



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

HIST-232-001
God Bless America
Winter 2018

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/hist.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Dr. Christian Lieb
(b) Office hours	Tuesday and Thursday 12:30-2:30; Wednesday and Friday 10:30-12:30
(c) Location	Young 323 (Lansdowne)
(d) Phone	250-370-3363
(e) E-mail	LiebC@camosun.bc.ca
(f) Website	http://camosun.ca/learn/programs/history/

2. Intended Learning Outcomes

(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)

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 judgements 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) James Oakes, et al. *Of the People: A History of the United States, Vol. 2 – Since 1877*. 3rd Ed., New York, Oxford: Oxford University Press, 2017.
- (b) Material posted on D2L for discussions – see details in the course outline.

4. Course Content and Schedule

Lectures: Wednesday 8:30-10:20 in Young 325
Seminar A: Friday 8:30- 9:20 in Young 325
Seminar B: Friday 9:30-10:20 in Young 325

5. Basis of Student Assessment (Weighting)

Course Requirements:

To pass the course, you are expected to submit short papers and attend the weekly discussions. You should complete the textbook readings before each lecture (see schedule below) and write the in-class midterm. In addition, you need to meet with the instructor to discuss the research paper (come prepared with a paper proposal) and submit the research paper (as hard copy at the beginning of class). Writing the final exam completes the requirements. If, for whatever reasons (i.e. personal or health), you are unable to meet any of these requirements, please come and talk to me or e-mail me (ideally) before the deadline or exam so that we can find a solution.

Please be aware that the instructors have no influence over the scheduling of the final exam during the examination period (April 16-24). Therefore, you should not make any travel plans or work arrangements until the final examination timetable has been posted on Camlink.

1) Discussion Groups:

Since discussion groups only work when students are well-acquainted with the assigned readings, one requirement of the seminars will be to provide a short (minimum one page) commentary containing the following points:

- Briefly summarize the documents and / or articles
- Identify the main arguments and themes of the readings
- Write a short paragraph in which you outline the most important question(s) that the readings raised for you.

This will help you to focus your thoughts for the discussions and will train you to identify the main arguments of the texts you read. These short commentaries will not be graded individually, but will assist in determining the quality of your participation (of course, only in addition to your oral participation during the discussions – see below).

The discussion groups count for 20% of the final grade in the course. You will receive 30% of the discussion grade by being physically present, 30% will be based on the discussion paper, and 40% will be based on the quality and frequency of your oral participation.

*******Students who miss more than three seminars will forfeit their entire seminar mark*******

2) **Paper Proposal and Annotated Bibliography (meeting with instructor):**

To choose a topic for your later research paper, use one of the primary documents from the following website: <http://teachingamericanhistory.org/library/>. Keep in mind that the starting point of the course is 1865, so the document you use should not be covering events before the end of the Civil War. You will develop a research question (or a hypothesis) and find at least five historical studies (academic and recent secondary sources) in the library to provide sufficient evidence to answer your question. The proposal will be one or two pages, in addition to a 1-2 page annotated bibliography. **More details will follow in class before the paper is due – i.e. I will post a timetable on my office door to schedule meetings instead of the seminar discussions on February 2 and Feb. 9.**

Paper Proposal:

- Briefly summarize the content of the primary source (what does it tell you about the event or development?)
- Provide some background information about the larger topic (what is the paper about?).
- State your research question or hypothesis.
- Show how you plan to focus your question on a specific aspect of this topic.
- Explain what your primary source can tell you about your topic.

Annotated Bibliography:

- One primary document from the following website: <http://teachingamericanhistory.org/library/>
- At least five secondary sources (books or articles written by historians):
 - Articles from academic journals (minimum 15 pages)
 - Books published by a university press
 - Articles and books should have footnotes and be published after 1980
- Under each source listed in your bibliography, explain in one or two sentences why the source is relevant for your topic.

Please bring the finished paper to the meeting you sign up for, either on Feb. 2 or Feb. 9, 2017.

3) **Midterm Exam:**

The midterm exam will focus on textbook readings and lectures covered up to that point in the course. It will consist of multiple choice questions and short essay responses. More details will be provided in class before the exam. **The Midterm will take place in the regular classroom during class time on Wednesday February 21, 2018.**

4) **Research Essay:**

The research essay will be about 1,500-2,000 words in length, based on at least one primary source and at least five academic secondary sources (see requirements for annotated bibliography above). The essay will have a thesis statement at the end of the first paragraph which will clearly state what you are going to argue in one sentence. Your thesis statement should be underlined in the text. The thesis statement is the answer to your research question. The paper should critically analyze the evidence from the primary and secondary sources in a logical and clearly organized fashion (be aware of the biases of the different authors). Based on the evidence you have found, you should come to your own assessments which will develop your argument. Briefly summarize your main points in the concluding paragraph.

The academic standards of the history department as outlined in the Departmental Style Guide will apply (see [Hist. Dept. Style Guide on D2L](#)). Please provide a separate cover page with your name and student number, the name and number of the course, the name of the instructor, and the title of

the essay. All evidence that is not common knowledge must be footnoted – for more information, please see the style guide. The bibliography must be on a separate page at the end of the essay. Since some of the topics might be more popular than others, make sure that you start early so that you will be able to get the necessary sources (i.e. books) for your essay.

The essay is due at the beginning of class on Wednesday March 28, 2018.

6) **Final Exam:**

On the final exam you will be asked to identify the contexts of the major themes covered in the lectures and discussions throughout the entire term. Therefore, the most effective way to prepare for the exam is to participate in all online discussion and attend the lectures. Apart from a short multiple-choice section on textbook content, this will be mainly an essay exam which will be written on campus during the examination period.

The final exam will take place during the examination period, April 16-24, 2018.

Final grade breakdown for the course:

☞ Paper Proposal and Annotated Bibliography	10 %
☞ Midterm Exam	20 %
☞ Discussion groups and small assignments	20 %
☞ Research paper (1,500-2,000 words)	25 %
☞ Final exam (during exam period in December)	25 %

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

Counselling Centre: <http://camosun.ca/services/counselling/>

Disability Resource Centre: <http://camosun.ca/services/drc/>

Learning Skills: <http://camosun.ca/services/learning-skills/index.html>

Writing Centre: <http://camosun.ca/services/writing-centre/>

College Ombudsman: <http://camosun.ca/about/ombudsman/>

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and

writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

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		1
0-49	F	Minimum level has not been achieved.	0

B. 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 <http://camosun.ca/about/policies/index.html> for 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.


9. Lecture and Seminar Schedule

Note: This schedule is subject to minor changes – the instructor will discuss any changes at the beginning of each class. The Course Readings List is included in this course outline.

Week 1 (Jan. 8-14)


Wed. Jan. 10: LECTURE: Introduction and Course Business

Fri. Jan. 12: Seminar: Week 1: Review of Civil War


 Jonathan Lande, "Trials of Freedom: African American Deserters during the U.S. Civil War," *Journal of Social History*, vol. 49, no. 3 (2016), p. 693-709.

Week 2 (Jan. 15-21)

Wed. Jan. 17: LECTURE: The Reconstruction Period, 1865-1877


 Oakes, et al. *Of the People*, p. 450-479.

Fri. Jan. 19: Seminar: Week 2: Reconstruction


 Michael A. Ross, "The Supreme Court, Reconstruction, and the Meaning of the Civil War," *Journal of Supreme Court History*, vol. 41, no. 3 (Nov. 2016), p. 275-294.

Week 3 (Jan. 22-28)

Wed. Jan. 24: LECTURE: Impacts of Migration and Economic Change, 1870-1900


 Oakes, et al. *Of the People*, p.480-507.

Fri. Jan. 26: Seminar: Week 3:

 Ricia Anne Chansky, "Time to Shop: Advertising Trade Card Rhetoric and the Construction of a Public Space for Women in the United States, 1880-1900," *Atenea*, vol. 29, no. 1 (June 2009), p. 151-166.

Week 4 (Jan. 29-Feb. 4)


Wed. Jan. 31: LECTURE: American Imperialism, 1898-1914

 Oakes, et al. *Of the People*, p.562-593.

Fri. Feb. 2: Meeting Slots #1 – Paper Proposal and Bibliography assignment

Week 5 (Feb. 5-11)

Wed. Feb. 7: LECTURE: World War I and the Globalization of American Power, 1914-1919

 Oakes, et al. *Of the People*, p.562-651.

Fri. Feb. 9: Meeting Slots #2 – Paper Proposal and Bibliography assignment

Week 6 (Feb. 12-18)

Feb. 13-17: Reading Break – no classes


Week 7 (Feb. 19-25)

Wed. Feb. 21: MIDTERM EXAM, 1 hour, 50 minutes


Fri. Feb. 23: Seminar: How to write a Research Paper

Week 8 (Feb. 26-March 4)

Wed. Feb. 28: LECTURE: Golden Twenties and the Great Depression, 1920-1932


 Oakes, et al. *Of the People*, p.652-681.

Fri. March 2: Seminar: Week 8: American Isolationism?


 Gerald L. Fetner, "Modern Foreign Correspondents after World War I: The New York Evening Post's David Lawrence and Simeon Strunsky," *American Journalism*, vol. 34, no.3 (August 2017), p. 313-332.

Week 9 (March 5-11)

Wed. March 7: LECTURE: Franklin D. Roosevelt's New Deal, 1933-1941


 Oakes, et al. *Of the People*, p.682-709.

Fri. March 9: Seminar: Week 9: The Great Depression and the New Deal


 Neil M. Maher, "Work for others but none for us': the economic and environmental inequalities of New Deal relief," *Social History*, vol. 40, no. 3 (August 2015), p. 312-334.

Week 10 (March 12-18)

Wed. March 14: LECTURE: World War II – the Making of a Superpower, 1941-1945


 Oakes, et al. *Of the People*, p.710-741.

Fri. March 16: Seminar: Week 10:


 Matthias Reiss, "Solidarity among 'Fellow Sufferers': African Americans and German Prisoners of War in the United States during World War II," *The Journal of African American History*, vol. 98, no. 4 (Fall 2013), p. 531-561.

Week 11 (March 19-25)

Wed. March 21: LECTURE: Cold War from Truman Doctrine to Cuban Missile Crisis, 1947-1962.


 Oakes, et al. *Of the People*, p.742-771.

Fri. March 23: Seminar: Week 11:

 Matthew Cecil, "The Path to Madness: McCarthyism and New York Post Editor James A. Wechsler's Campaign to Defend Press Freedom," *Journal of Communication Inquiry*, vol. 35, no. 3 (July 2011), p. 275-291.

Week 12 (March 26-April 1)

Wed. March 28: LECTURE: Struggles for Equality and the Vietnam War


 Oakes, et al. *Of the People*, p.772-803

 **Research Paper due (beginning of class)**


Fri. March 30: Good Friday – no classes

Week 13 (April 2-8)

Wed. April 4: LECTURE: The Breakdown of the Postwar Consensus and Economic Stagnation


 Oakes, et al. *Of the People*, p.804-835

Fri. April 6: Seminar: Week 13:

 Elaine Tyler May, "Security against Democracy: The Legacy of the Cold War at Home," *The Journal of American History*, vol. 97, no. 4 (March 2011) p. 939-957.

Week 14 (April 9-15)

Wed. April 11: LECTURE: End of the Cold War and America in a Globalizing World

 Oakes, et al. *Of the People*, p.868-901.

Fri. April 13: Seminar: Week 14: Exam Review

April 16-24: FINAL EXAM PERIOD – DATES WILL BE ANNOUNCED ON CAMLINK LATER IN THE TERM. *Please do not make plans (or have a family member make plans on your behalf) until you know the dates for your exams.*