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HISTORY 2510  
Grande Prairie Regional College  
**American History, Civil War to the Present**  
(Winter 1997)

Instructor: Alan Segal

Office: C410, 539-2011

Office Hours: Mondays/Wednesdays 2 - 3pm  
Tuesdays/Wednesdays 5:45 - 6:15pm  
By appointment

Course Prerequisite: None

Text:

The Enduring Vision - Boyer, Clark, Kett, Salisbury,  
Sitkoff, Woloch

Opposing viewpoints in American history, Volume 2

Assignments:

**Four Quizzes**

- Each quiz is marked on a 9-point stanine range
- Your grades are totaled out of 36 and divided by 4 to get a single stanine mark out of nine
- All or almost all questions will be multiple choice
- Quiz 1: Prologue to Chapter 19
- Quiz 2: Chapters 20 - 24
- Quiz 3: Chapters 25 - 29
- Quiz 4: Chapters 30 - Epilogue

### Midterm

- Essay questions will be handed out in advance, one of which will be selected in class
- The midterm will be marked on a 1-9 scale.

### Three Journals

- One journal is due the first class of each month of the semester except January
- Each journal is worth a maximum of 1 stanine
- More details on the journals may be found below

### Optional Final Exam

- The exam might be a combination of different types of questions, including brief essay questions
- It will be marked on a 1-9 basis, but it will be up to each student to decide in advance whether or not to write it

### Self-evaluation

- Forms to fill out will be provided
- Evaluate yourself on a 3-point scale
- Due the last class of the semester
- More details on the self-evaluation are below

Your marks will be totaled and a percentage obtained, and the percentage will be re-converted to a final stanine grade according to the following table.

Stanine Grade	Percentage Equivalent
9	90 - 100
8	80 - 89
7	72 - 79
6	65 - 71
5	57 - 64
4	50 - 56
3	45 - 49
2	26 - 44
1	0 - 25

**NOTE:** No class averaging will be done.

**NOTE:** BONUS possibility: Because class discussion is a vital aspect of this course, everyone may (but not necessarily will) receive a bonus mark for the QUALITY of your class discussion, based on a combination of the frequency and quality of the participation. You will be eligible only if you display commitment to the course by reading and completing the required assignments. The bonus mark will have a range of 1-3. If you receive a bonus mark, it will added to your overall grade total prior to its conversion to a percentage.

### Journals

Each journal is usually one page. Anything pertaining to American history, class discussions or lectures, class interaction, or course observations and suggestions, is a suitable topic. No research is necessary or expected. The purpose is to allow informal communication with the instructor.

### SELF-EVALUATION

This provision asks for your assessment of your overall contribution to the course. Explain your reasons when you hand in the evaluation. Marks are generally accepted without question if you:

1. Complete all assignments.
2. Cite valid, accurate reasons to support your mark.

### **What is Critical Thinking?**

Critical thinking is intellectually disciplined thinking, based on skeptical, careful, and logical analysis of evidence. Take nothing for granted and challenge universal truths or explanations. Defer dis/agreement until a later stage of analysis [or at least do not allow it to guide your analysis], and consider alternative understandings, explanations, and ideas. Critical thought is independent and autonomous.

Uncritical thought is naive, conforming, dogmatic, and closed-minded. Uncritical thinkers do not strive for greater understanding or awareness beyond what they already possess.

Reflective historians are knowledgeable people who think deeply and openly about what, who, and how they research, and the circumstances in which they do research.

### **Critical Thinking Objectives**

1. Identify and clearly articulate problems and issues
2. Identify arguments:

Try to recognize your premises (beliefs, assumptions, evidence), inferences, and conclusions

Distinguish between evidence and conclusions based on that evidence

3. Evaluate arguments:

Question the accuracy of assumptions in arguments and practices

Decide upon the quality of the evidence

Identify implications and consequences of beliefs, assumptions, and conclusions

4. Construct and communicate sound arguments

### **A Critical Thinker's Vocabulary**

**Argument:** Reasons given for or against something. A line of reasoning in which statements are presented to support or refute a point.

**Assumption:** A statement accepted as true without proof or demonstration [or without immediately obvious proof or demonstration]. An unstated belief or premise, something taken for granted.

**Conclusion:** A judgment, decision, or proposition reached by reasoning.

**Evidence:** The data, facts, information, or understanding on which conclusions are based, or by which proof or reliability may be established. Standards for evidence include accuracy, relevance, and completeness.

**Inference:** The reasoning or logical thinking that lead from premises to conclusions.

**Premise:** A statement from which something is inferred or concluded. A statement on which an argument is based.

## DISCUSSION SEQUENCE

As you read the texts, try to imagine the importance of and connections among different parts of American history. With each set of readings are historical "markers" to look for.

1. Introduction to course
2. Prologue & Chapter 16, Boyer...

Become acquainted with the diversity of First Nations cultures and the different geographical influences on them. Also: Radical Republicans, Andrew Johnson, black codes, Freedmen's Bureau, Civil Rights Act of 1866, Reconstruction Act of 1867, Enforcement Acts, sound money.

### **Opposing Viewpoints...**

Read 1a, 1b, 4a, 4b

3. Chapter 17, Boyer...

Think about what ties these together:

General Custer, Helen Hunt Jackson, Carlisle Indian School, Red River War and Wounded Knee, Comstock Lode, the frontier thesis

### **Opposing Viewpoints...**

All of "Twilight of the American frontier"

4. Chapter 18 - 20, Boyer...

Andrew Carnegie, Standard Oil Trust, Sherman Antitrust Act, Samuel Gompers, Eugene Debs, Social Darwinism, Jacob Riis, Jane Addams, social gospel movement, modernism: what is the significance of this listing?



**Opposing viewpoints...**

All of "Industry, agriculture, and social protest"

**5. Chapters 21 & 22, Boyer...**

Understand the historical significance of the Civil Rights Cases, the Plessy v. Ferguson decision, the Pendleton Act, the Panic/Depression of 1893-95, William Jennings Bryan, yellow journalism, Hawaii, Jim Crow laws, Frederick Taylor, Unionism, John Dewey, Robert La Follette, temperance, W.E.B. DuBois

**Opposing Viewpoints...**

Read all of "Jim Crow and [the] Black Response"

**6. Chapters 23 & 24, Boyer...**

Theodore Roosevelt's corollary to the Monroe Doctrine, Pancho Villa, the Food Administration, the Zimmermann telegram, President Wilson's 14 Points, the Schenck v. United States decision, Sinclair Lewis, Marcus Garvey, the Scopes trial, Al Capone, Sacco and Vanzetti: what is the historical "value" of each of these?

**Opposing Viewpoints...**

All of "American empire: Debate over the Philippines" and "New nationalism vs new freedom"; 14a, 14b, 16a, 16b; 19a, 19b, 20a, 20b, 21a, 21b, 22a, 22b

**7. Chapters 25 & 26, Boyer...**

The Federal Reserve System, the Tennessee Valley Authority, Huey Long, Father Coughlin, the Wagner Act, Unionism, the Good Neighbor Policy, the St. Louis, Franklin Roosevelt

**Opposing Viewpoints...**

25a, 25b, 26a, 26b, 27a, 27b

**8. Chapter 27, Boyer...**

America's international attitude before WW2, the Smith-Connally Act, the Congress of Racial Equality, A. Philip Randolph, the atomic bomb

**Opposing Viewpoints...**

29a, 29b, 30a, 30b

**9. Chapters 28 & 29, Boyer...**

The Cold War, the Bretton Woods Agreement, containment policy, the Truman Doctrine, the Marshall Plan, NATO, Henry Wallace, Joseph McCarthy, the John Birch Society, the Beat Generation; Little Rock, Arkansas; the Brown v. Board of Education of Topeka decision, Civil Rights Acts of 1957 and 1960; the Dulles brothers, the Domino Theory, Dr. Benjamin Spock

**Opposing Viewpoints...**

All of "The beginnings of the cold war" and "The Eisenhower years"

**10. Chapters 30 & 31, Boyer...**

Rachel Carson, freedom rides, Bay of Pigs, Cuban Missile Crisis, Michael Harrington, the Great Society, Barry Goldwater, Earl Warren, Malcolm X, the Black panthers, the Gulf of Tonkin Resolution, Students for a Democratic Society, Timothy Leary, Charles Manson, Haight-Ashbury, the Nixon Doctrine, the Pentagon papers, Nixon's resignation

**Opposing Viewpoints...**

All of "The turbulent sixties"

**11. Chapters 31 & 32, Boyer...**

SALT II, Camp David Accords, Sandinistas, Ronald Reagan, the Moral Majority, Jimmy Carter

**Opposing Viewpoints...**

38a, 38b; all of "The end of the cold war"

**12. Epilogue, Boyer...**

Thoughts and reflections?