Lecture: The End of Isolationism - Pax Americanus Read: Faragher, Chapter 31 Seminar: Documents Set, Chapter 31
April 14-25	<b>FINAL EXAM WEEK</b>

## **HOW TO WRITE A HISTORY BOOK REVIEW**

**Paula Young  
Camosun College**

A history book review is different from a literary review and requires students to ask different questions when reading the book. In history, students will generally be asked to review either a non-fiction novel or a book based on historical research.

A good review consists of several parts: a summary of the author's principle thesis or argument (make sure you identify the author and title in your opening sentence), your assessment of how well the author explains or defends the thesis including specific examples from the book to show how the author supports his/her thesis, and, when possible, your evaluation of the book's place in the relevant historiography. Also, you must properly footnote your references and must attach a bibliography. Remember, a book review is not a chapter-by-chapter summary of the book – you are looking to identify the author's thesis.

To begin, carefully read the book keeping in mind that you are trying to identify the author's thesis. Most authors explain their theses in their introduction and/or conclusion; so read those chapters first and make notes as you go. You should be able to write the author's thesis in about 2 or 3 clear sentences.

Once you have read the introduction and conclusion and made appropriate notes, then you can proceed to thoroughly read the book. Again, make notes as you go. In particular, remember to note examples the author used to support his/her thesis so that you can later quote from the book. In your notes be sure to use quotation marks when citing directly from the book so that you do not inadvertently plagiarize when you write your review. As you go, note the page numbers you referenced to obtain your material.

As well, when reading the book, look for examples of how the author qualifies his/her work, or the work of others. Often historians will discuss conclusions reached by other historians, and then offer evidence that broadens, changes, or qualifies their conclusions.

As you read, watch out for the author's bias, or ask yourself, "Where is the author coming from?" All authors have biases; some may present more balanced views than others but they all have biases. For example, if an author is writing from a Marxist perspective, there may be numerous references in his/her work to "the evils" of capitalism or he/she may say that capitalist forces are responsible for historical changes.

Your evaluation of the book should address the following questions (among others): Is the author's argument convincing? (why or why not?) Do you agree or disagree with the author? (again, why/not?) Has the author extensively researched the subject? Has the author uncovered new material or primary sources about the subject? Or, has the author simply reworked other secondary sources? These questions help assess the reliability of the book.

Now, prepare a draft review of the article. Look it over, check for sentence clarity, spelling, grammar, etc. Make sure you clearly articulate your ideas so the instructor can decipher your intent. Read it aloud; have someone else read it aloud – be sure it sounds clear.

Finally, to become familiar with the literature of the field you can refer to the work of other reviewers. To do this you will want to refer to EBSCO Host, accessed on-line through the Camosun library web-site (click on magazines and journals). The librarians will also be happy to help you with this task. While it is fine to cite from their work, remember that this is your book review, so use their work sparingly. Also, if you quote or paraphrase from their work, or even use their ideas, you must footnote the work. Once you have examined other scholarly work, you can integrate this information into your essay.

Now it is time to do your final draft. Again, completely check your work for clarity, spelling and grammar. Do not plagiarize – it will result in a failing grade. Please refer to the college's academic conduct policy on the Camosun website (address on your outline).

Please refer to Richard Marius and Melvin E. Page, *A Short Guide to Writing About History*, 4<sup>th</sup> edition, for footnote and bibliographic formatting. A copy of the book is located in the Reference section of the Camosun Library.

If you have any questions or need assistance, please see the instructor before the assignment is due.

## **INSTRUCTIONS FOR HISTORY 232 ASSIGNMENT DUE MARCH 11, 2003**

YOU WILL CHOOSE **ONE** OF THE FOLLOWING OPTIONS. PLEASE CAREFULLY READ THE INSTRUCTIONS.

As you can see, this is not your standard essay, yet your end product will contain all the elements of a standard essay – a thesis statement (argument), examples to support your thesis, a conclusion, footnotes and a bibliography. (See Richard Marius and Melvin Page, *A Short Guide to Writing About History* in Reference and Reserve sections of the library.)

Your essay will be no longer than 5 pages, double spaced, 1" margins.

You will refer only to your Faragher text and the accompanying *Documents Set*. You must use **two or more** of the documents from the *Documents Set*. (Other sources cannot be used without my permission)

### **OPTION ONE**

THE SPEECH – you are a young American soldier stationed in Vietnam in the 1960s and 1970s. You are speaking to a troop of newly arrived recruits and explaining to them why the United States is in the Vietnam War. However, you have reservations about America's involvement, as do others, so when you convince these new recruits of the necessity of American involvement, you will need to address criticisms of US involvement.

For background information, read Faragher Chapters 27 and 29. For primary source information, use *Documents Set*, Chapter 29.

Although you will write this as a speech, you will have a thesis statement that includes the reasons for American involvement in Vietnam. The body of your speech will contain specific examples to support your points (and to address the criticisms of that involvement), and you will end with a conclusion. As well, your critics will want to check your sources, so you must include footnotes and a bibliography stating those sources.

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### **OPTION TWO**

THE LETTER – You are a poor woman living somewhere in the United States during the Great Depression of the 1930s. In your letter to a relative or friend, you are explaining your particular situation, explaining the New Deal and trying to understand critics' objections to it.

For background information refer to your Faragher text, Chapter 24. For primary sources refer to the *Documents Set*, Chapter 24.

Although you will write this as a letter, you will have a thesis statement outlining your conclusions. The body of the letter will contain specific examples to support your thesis, and you will end with a conclusion. As well, the person receiving your letter will want to check your sources, so you must include footnotes and a bibliography.

### **OPTION THREE (FOR THOSE WANTING AN EXTRA CHALLENGE)**

NEWSPAPER ARTICLE: You are a newspaper reporter in Hollywood in the late 1940s and early 1950s who is a close friend of several writers accused of being Communists. You are covering the various "trials" held by the House on Un-American Activities Committee and are aware there are people who oppose HUAC, and others who cooperate.

The first challenge – you personally oppose the efforts of HUAC, and later on Joseph McCarthy, to hunt down alleged Communists.

The second challenge – You are writing at a time when you are personally at risk of being labeled a Communist.

So, you must carefully construct your article, keeping in mind the existing climate of fear and your desire to expose the truth about the witch-hunts.

For background information refer to Faragher, Chapter 26 and the introduction to *Johnny Got His Gun*. For primary sources use *Documents Set*, Chapter 26.

Although you will write this as an article, you will include a thesis statement that summarizes your conclusions based on your interviews. The body of your article will contain specific examples from your sources, and you will end with a conclusion. As well, a representative of HUAC will be checking your work and will want to be able to check your sources, so you must include footnotes and a bibliography.