



COURSE OUTLINE

HI2510

THE UNITED STATES SINCE 1865

WINTER 2009

Mon: 6:00 – 8:50pm, Room B206

INSTRUCTOR: D. White

OFFICE: C-401

PHONE: 780-539-2083

OFFICE HOURS: M 12-2:30, 4-6; T 11:30-2; W 12-2:30

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UNIVERSITY TRANSFER: UA, UC*, UL, AU, AF, CU, CUC, KUC

The course covers the development of contemporary America from the period of Reconstruction after the Civil War to the present. Through lectures and class debates from prepared readings, you will examine and evaluate the American historical experience of western settlement, economic expansion and social crisis, racial conflict, imperial expansion, war, social protest and world power status.

Course Texts:

James West Davidson, *US: A Narrative History, Volume 2: Since 1865*
(Fifth Edition, McGraw-Hill, 2008)

Madaras and SoRelle, *Taking Sides – Clashing Views in United States History, Volume 2: Reconstruction to the Present* (Thirteenth Edition, McGraw-Hill, 2008)

Blackboard

Blackboard will be used for all assignment submissions. Various materials will be posted here including:

- Course Outline
- Links and Tips for Assignments
- Summaries or Review materials

On the GPRC homepage, use the link at the top right. Once you've logged in, you should be able to access the Blackboard site for this course.

ASSIGNMENTS AND EXAMINATIONS:

Class Participation	15%
Assignment #1 (Taking Sides)	10%
Assignment #2 ("The Most Destructive Explosive Ever Devised By Man")	15%
Assignment #3 (Inside the Cold War)	20%
Midterm	15%
Final Exam	25%

GRADING SYSTEM

Policy with respect to grade changes, letter grades and grade point averages can be found in the college calendar. The last day to officially withdraw is November 6.

Alpha Grade	4-point Equivlence	Descriptor
A+	4.0	Excellent
A	4.0	
A-	3.7	Very Good First Class Standing
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	Satisfactory
C	2.0	
C-	1.7	
D+	1.3	Poor*
D	1.0	Minimal Pass*
F	0.0	Failure
WF	0.0	Fail, withdrawal after the deadline

DUE DATES

Assignment #1 (Taking Sides)	Varies
Assignment #2 ("The Most Destructive Explosive Ever Devised By Man")	March 9
Assignment #3 (Inside the Cold War)	April 6

Assignments are to be submitted via Blackboard before midnight on the due date. Extensions for tests, essays and the document analysis will be made only when students contact the instructor prior to the deadline and present evidence of extenuating circumstances. To encourage promptness and in fairness to those who complete their work on time, late assignments will be reduced 5% for each twenty-four hour period (or part thereof, including weekends and holidays) after the due date. Any essay sent to the mailroom, dropped off at the switchboard, left at my office, e-mailed or faxed will not be accepted and will not become the responsibility of the instructor.

TENTATIVE SCHEDULE

Note: Assigned readings placed on reserve in the library should be completed prior to the class in which this material becomes the focal point of our discussions.

January 12: INTRODUCTION, THE UNITED STATES IN 1865

January 19: RECONSTRUCTION AND THE WEST

Readings: *Taking Sides*, Issue 2

January 26: INDUSTRIALIZATION AND IMMIGRATION

Readings: *Taking Sides*, Issue 4

February 2: URBANIZATION AND REFORM

Readings: *Taking Sides*, Issue 7

February 9: AN END TO SPLENDID ISOLATION

Readings: *Taking Sides*, Issue 8

February 16: Family Day – No Class

February 23: NEW IDEAS AND NEW DEALS

Readings: *Taking Sides*, Issue 10

March 2: "THE NEW WORLD, WITH ALL ITS POWER AND MIGHT"

Readings: *Taking Sides*, Issue 11

March 9: "WORLD COMMUNISM IS LIKE A MALIGNANT PARASITE"

Assignment #2 ("The Most Destructive Explosive Ever Devised By Man") Due

Readings: *Taking Sides*, Issue 12

March 16: Last Day to Withdraw without Academic Penalty

March 16: AFFLUENCE AND SOCIAL CHANGE

Readings: *Taking Sides*, Issue 13

March 23: FRIEDAN AND NIXON

Readings: *Taking Sides*, Issue 16

March 30: STAR WARS AND YUPPIES

Readings: *Taking Sides*, Issue 17

April 6: THE LONE SUPERPOWER

Assignment #3 (Inside the Cold War) Due

April 13: AMERICA INTO THE 21ST CENTURY – EXAM REVIEW

HAVE A GREAT SPRING/SUMMER!

CLASS DISCUSSION GUIDELINES

Students will be expected to do all of the assigned readings for the class discussions. Class participation grades are determined by students' willingness to actively engage in these sessions by offering opinions and raising relevant questions. To facilitate these exchanges and to accumulate the essential material, students are encouraged to put together a brief outline of their response to each of the key questions in advance. This preparation will help you understand the course content, the methodology of historical interpretation as well as serve to prepare you for the exams and papers. Occasionally this work will be carried out by small groups of students. Most weeks (not those with exams or essays due) some students will be responsible for presenting a document analysis. Other students will be invited to offer comments and questions.

In order for everyone to have the opportunity to participate, we must strive to create an open, positive, non-threatening atmosphere. Curiosity, honesty, and above all, respect are characteristics inherent in healthy discourse. Listen actively and speak openly. If you tend to be timid, try to share your thoughts, however uncomfortable this might seem. If you like to talk, be sensitive to the needs and size of the group. Everyone should speak at some point during each discussion. Our culture finds periods of silence awkward and unacceptable, but sometimes one simply needs time to think and revise their responses. Raising questions is just as important as providing answers. In fact any response however "wrong" it may seem deserves credit since it takes courage to speak in class and most comments will usually advance the discussion.

A great deal of this class revolves around discussions of contentious issues that often lend themselves to heated debates, subjective interpretations, contested meanings, and emotional responses. It will be perfectly appropriate for us to end our discussions in disagreement. If you feel frustrated and overwhelmed, don't despair. Most questions worth asking have no simple, clear answers.

While derogatory or inflammatory language, harassment, or discriminatory behaviour of any kind will not be tolerated, many students take any negative response, comment or disagreement as a personal insult. What is at issue here are ideas, not people. We all want our views to be accepted or have others marvel at our mental capacities, but it is also human nature to disagree. Alternative perspectives exist on almost any topic and these class discussions will encourage divergent thinking.

EXAM FORMAT

The final exam will integrate material from all parts of the course: lectures, assigned readings and discussions. It will be in multiple sections and provide a choice of question in both the Identify and Explain and Essay styles. Further information will be provided before both exam.

COURSE ASSIGNMENT INSTRUCTIONS

This course asks students to complete three assignments. The first asks students to weigh competing secondary sources and the second and third require students to engage with primary source material.

Assignment #1 – Taking Sides

Length: 750 words (3 pages double-spaced).

Value: 10%

Due: One week after the chosen discussion

A large part of this course will be our discussions based on the readings from *Taking Sides*. For the first assignment, you will select one of the chapters we discuss in class, then write up a three page assessment of the argument presented. Which side do you find more credible and why?

Remember that you will need to critically assess the article for each side, so ask questions of it: What can you find out about the author, is her or she an expert? What sources is the article based on? Is the reasoning convincing?

Because the bulk of your paper will be based on the two articles, you do not need citation for this paper, as it will be clear from the writing which article you are referring to.

Assignment #2 – “The Most Destructive Explosive Ever Devised By Man”

Length: 1,250 words (5 pages double-spaced).

Value: 15%

On August 6, 1945, the US Army Air Force made the world's first atomic attack against Hiroshima, Japan. Simultaneously, the air force dropped leaflets elsewhere in Japan. One leaflet stated in part “America asks that you take immediate heed of what we say on this leaflet.

. . . We are in possession of the most destructive explosive ever devised by man Before using this bomb to destroy every resource of the military by which they are prolonging this useless war, we ask that you now petition the Emperor to end the war.” President Truman’s decision to use the atomic bomb has been scrutinized ever since.

The Truman Presidential Library has a collection of documents relating to this decision available on its website. This includes previously confidential records, Presidential diary entries, and oral histories from those involved.

http://www.trumanlibrary.org/whistlestop/study_collections/bomb/large/index.php

In this assignment, you will explore this online collection, studying the decision to drop the atomic bomb. Using this information, you will write a 1,250 word (5 page paper) which seeks to address the following questions.

1. What arguments were presented to Truman in the run-up to the use of the bomb?
2. Which factors do you think were key in influencing Truman?
3. What other impressions do the documents leave you with?

Remember that the bulk of your paper must be based on documents the online collection. Secondary sources should only be used to help you understand the documents.

Citation in history papers is **essential** and you must use **footnotes or endnotes**. Citing the document in these collections can be particularly challenging. Here is an example to help you structure yours.

1. Petition to the President of the United States, July 17, 1945. Miscellaneous Historical Documents Collection.
http://www.trumanlibrary.org/whistlestop/study_collections/bomb/large/documents/index.php?documentdate=1945-07-17&documentid=79&studycollectionid=abomb&pagenumber=1 (accessed January 2, 2009).

Subsequent references to the same document can be abbreviated as:

3. Petition to the President of the United States, July 17, 1945.

Assignment #3 – Inside the Cold War

Length: 1,500 words (6 pages, double-spaced)

Value: 20%

The Cold War obviously shaped a significant part of the American experience of the 20th century. However, the public was only ever aware of part of what occurred. Historians of course, are privy to much more. In this assignment, you’ll draw on the excellent collection *Foreign Relations of the United States* (FRUS) to report one incident from the Cold War which occurred between 1945 and 1968.

There are two websites which offer access to different parts of FRUS.

<http://digicoll.library.wisc.edu/FRUS/>

http://www.state.gov/www/about_state/history/frus.html (Have 1960-1968)

To write your paper, you'll need to find a collection of approximately 25-30 documents on a specific Cold War incident. The best way to find these is just to browse a section of FRUS. To help you pick a section to browse, you may want to consult the US State Department's diplomacy timeline located here: <http://www.state.gov/r/pa/ho/time/>.

Your written assignment should do three things.

1. It should reconstruct what happened from the documents – to tell the story in other words
2. It should explain how the incident affected the Cold War – this will be your thesis
3. It should set the incident in a broader context. Remind your readers about how this fits into the broader picture of what Canada is doing at the time. For example, if you're writing on Gary Powers and the U-2 incident, you might want to discuss the U-2's role in the Cuban Missile Crisis, etc.

These documents should be cited in a manner similar to the documents in Assignment #2.

Points to Consider When Writing Your Papers

In marking your papers, the reader will consider the following points:

1. The Logical Development of the thesis. Without a general thesis or argument, an essay becomes an incoherent jumble of facts and opinions.
2. Relevance. The essay must deal with the argument, and side issues should be excluded.
3. Consistency. The various parts of the essay should hang together and not contradict one another.
4. Conciseness and Balance. An essay is an exercise in stating an argument in a concise manner. There is certainly no reason for being long-winded or repetitious.
5. Presentation:
 - a) Your language should be clear and precise. Care should be taken to choose precisely the right word or phrase to convey the meaning intended. Vague phrases or ambiguous expressions should be avoided.
 - b) All students should have a good dictionary and should use it. Incorrect spelling of words is inexcusable and is far too prevalent. Care should also be taken that the names of persons and places are correctly copied in full.
 - c) The paragraph, not the sentence, is the logical unit in an essay. A paragraph should express a complete idea and offer evidence in support of that idea.
 - d) Some thought should be given to punctuation. There are punctuation marks other than the comma and the period. College students should be able to use them to write complex sentences.
 - e) The essay should be a finished piece of work, not a mere draft. Do not use abbreviations, and read your essay over for mistakes before you turn it in. Proofreading is critical to producing a final paper. If possible, have someone else read your paper and offer suggestions. What seems clear to us is not always clear to our readers.

Some Common Faults

1. Many essays demonstrate a lack of coherence and a tendency to irrelevance. These weaknesses spring not so much from a lack of knowledge as a lack of judgement. They can be overcome by keeping your subject clearly in focus. This is why students should first make a plan of their essay showing the course they intend to follow in their argument. Too often students' plans are formless, and so naturally are their essays. Some students work with simple charts. Others write detailed outlines, enumerating the major points of the thesis and the supporting evidence. Remember, it is far easier to revise an outline several times, than to rewrite an entire paper. Always keep in mind that your goal should be to introduce the thesis clearly, support it effectively, and then draw meaningful conclusions about it. Within each section of the essay ask yourselves: Does this section follow logically from the preceding one? Does it adequately support and develop the central thesis? Does it establish the necessary background for the section that follows?
2. Most students spend too much of their time reading, and too little time in sorting out and digesting what has been read, constructing an argument and deciding on the form of the essay.
3. Much of the irrelevance in students' essays springs from a failure to see exactly what the question is that they are required to answer. When the essay calls for a comment on a question, careful study should be given to its wording and a decision made as to which are the "key" words. These words should then be made the focal point, or core of your argument.
4. Students often show a lack of discernment in their reading. It is not enough to read a number of different authors. You must show what weight you attach to their arguments, and why.
5. Often there is a lack of judgement in the use of quotations. Quotations should be short and to the point. They should be used mainly because they state pithily some point you wish to elaborate, or some point you wish to cite or discuss. They should not be used in order to make other writers do your work for you, nor should they be left without comment. If the quotation is not poignant, put it into your own words and cite the author of the idea in a footnote/endnote.
6. Many essays do not include an introduction or conclusion. In order to help the reader to understand the thesis of your paper and its structure, you should have a clear introduction and conclusion. In the introduction, you should indicate the thesis, purpose and scope of the paper. In the conclusion, you should summarize your major points, explain how they sustain your central thesis, and discuss the general implications of your essay.

References

It is important that your essay be well documented. Academic standards require that all source material be acknowledged by the writer of an essay, not merely as a matter of common honesty or as an aid to the reader, but also as a validation of the writer's work. This means that you must give exact sources in your footnotes/endnotes for quotations and opinions taken from your authorities. It is not sufficient merely to give references for direct quotations. You must also give them for major statements of interpretation, paraphrased opinions, and statistics. Footnote/endnotes can also be used to qualify, amplify, or to make some incidental comments on the discussion in the text of the essay. Thus worthwhile material can be included which might otherwise disrupt the flow of the argument if introduced into the text. At the same time, it is necessary to use some discrimination. You do not need to give references for well known facts about which there is no dispute. Essays can have too many footnotes/endnotes or too few.

Format

Each essay should include a title page with the author, course number and the name of the instructor. Essays must be typed and double spaced. Single spacing is restricted to lengthy quotes. Don't try to squeeze 12 pages of text in 6, or stretch 2 pages into 6, with the creative use of fonts, spacing and margins. If your paper runs short, it's a good clue that you need more detailed analysis. If it runs long, chances are you've summarized too much.

There are a number of ways in which information can be referenced. When writing a history essay you must observe the conventions of historians concerning footnotes/endnotes. Historians currently use the Chicago Style A (Chicago Manual of Style) or the Old MLA (Modern Language Association) format. An essay which does not contain footnotes/endnotes in one of these formats is not acceptable. If in doubt, consult a recognized style manual.

Footnotes/Endnotes

References in essays are to be given by means of numbered footnotes at the bottom of the same page as the passage to which they refer or at the end of the essay. Footnotes/endnotes should be numbered consecutively. In the text of your essay, the footnote/endnote number should immediately follow the passage or paragraph to which it refers. It should, if possible, be raised above the line in the text. In general, the first footnote/endnote for a source should contain the following information: (1) name of the author; (2) title of the work; (3) facts of publication; and (4) page number. For example:

Christien Le Clerq, New Relations of Gaspesia, in "A Few Acres of Snow", ed. T. Thorner (Peterborough, 2003), p. 27.

Chief Peau de Chat, "Address to T.G. Anderson, vice-superintendent of Indian Affairs," Sault Ste. Marie, August 18, 1848 in "A Few Acres of Snow", ed. T. Thorner (Peterborough, 2003), p. 414.

Second and Later References

When a work has been cited in complete form, later references to it should be in shortened form ie.

Le Clerq, p. 31 or de Chat, p. 415.

Sample references and links to a guide will be available on Blackboard.

Plagiarism / Academic Dishonesty

All sources used in the preparation of a paper which have been quoted or paraphrased must be footnoted/endnoted. Failure to do so is plagiarism. All papers must be the student's own work. Anything else, whether borrowed, purchased or ghostwritten, is plagiarism. Continual and extensive paraphrasing without quotation marks, even if footnoted/endnoted, is also plagiarism. It has no place whatsoever at any level of college work. Unintentional plagiarism is easy to commit. Some students take massive amounts of notes from research materials and forget to identify those passages they copied or paraphrased. Just remember, it is a simple matter for an instructor to recognize the difference between the writing of an average college history student and that of a published author who spent years researching a topic.

College policy with respect to plagiarism states that: "The College expects intellectual honesty from its students. Intellectual honesty demands that the contribution of others be

acknowledged. To do less is to cheat. Intellectual dishonesty undermines the quality of academic activity and accordingly, the College has adopted appropriate penalties for student misconduct with respect to plagiarism and cheating. Penalties are levied according to the degree of the infraction. If you are unsure whether a particular course of action might constitute plagiarism, you are advised to consult with the instructor.”