



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

**HIST-132-001**  
**U.S. History: 1865 to Present**  
**Winter 2020**

## **COURSE OUTLINE**

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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.

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### **1. Instructor Information**

<b>(a) Instructor</b>	Dr. Christian Lieb
<b>(b) Office hours</b>	Monday and Wednesday 10:30-12:20; Tuesday and Thursday 10:30-11:20
<b>(c) Location</b>	Young 323 (Lansdowne)
<b>(d) Phone</b>	250-370-3363
<b>(e) E-mail</b>	LiebC@camosun.bc.ca
<b>(f) Website</b>	<a href="http://camosun.ca/learn/programs/history/">http://camosun.ca/learn/programs/history/</a>

### **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 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*. 3<sup>rd</sup> 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:	Tuesday	8:30-10:20 in Young 317
Seminar A:	Thursday	8:30- 9:20 in Young 317
Seminar B:	Thursday	9:30-10:20 in Young 317

### 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 submit the Journal Article Analysis (as hard copy at the beginning of the corresponding discussion). 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 14-22, 2020). 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) **Journal Article Analysis:**

This assignment is designed to guide students through an academic journal article by identifying clearly what the author is arguing (i.e. the thesis statement), how the author is supporting the argument (i.e. the evidence), and what conclusions the article draws based on the evidence and interpretations presented. The assignment also requires proper academic footnoting with exact page numbers providing the source of the information in the text. All of these are preparatory steps for future History discussions and papers.

As the first step, please pick **one of the discussion articles for this term (see course schedule below)**. Be aware that they all have different due dates based on the timing of the corresponding in-class discussion on the topics. This gives you some flexibility to decide when to get this assignment done. The deadlines for the options are firm, so make sure to submit an analysis of the article, on the day of the respective discussion.

In your first paragraph, please provide the historical context for the paper. Since many academic journal articles are written for an audience that already has specific knowledge in the field, you will need to find an academic book or article that will provide you with the necessary background information. Make sure to properly footnote the information you take from all the sources, including the assigned discussion article (please see the History Department Style Guide on D2L for correct formatting).

In the next paragraph, clearly identify the thesis statement of the article – what exactly is the author arguing here? After that, provide a detailed summary of the evidence (the specific facts) the article uses to support the argument. Looking at the footnotes in the article, what type of sources (primary and secondary) did the author use to find that evidence? What did you think were the strengths and weaknesses of those sources? Did the evidence fully support the argument, or do you see points where the author speculates about either the cause and result of events, or the way facts are interpreted? In short, do you find the argument fully convincing? If so, explain why you find the argument convincing, or if you are unsure, or disagree with the interpretation, also explain why. Here you would want to consult your additional secondary source to get another perspective on the topic. Keep in mind, though, that all articles have been reviewed by other experts in the field before publication, so the facts will be correct – the disagreements would be at most in the interpretations of what the facts tell us, and in the selection of evidence. Again, all the details included from the article also need to be properly footnoted.

Overall, the assignment will be about 1,000 words in length. It should provide footnotes to both of the sources (discussion article and additional academic secondary source) following the format outlined in the History Department Style Guide on D2L. The paper will also have a formal cover page and a bibliography that lists the discussion article and the additional source you used (an example bibliography is available in the History Department Style Guide). More information will be provided in class.

**A Note on Plagiarism:** Plagiarism will result in a failing grade on the assignment and may result in a failing grade for the course and/or further disciplinary action by the College. Please see the Student Conduct Policy.

What is plagiarism?

1. The use of another person's words (sentences/phrases/paragraphs) without including quotation marks and footnotes. This applies to any written work published in book, text, or magazine form, or anything located on the Internet. In other words, it is plagiarism if someone copies and pastes work from the Internet and presents that work as his/her own.
2. Paraphrasing any author's words or ideas without using a footnote to cite the source.
3. Copying another student's work, either on assignments or exams.

**The Journal Article Analysis is due at the beginning of class on the date of the corresponding discussion.**

### 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 Tuesday February 11, 2020.**

### 5) **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 14-22, 2020.**

### **Final grade breakdown for the course:**

☞ <i>Journal Article Analysis</i>	25 %
☞ <i>Midterm Exam</i>	25 %
☞ <i>Discussion groups and small assignments</i>	20 %
☞ <i>Final exam (during exam period in April)</i>	30 %

## 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. 6-12)


**Tues. Jan. 7: LECTURE: Introduction and Course Business**

**Thurs. Jan. 9: Seminar: Week 1: Review of Seminars and Article Analysis**


 History Department Style Guide (on D2L)

### Week 2 (Jan. 13-19)

**Tues. Jan. 14: LECTURE: The Reconstruction Period, 1865-1877**


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

**Thurs. Jan. 16: 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. 20-26)

**Tues. Jan. 21: LECTURE: Impacts of Migration and Economic Change, 1870-1900**


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

**Thurs. Jan. 23: 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. 27-Feb. 2)

**Tues. Jan. 28: LECTURE: American Imperialism, 1898-1914**


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

**Thurs. Jan. 30: Seminar: Week 4: Early American Imperialism**

 Michael A. Hill, "The Myth of Seward's Folly," *The Western Historical Quarterly* 50 (Spring 2019): 43-64.

### Week 5 (Feb. 3-9)

**Tues. Feb. 4: LECTURE: World War I and the Globalization of American Power, 1914-1919**

 Oakes, et al. *Of the People*, p.5624-651.

**Thurs. Feb. 6: Seminar: Week 5: Spanish American War of 1898**

Christine Bold, "Where did the Black Rough Riders go?" *Canadian Review of American Studies* 39, no.3, (2009): 273-297.

### Week 6 (Feb. 10-16)


**Tues. Feb. 11: MIDTERM EXAM, 1 hour, 50 minutes**

**Thurs. Feb. 13: Seminar: How to write a Research Paper**


### Week 7 (Feb. 17-23) - **Reading Break** – no classes

### Week 8 (Feb. 24-March 1)

**Tues. Feb. 25: LECTURE: Golden Twenties and the Great Depression, 1920-1932**


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

**Thurs. Feb. 27: 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 2-8)

**Tues. March 3: LECTURE: Franklin D. Roosevelt's New Deal, 1933-1941**


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

**Thurs. March 5: 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 9-15)

**Tues. March 10: LECTURE: World War II – the Making of a Superpower, 1941-1945**


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

**Thurs. March 12: 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 16-22)

**Tues. March 17: LECTURE: Cold War from Truman Doctrine to Cuban Missile Crisis, 1947-1962.**


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

**Thurs. March 19: 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 23-29)

**Tues. March 24: LECTURE: Struggles for Equality and the Vietnam War**


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

**Thurs. March 26: Seminar: Week 11: Vietnam War Protests**


 Sarah Eppler Janda, "Even mild protest is not generally considered very patriotic': Surveillance Culture and the Rise of the 'Sooner CIA,'" *The Western Historical Quarterly* 48 (Winter 2017): 393-414.

**Week 13** (March 30-April 5)

**Tues. March 31: LECTURE: The Breakdown of the Postwar Consensus and Economic Stagnation**


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

**Thurs. April 2: 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 6-12)

**Tues. April 7: LECTURE: End of the Cold War and America in a Globalizing World**

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

**Thurs. April 9: Seminar: Week 14: Exam Review**

**April 14-22, 2020: 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.**