



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

**HIST-132-D01**  
**U.S. History: 1865 to Present**  
**Fall 2020**

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## **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>	Tuesdays and Wednesdays, 9:30-11:30 – please contact instructor by e-mail
<b>(c) Location</b>	Young 323 (Lansdowne) – no in-person meetings during pandemic
<b>(d) Phone</b>	<i>Please use e-mail below</i> <b>Alternative:</b> _____
<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>

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### **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, a student will 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

- 1) David Emory Shi and George Brown Tindall, *America: A Narrative History*, vol. 2 (Brief 11<sup>th</sup> Ed., New York and London: W.W. Norton & Company, 2019).
- 2) Camosun College Department of Humanities History Style Guide, available on D2L.
- 3) Additional materials: Lectures and article PDFs on Hist. 132 - D2L site – see details in course outline, below.

### 4. Course Content and Schedule

Asynchronous delivery of course material (i.e. there are no set lecture or seminar times), but **please note the deadlines for assignments in the course schedule below – all assignments for this course will be due on Thursdays at noon.**

Please read the relevant chapters in the textbook before listening to the Powerpoint lectures with audio on D2L – they are set for each week to keep you on track with course material and assignments.

### 5. Basis of Student Assessment (Weighting)

☞ **Course Requirements:**

#### **Attendance Note:**

The first information that you will need to submit is an attendance note, whether you are in the class or on the waitlist. Since there is a waitlist for this course, **please e-mail a note to me at LiebC@camosun.bc.ca to confirm your attendance by 5 pm on Tuesday Sept. 8 (i.e. the first day of classes).** This is important as this attendance note will hold your space in the course. To ensure that waitlisted students will have a chance to take the course, I will begin the deregistration process for students who have not submitted the attendance note by Wednesday Sept. 9.

In your attendance note, please introduce yourself in about a paragraph:

- Your name / student number
- Are you located in Canada or elsewhere?
- Have you taken any other college / university History courses?
- Have you taken history in high school, or is the subject completely new to you? This is an introductory course so no prior knowledge is necessary – but feedback on this will help me get a better sense of the class composition.
- What is your interest in taking this History course? Is there a specific topic, theme, or event that you would like to learn more about?

The level of detail you provide in this attendance note is voluntary, and whether you choose to answer all the questions is up to you, but I will need the note itself to confirm your attendance.

In addition to the attendance note, to pass the course, you must submit the two Article Analyses (i.e. the written commentary and analysis for two of the six assigned academic journal articles).

You must also complete the online InQuizitive quizzes and write the midterm and final exam replacement papers (two short papers for each) to complete the requirements. If, for whatever reasons (i.e. personal or health), you are unable to meet these requirements, please e-mail me, if at all possible, before the deadline or exam, so that we can find a solution. **Late penalties for assignments are 5% per day**, so please start early.

### 1) Online Quizzes:

The “InQuizitive” quizzes will be facilitated through the Norton online platform (<https://digital.wwnorton.com/america11v2>). The dates and readings for these quizzes are listed in the course outline and in the online calendar which you can access using your course access key and the **Student Set ID: 325899**

With the “Student Access Code” bundled with your textbook, you need to sign into the online platform to self-register for access to the e-version of the book and the online components (i.e. the online quizzes). To receive full points for this component you need to complete at least 10 out of the 13 quizzes. **More details on how to navigate the online portion will be provided on D2L.**

### 2) Article Analysis (30% - 2x15%):

You will be writing two article analyses (750-1000 words each). You will have the choice to write on one of the three assigned articles before the midterm and one after the midterm exam. The deadline for the article analysis is the week when that article was assigned (see course schedule below and D2L for details). In each article analysis, you will be asked to:

- Identify the main argument - what exactly is the thesis statement?
- Briefly summarize the article (i.e. what does it tell you about the topic)
- In the next section, please identify what types of sources the author used and discuss how convincingly the article was supported with specific evidence.
- Each article topic will have a short introduction and guiding questions on D2L (see the weekly entries for more details). Please answer these questions in your response, supported by specific evidence from the reading.
- All information taken from the articles need to be properly footnoted with the exact page number for the source of the details – see History Department Style Guide on D2L.

Guiding questions will be posted on D2L in the weekly schedule, so please make sure to look for those. This will help you to focus your thoughts for the reading of academic journal articles and will train you to identify the main arguments and factual evidence presented in the texts. For an excellent grade, the article analysis should be clear and well-written, show a strong understanding of the content of the reading, include your own thoughts and analysis, support your response with specific evidence from the reading, and cite that evidence with footnotes. **As academic papers, these assignments will require proper Chicago Style (Turabian) footnoting – please see the History Department Style Guide on D2L for more details.**

**Please be aware that students are expected to read all of the six assigned readings, even though you are only required to respond to two of them with these article analyses.** All the assigned readings are fair game for the exams.

3) **Midterm Exam Replacement Paper (30% - 2x15% for the two essays):**

In lieu of the regular midterm exam we will have two 500-word essay responses that will include questions on material from lectures and the textbook covered to that point in the course and potentially also the discussion readings. The aim will be to combine your textbook and discussion article readings and the material from the audio-lectures with Powerpoint (on D2L) to demonstrate contextual understanding of developments relevant to the course. The questions for the two papers will be posted on D2L a week before the due date and will be submitted online through the **D2L submission box at noon on Thursday October 22, 2020 – combine the two responses into a single Word or PDF document.**

4) **Final Exam Replacement Papers (30% - 2x15% for the two essays):**

Similar to the Midterm exam, in the final exam, you will be asked to identify the contexts of the major themes covered in the lectures and discussion groups, and to discuss these with reference to significant names, dates and locations in these take-home exams. As with the Midterm, context and questions will be posted on D2L a week prior to the due date.

**The Final Exam papers are due in the D2L submission box at noon on Thursday December 10, 2020 – combine the two responses into a single Word or PDF document.**

**Final Mark break-down:**

☞ online quizzes	10 %
☞ article analysis (2x15)	30 %
☞ midterm exam papers	30 %
☞ final exam papers	30 %

**Due dates:** Assignments must be submitted to the online submission box on D2L at the time and date listed below

Marks will be deducted at the rate of 5% per day for late assignments. If your assignment is late because of illness or family affliction, please make sure to inform the instructor by e-mail as soon as possible – ideally before the deadline. **No assignments will be accepted after the final class day on December 11, 2020 without prior permission from the instructor.**

**Note:** If you find you are unable to complete an assignment, please e-mail me prior to the due dates, or as close to them as possible. It is the student's responsibility to inform me of any difficulties completing course components.

**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.

More information can be found in the Arts and Science Academic Honesty Guidelines, posted in the Course Overview on D2L.

## 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

### 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## 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 Assignment Schedule

### Week 1 (Sept. 8-13)

**LECTURE: Introduction to Hist. 132 and Background to the Civil War**

### Week 2 (Sept. 14-20)

☞ **Online Quiz #1** (📖 *Textbook Ch. 16*) – Thursday Sept. 17 (*always at noon*)

**LECTURE: The Reconstruction Period, 1865-1877**

**Seminar: 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.

☞ **Paper due on Thursday Sept. 17 at noon.**

### Week 3 (Sept. 21-27)

☞ **Online Quiz #2** (📖 *Textbook Ch. 18*) – Thursday Sept. 24

**LECTURE: Political and Economic Change, 1870-1900**

**Seminar: Rise of Consumerism**

📖 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.

☞ **Paper due on Thursday Sept. 24 at noon.**

### Week 4 (Sept. 28-Oct. 4)

☞ **Online Quiz #3** (📖 *Textbook Ch. 20*) – Thursday Oct. 1

**LECTURE: American Imperialism, 1898-1914**

**Seminar: 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.

☞ **Paper due on Thursday Oct. 1 at noon.**

### Week 5 (Oct. 5-11)

☞ **Online Quiz #4** (📖 *Textbook Ch. 22*) – Thursday Oct. 8

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

### Week 6 (Oct. 12-18)

☞ **Online Quiz #5** (📖 *Textbook Ch. 24*) – Thursday Oct. 15

**LECTURE: Golden Twenties, 1920-1929**

### Week 7 (Oct. 19-25)

☞ **Midterm Replacement Papers due Thursday October 22, 2020**

☞ **Online Quiz #6** (📖 *Textbook Ch. 25*) – Thursday Oct. 22

**LECTURE: Great Depression, 1929-1941**

### Week 8 (Oct. 26-Nov.1)

☞ **Online Quiz #7** (📖 *Textbook Ch. 26*) – Thursday Oct. 29

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

**Week 9** (Nov. 2-8)

☞ **Online Quiz #8** (📖 *Textbook Ch. 27*) – Thursday Nov. 5

**LECTURE: Cold War from Truman Doctrine to Cuban Missile Crisis, 1947**

**Seminar: McCarthyism and the Press**

📖 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.

☞ **Paper due on Thursday Nov. 5 at noon.**

**Week 10** (Nov. 9-15)

☞ **Online Quiz #9** (📖 *Textbook Ch. 28*) – Thursday Nov. 12

**LECTURE: Struggles for Equality, Protest Movements, 1950s-1970s**

**Week 11** (Nov. 16-22)

☞ **Online Quiz #10** (📖 *Textbook Ch. 29*) – Thursday Nov. 19

**LECTURE: The Vietnam War, 1954-1975**

**Seminar: 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.

☞ **Paper due on Thursday Nov. 19 at noon.**

**Week 12** (Nov. 23-29)

☞ **Online Quiz #11** (📖 *Textbook Ch. 30*) – Thursday Nov. 26

**LECTURE: Political Realignments in the 1970s and 1980s**

**Seminar: Long-term Impacts of the Cold War and Conservative Policies**

📖 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.

☞ **Paper due on Thursday Nov. 26 at noon.**

**Week 13** (Nov. 30-Dec. 6)

☞ **Online Quiz #12** (📖 *Textbook Ch. 31*) – Thursday Dec. 3

**LECTURE: End of the Cold War and America in a Globalizing World**

**Week 14** (Dec. 7-13)

☞ **Final Exam Replacement Papers due on Thursday Dec. 10, 2020**

☞ **Online Quiz #13** (📖 *Textbook Ch. 32*) – Thursday Dec. 10

**LECTURE: Quo Vadis, America? – A Short Assessment of the Present Situation**

**Dec. 14-25** **FINAL EXAM PERIOD – There will be no in-person final exam in this course – all the material will be covered in the four examination papers due during the course.**

☞ **Note:** All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. **Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act.** Violations may result in disciplinary action.