



**School of Arts & Science
HUMANITIES DEPARTMENT**

**HIST 232-01
USA since the Civil War
2013W**

COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Paula Young		
(b)	Office Hours:	Monday 3:30-4:30 pm Tuesday, Wednesday and Thursday 1:30-2:30 pm OR BY APPOINTMENT		
(c)	Location:	Young 319		
(d)	Phone:	370-3360	Alternative Phone:	
(e)	Email:	youngp@camosun.bc.ca		
(f)	Website:	http://camosun.ca/learn/programs/history/young.html		

2. 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 be able to:

1. 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. Appreciate history as a distinct academic discipline, understanding its unique outlook, scope and methods and what distinguishes it from other disciplines.
3. 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 increased skills in research, writing and written and oral communication.

3. Required Materials

(a)	Texts	1. John Mack Faragher, et al. <i>Out of Many: A History of the American People</i> , Brief 6 th Edition, Combined Volume, with <i>MyHistoryLab</i> access [COURSE ID NUMBER FOR MYHISTORYLAB IS: 24937] 2. Michael B. Katz, <i>Why Don't American Cities Burn?</i>
(b)	Other	3. Camosun History Style Guide http://camosun.ca/learn/programs/history/style_guide.pdf

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4. Basis of Student Assessment (Weighting)

<p><u>Assignments</u></p> <p>20% Hooray for Hollywood! essay: (instructions attached) Due date: Thursday February 14.</p> <p>20% Book Review Michael B. Katz, <i>Why Don't American Cities Burn?</i> (instructions attached) Due date: Thursday April 11 LATE ASSIGNMENTS NOT ACCEPTED</p> <p><u>Exams</u></p> <p>20% Mid Term Exam – Thursday Feb. 28</p> <p>25% Final Exam (during final exam period)</p> <p><u>Other</u></p> <p>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.</p> <p>**Students who miss more than three (3) seminars will forfeit their entire seminar mark.**</p>

5. Grading System: Standard Grading System

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

6. 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, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

MY NOTE ON PLAGIARISM: When writing an assignment in which a student uses an author's words those words must appear in quotation marks and be properly footnoted. When a student paraphrases an author's words or uses that author's ideas the student must footnote his/her source. Failure to do either of the above constitutes plagiarism and will result in a failing grade on the assignment and the instructor has the right to refer the matter to the Dean of Arts and Sciences.

7. 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: Thursday 8:30 to 10:20 am
 Seminar: Section A: Tuesday 8:30-9:20 am
 Section B: Tuesday 9:30-10:20 am

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.

Class Schedule

Note 1: This schedule is subject to minor changes. The instructor will discuss any changes at the beginning of every class.

Note 2: All seminar readings are from MyHistoryLab unless otherwise noted.

Tuesday Jan. 8	Introduction to course and discussion of assignments
Thursday Jan. 10	Civil War, Reconstruction and "The West", Read Faragher text, Chapters 17 & 18
Tuesday Jan. 15	Seminar: FROM MY HISTORY LAB, CH. 17 DOCUMENTS 1. Carl Schurz, "Report on the Condition of the South" 2. Mississippi Legislature, "Mississippi Black Code (1865)" 3. Albion Tourgee, "Letter on Ku Klux Klan Activities (1870)" 4. Ku Klux Klan Victims, "Victims of the Ku Klux Klan (1935)" [NOTE: IF NOT IN CH. 17, CHECK CH. 24] FROM MY HISTORY LAB, CH. 18 5. Red Cloud, "Chief Red Cloud's Speech (1870)" 6. Black Elk, Benjamin Harrison, and Flying Hawk, "Accounts of the Wounded Knee Massacre (1890s)"
Thursday, Jan. 17	Lecture: Industrial America, Read Faragher text, Ch. 19

Tuesday, Jan. 22

Seminar:

FROM MHL, CH. 19

1. Andrew Carnegie, "'Wealth,' Andrew Carnegie, *North American Review* (1889)"
2. John Hill, "Testimony on the Southern Textile Industry (1883)"

CASE STUDY: THE PULLMAN STRIKE

FROM MHL, CH. 19

3. "Address to 1894 Convention of American Railway Union by Jennie Curtis, President of ARU Local 269, the "Girls" Local Union"

FROM THE WEB:

4. "For the Further Benefit of Our People": George Pullman Answers His Strikers, 1894 <http://historymatters.gmu.edu/d/5306/>
5. "Father Knows Best?: Strikers Denounce Pullman" <http://historymatters.gmu.edu/d/5307>
6. Broken Spirits: Letters on the Pullman Strike <http://historymatters.gmu.edu/d/5363/>

FOCUS QUESTIONS – provide specific examples from the documents when answering the questions:

1. What do these documents reveal about industrialization and the accumulation and distribution of wealth in America in the latter part of the 19th century?
2. What do the Pullman documents reveal about labour rights?
3. Why did the workers strike?
4. What was Pullman's position?

Thursday, Jan. 24

Lecture: Progressive America, Read: Faragher text, Ch. 21 [20 min. of *Birth of a Nation*]

Tuesday, Jan. 29

Seminar:

CASE STUDY: PROGRESSIVISM

FROM MHL, CH. 21

1. Jacob Riis, "How the Other Half Lives (1890)"
2. Upton Sinclair, "Inside the Meat Packinghouse from Upton Sinclair's *The Jungle*"
3. John Spargo, "The Bitter Cry of the Children (1906)"
4. Eugene V. Debs, "The Outlook for Socialism in America (1900)"
5. Zitkala-Sa, "Autobiographical Narrative by Zitkala-Sa on Her First Days at Boarding School in Indiana (1900)"
6. Ida B. Wells, "A Red Record (1895)"
7. Niagara Movement, "African Americans Argue for Equal Rights: The Niagara Movement, Declaration of Principles (1905)"

FOCUS QUESTIONS:

1. What do these documents reveal about the motives of Progressive reformers in the late 19th and early 20th century?
2. What were the key issues they tried to address?

Thursday, Jan. 31

Lecture: Foreign Policy and World War I, Read: Faragher, Ch. 20 & 22

Tuesday, Feb. 5

Seminar:

CASE STUDY: FOREIGN AND DOMESTIC POLICIES (LATE 19TH & EARLY 20TH CENTURIES)

FROM MHL, CH. 20

1. Albert Beveridge, "On US Imperialism 'The March of the Flag' (1898)"
2. William Graham Sumner, "On Empire and the Philippines (1898)"
3. Carl Schurz, "Platform of the Anti-Imperialist League, October 18, 1899"

FROM MHL, CH. 22

4. Joseph Buffington, "Friendly Words to the Foreign Born (1917)"

5. US Congress, "Espionage Act (1917)"
6. Newton D. Baker, "World War I, Treatment of German-Americans (1918)"
7. French Military, "Statement to French Authorities Concerning Black American Troops (1918)"
8. George Creel, "How We Advertised America, 1920"

FOCUS QUESTIONS:

1. What were the arguments for and against American imperialism in the late 19th century?
2. What insights did the documents provide into the real reasons for expansion?
3. Did you come across any evidence of social Darwinism?
4. The US went into World War I to make the world safe for democracy. To what extent do the documents reveal an infringement on democratic rights within at home? How might one account for this apparent contradiction?

Thursday, Feb. 7

Lecture: The 1920s and the Great Depression, Read Faragher Ch 23 & 24

Tuesday, Feb. 12

Seminar:

CASE STUDY: INDIVIDUALISM & AMERICAN RESPONSES TO THE GREAT DEPRESSION

FROM MHL, CH. 23

1. "Herbert Hoover, *American Individualism*, 1922"

FROM THE WEB:

2. Ford Hunger March, <https://www.reuther.wayne.edu/node/7291>
3. "Ford Hunger March, Workers Inquiry Flyer, 1932"
<https://www.reuther.wayne.edu/node/7271>
4. Photo: "Ford Hunger March, Marchers en route"
<https://www.reuther.wayne.edu/node/7288>
5. Photo: "Ford Hunger March, violence"
<https://www.reuther.wayne.edu/node/7283>

FROM MHL, CH. 24

6. Franklin Roosevelt, First Inaugural Address (1932)
7. Huey Long, Share our Wealth (1935)
8. Republican Party, "Republican Party Platform"

FROM E-RESERVES AT CAMOSUN LIBRARY:

9. Matthew Avery Sutton, "Was FDR the Antichrist? The Birth of Fundamentalist Antiliberalism in a Global Age," in *The Journal of American History*, March 2012, pp. 1052-1074.

FOCUS QUESTIONS:

1. What were the major barriers to federal intervention during the Great Depression?
2. New political ideas emerged in the Depression. What were some of the barriers to those ideas?
3. What do the Ford Hunger March documents reveal about the relationship between the state and business?

Thursday, Feb. 14

Lecture: World War II and intro to the Cold War, Read Faragher Ch. 25

HISTORY IN FILM ASSIGNMENT DUE

Tuesday, Feb. 19

1 hour lecture: The Cold War, Read Faragher, Chapter 26

Thursday, Feb. 21

READING BREAK

Tuesday, Feb. 26

CASE STUDY: DOMESTIC & FOREIGN POLICIES IN WORLD WAR II AND THE COLD WAR

FROM MHL, CH. 25

1. "Jim Crow in the Army Camps (1940) and Jim Crow Army (1941)"
2. Virginia Snow Wilkinson, "From Housewife to Shipfitter (1943)"
3. US Supreme Court, "Against Japanese Relocation: Korematsu v. United States, 1944"
4. Bernice Brode, "The Manhattan Project: Tales of Los Alamos (1943)"

FROM MHL, CH. 26:

5. George Kennan, "The Cold War: George Kennan, Containment (1947)"
6. Ronald Reagan, "Ronald Reagan, Testimony Before the House Un-American Activities Committee (1947)"
7. Joseph R. McCarthy, "Cold War: Joseph R. McCarthy, Search for Communist Infiltrators (1950)"
8. United States, National Security Archives, assassinations in Guatemala, 1954 <http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB4/index.html>
9. United States, National Security Archives, the overthrow and killing of Allende of Chile, 1973 <http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB8/nsaebb8i.htm>

FOCUS QUESTIONS:

1. What do the documents reveal about gender and race issues in America during WW2?
2. During the Cold War, how did American respond to its latest enemy?
3. Why, and in what ways, did the American government or its agents intervene in Guatemala and Chile?

Thursday Feb 28

MID TERM EXAM

Tuesday March 5

FILM *Dawn of the Eye*, parts 2 or 4

Thursday March 7

Lecture: Postwar Consensus, Read Faragher, Chapter 27

Tuesday March 12

Seminar:

CASE STUDY: UNDERLYING ISSUES

FROM MHL, CH. 27:

1. National Defense Education Act (1958)
2. Rachel Carson, "Rachel Carson, *Silent Spring*, (1962)"
3. Betty Friedan, "The Problem that Has No Name, 1963"
4. Dwight D. Eisenhower, "Dwight D. Eisenhower: Farewell to the Nation (January 17, 1961)"
5. John F. Kennedy, "John F. Kennedy, Inaugural Address (1961)"
6. US, UK & USSR Governments, "Limited Nuclear Test Ban Treaty (1962)"

FROM CAMOSUN LIBRARY E-RESERVE:

Elaine Tyler May, "Security against Democracy: The Legacy of the Cold War at Home," in *The Journal of American History* (March 2011) pp. 939-957. <http://ehis.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&hid=101&sid=74ae91e0-2cec-4069-86a1-2dfc2b05bad1%40sessionmgr112>

FOCUS QUESTIONS:

1. Following World War II, Americans, for the most part, accepted unrestricted capitalism, a return to gender "norms," and a build-up of nuclear weaponry for defense purposes. To what extent do the authors of these documents challenge these values?
2. What brought about a "silent spring"?
3. What was the "problem that had no name"?

- Thursday March 14 Lecture: Protest, Civil Rights and Vietnam, Read Faragher, Ch. 28 & 29
- Tuesday March 19 Seminar:
CASE STUDY: PROTEST AND THE RIGHTS REVOLUTION
- FROM MHL CH. 28:**
1. Martin Luther King Jr., "Martin Luther King Jr., Letter from a Birmingham Jail (1963)"
 2. "Voting Literacy Test (1965)"
- FROM MHL CH. 29:**
3. Martin Luther King Jr., "Martin Luther King, Jr., 'Conscience and the Vietnam War' (1967)"
 4. "The Report of the President's Commission on Campus Unrest (September 1970)"
 5. "Testimony by Members of the First Marine Division at the Winter Soldier Investigation, January 31 and February 1, 1971"
 6. Shirley Chisholm, Equal Rights for Women (May 21, 1969)
 7. The Gay Liberation Front, Come Out (1970)
- FROM MHL CH. 30**
8. US Supreme Court, "The Abortion Issue: *Roe v. Wade* (January 22, 1973)
- FOCUS QUESTIONS:
1. What do the documents reveal about the key issues for African-Americans in the 1960s?
 2. What do they reveal about the reasons for protests against the Vietnam war?
 3. To what extent do they reveal divisions in American society?
 4. What rights did people fight for (and why)?
- Thursday March 21 Film: *Two Days in October*
- Tuesday March 26 Film: *Bombies*
- Thursday March 28 Lecture: Conservatism and Power, Read Faragher, ch. 30
- Tuesday April 2 Seminar:
CASE STUDY: CONSERVATISM IN DOMESTIC & FOREIGN POLICIES FROM MHL, CH. 30
1. Ronald Reagan, "Ronald Reagan, First Inaugural Address (1981)"
 2. Richard Viguerie, "Why the New Right is Winning (1981)"
 3. Ronald Reagan, "Ronald Reagan, Address to the National Association of Evangelicals (1983)"
 4. Paul Craig Roberts, *The Supply-Side Revolution* (1984)
 5. Ronald Reagan, "The Air Traffic Controller's Strike"
 6. Jesse Jackson, "Jesse Jackson, Common Ground (1988)"
 7. Bill Chappell, "Speech to the American Security Council Foundation"
 8. George H.W. Bush, "George H.W. Bush, Gulf War Address (1990)"
 9. George H.W. Bush, "George Bush, Allied Military Action in the Persian Gulf (1991)"
- FOCUS QUESTIONS:
1. How would you characterize the new conservatism that emerged in the 1980s?
 2. According to Viguerie, why was the new right winning? How did conservatives succeed in re-defining "the Left"?
 3. To what extent did American domestic and foreign policies reflect neo-conservative ideas?
- Thursday April 4 Lecture: End of Isolationism – Pax Americanus, Read Faragher, ch. 31

Tuesday April 9

Seminar:

CASE STUDY 1: US RESPONSES TO TERRORISM

FROM MHL, CH. 31

1. *United States of America v. Timothy James McVeigh* – Sentencing (August 14, 1997)
2. “America Enters a New Century with Terror, 2001”
3. George W. Bush, from “National Security Strategy of the United States of America” (September 2002)

CASE STUDY 2: THEMES OF THE 21ST CENTURY: TECHNOLOGY, POVERTY, RATIONAL THOUGHT

FROM MHL, CH. 31

4. Howard Rheingold, “Howard Rheingold, *Homesteading on the Electronic Frontier*, 1993
5. Elaine Bell Kaplan, “Talking to Teen Mothers (1995)”
6. “Dissent Within the World Episcopal Church over Gay Rights (2004)”
7. Bill O’Reilly and John Gibson, “The Alleged Attack on Christmas (2005)”
8. “Dirty Politics in the 2008 Election”

FOCUS QUESTIONS:

1. In what ways did American society change in the 1990s and first decade of the 21st century?
2. To what could you attribute those changes?

Thursday April 11

BOOK REVIEW DUE IN CLASS – DISCUSSION OF MICHAEL KATZ, *Why Don’t American Cities Burn?*

April 15-23

FINAL EXAM PERIOD