

CAMOSUN COLLEGE
School of Arts & Science Department

History 232, Post-Civil War U.S.
Winter 2005

COURSE OUTLINE

Instructor Information

Instructor: Paula Young
Office hours: Monday 10:00-10:30 am; 1:30-2:30 pm
Tuesday 9:30-10:00 am, 4:30-5:00 pm
Wednesday 9:30-10:00 am; 1:30-2:00 pm
Thursday 1:00-2:30 pm
OR BY APPOINTMENT
Office Location: Young 323
Phone: 370-3360
E-mail: youngp@camosun.bc.ca

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

Required Materials

Texts:

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

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

Noam Chomsky, *Hegemony or Survival*

UVIC History Style Guide available at www.uvic.ca/history Click on "On Campus Resources" to access the guide

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, Young 317
	Seminars:	Thursdays 10:30 to 11:20 am, Young 317
		Thursdays 11:30 am to 12:20 pm, Young 317

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

25% Research Essay Please refer to the attached instructions for your essay options. It is **due at 10:30 am on Thursday April 7, 2005. I will deduct 5% per day for any late assignments.** Please bring a draft thesis statement (or a question that you are seeking to answer) and a preliminary bibliography to me by **Feb. 18.** (see me in office hours).

20% Book Review You will review and analyse Noam Chomsky's *Hegemony or Survival*. Instructions for this assignment are attached. **Due date: Tuesday Feb. 8, 2005. I will deduct 5% per day for any late assignments.**

Exams

20% Mid Term Exam – Tuesday February 17

20% 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 documents' theses and main points.

****Students who miss more than three (3) 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

Class Schedule

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

Tuesday Jan. 11	Introduction – Civil War and Reconstruction, Read Faragher text, Chapter 17
Thursday Jan. 13	Seminar: Discussion of assignments
Tuesday, Jan. 18	Lecture: Industrial America, Read: Faragher text, Ch. 18 & 19
Thursday, Jan. 20	Seminar: Documents Set, Chapter 19 and 20
Tuesday, Jan. 25	Lecture: The Rise of Progressivism, Read: Faragher text, Ch. 20 & 21
Thursday, Jan. 27	Seminar: Documents Set, Chapter 21 & 22
Tuesday, Feb. 1	Lecture: Foreign Policy and World War I, Read: Faragher, Ch. 22
Thursday, Feb. 3	Seminar: Documents Set, Chapters 23 & 24
Tuesday, Feb. 8	Lecture: The 1920s and the Great Depression, Read: Faragher text, Chapters 23 and 24 BOOK REVIEW DUE
Thursday, Feb. 10	READING BREAK
Tuesday, Feb. 15	Lecture: World War 2, Read: Faragher text, Chapter 25
Thursday, Feb. 17	Seminar: Discussion of <i>Hegemony or Survival</i>
Tuesday, Feb. 22	Lecture: The Cold War, Read: Faragher text, Chapter 26
Thursday, Feb. 24	FILM: <i>Marshall Plan and Postwar Europe</i>

Tuesday, Mar. 1	MID-TERM EXAM Seminar: Documents Set, Chapter 26
Thursday, Mar. 3	
Tuesday, March 8	Lecture: Postwar Consensus, Read: Faragher text, Chapter 27
Thursday, March 10	Seminar: Documents Set, Chapter 27
Tuesday, March 15	Lecture: A Divided America, Read: Faragher text, Chapters 28 & 29
Thursday, March 17	Seminar: Documents Set, Chapter 28
Tuesday, March 22	Lecture: Breach of Faith, Read: Faragher, Ch. 29
Thursday, March 24	Seminar: Documents Set, Chapter 29 and 30
Tuesday, March 29	Lecture: Crisis in Democracy and Rise of Conservatism, Read: Faragher, Ch. 30
Thursday, March 31	Seminar: Film, <i>Bombies</i>
Tuesday, April 5	Lecture: Conservatism and Power
Thursday, April 7	Seminar: Discussion of essays and excerpts from <i>Bowling for Columbine</i> ESSAY DUE
Tuesday, April 12	Lecture: The End of Isolationism - Pax Americanus
	Read: Faragher, Chapter 31
Thursday, April 14	Seminar: Documents Set, Chapter 31
April Apr. 18-23; 25-26	FINAL EXAM WEEK

Plagiarism: Do not plagiarize. Plagiarism is when an writer uses another person's words or ideas without properly crediting the source. Plagiarism includes: using another's exact words without including those words in quotation marks and without footnoting the source. It includes: changing only a few words in a sentence instead of directly quoting or rephrasing in one's own words; in this case it is plagiarism even if you end the sentence with a footnote. It includes: using someone else's ideas without footnoting the source.

Plagiarism is a serious academic offense and is easily detectable. Plagiarism will result in a failed paper and may result in further disciplinary action.

HOW TO WRITE A HISTORY BOOK REVIEW

**Paula Young
Camosun College**

PLEASE READ ABOUT PLAGIARISM IN YOUR COURSE OUTLINE

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 identifying the author's sources and providing specific examples from the book to show how the author supports his/her thesis. Also, you must properly footnote your references and must attach a bibliography (please use *Chicago* style). 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 thesis in the 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, then 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 proletariats and the bourgeoisie.

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. Is your thesis statement clear? Does it have several points that you can elaborate on in part 2 of the review? Do your subsequent paragraphs have topic sentences that link back to a point in the author's thesis? Did you provide examples of the sources he/she used and did you quote to prove your points?

Finally, 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.

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).

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

INSTRUCTIONS FOR HISTORY 232 ESSAY DUE THURSDAY APRIL 7, 2005

Your essay will include all the elements of a standard essay – a thesis statement (argument), examples to support your thesis, a conclusion, footnotes and a bibliography. It will be double-spaced with 1" margins. The essay will be between 1900 and 2000 words in length.

Grading will be based on the quality of your thesis statement, your ability to clearly express your ideas and to tie your points together, your clarity of writing, and your grammar, syntax and spelling. Clearly identify 3 or 4 main points in your thesis, and elaborate on each, in turn, in subsequent paragraphs. Use topic sentences that link each paragraph to a main point in your thesis. Support with evidence from your sources.

Method: Pick your topic then prepare a preliminary bibliography. You must use at least 3 primary documents from your *Documents Set*, from the CD Rom included in your textbook, or from the collection in my office. In addition, you must use a minimum of four other scholarly books or journal articles from at least three different authors to support your thesis. Scholarly books or articles include footnotes (any questions about this, please bring me your source). When using any source correctly record the title, publication information, author's and/or editor's names, and page numbers for your footnotes and bibliography.

Footnotes and Bibliography: see UVIC History Department Style Guide www.uvic.ca/history and click on "On-Campus Resources" to find the history style guide.

Please bring a draft thesis and preliminary bibliography to me in office hours before Feb. 18.

Suggested Essay Topics

- race relations in the Reconstruction period or in the 1950s and 1960s
- Westward expansion and relocation of American Indians
- women's right movements
- rationale for American expansion and imperialism
- Progressive Era
- American society and/or government policies in the Great Depression
- societal changes post World War I
- American involvement in World War I
- American domestic or foreign policies in the Cold War
- Civil Rights movement
- rise of consumerism in post World War II period
- Vietnam
- contemporary Conservatism and its influences

Other possibilities:

I have a plethora of other primary documents in my office that cover the topics listed above but also cover other topics such as western settlement from the perspective of American Indians.

If you wish, you can come in and look at my collection and see if any documents are useful.