

A: Division: Instructional
B: Department: Arts & Humanities

Date: May 16, 1995
New Course:
Revision of Course: X
Dated: May 1988

C: HIST 241 **D:** THE UNITED STATES SINCE 1877 **E:** 3
Subject & Course No. **Descriptive Title** **Semester Credit**

F: Calendar Description:

This course deals with the main themes in American History from Reconstruction to the present. As well as political history, this course considers economic, social and cultural developments in the United States.

**Summary of Revisions:
 (Enter date & section)
 Eg. Section C,E,F**

1995.05.16
 Sections: M,N,O,P,Q,R

G: Type of Instruction: Hours per Week/per Semester

Lecture	2	Hrs.
Laboratory		Hrs.
Seminar	2	Hrs.
Clinical Experience		Hrs.
Field Experience		Hrs.
Practicum		Hrs.
Shop		Hrs.
Studio		Hrs.
Student Directed Learning		Hrs.
Other		Hrs.
TOTAL	4	HOURS

H: Course Prerequisites:

One 100-level History course

I: Course Corequisites:

None

J: Course for which this Course is a Prerequisite:

None

K: Maximum Class Size:

35

L: College Credit Transfer X
 College Credit Non-transfer

M: Transfer Credit:

Requested:
 Granted: X
 Specify Course Equivalents or Unassigned Credit as Appropriate:

UBC: HIST 240/241 = Hist 237 (6)
 SFU: HIST 241 = Hist 213 (3)
 UVic: HIST 240/241 = Hist 210 (3)
 Other: See B.C. Transfer Guide

Jacqueline Giesko

 COURSE DESIGNER(S)

[Signature]

 DIVISIONAL DEAN

[Signature]

 DIRECTOR/CHAIRPERSON

P.H. [Signature]

 REGISTRAR

N: Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):

Texts will be chosen from the following list:

Bailyn et al. The Great Republic: A History of the American People. Vol. 2. 4th ed. Lexington, Ma.: D.C. Heath, 1992

Berkin, C. et al. Making America a History of the United States. Vol. 2. Boston: Houghton Mifflin, 1995.

Binder, F.M. and D.M. Reimers. The Way We Lived: Essays and Documents. Vol. 2. 2nd ed. Lexington, Ma.: D.C. Heath, 1994.

Boyer, P. et al. Enduring Vision: A History of the American People. Vol. 1. 2nd ed. Lexington, Ma.: D.C. Heath, 1993.

Cary, J.H. et al. The Social Fabric: American Life from 1607 to 1877. Vol. 1. 7th ed. New York: Harper Collings, 1995.

Hyser, R.M. and J.C. Arndt. Voices of the American Past. Vol. 2. Fort Worth: Harcourt Brace, 1995.

Marcus, R.D. and D. Burner. America Firsthand: From Settlement to Reconstruction. Vol. 2. 3rd ed. New York: St. Martins, 1995.

Complete Form with Entries Under the Following Headings:

O: Course Objectives; P: Course Content; Q: Method of Instruction;

R: Course Evaluation

O. COURSE OBJECTIVES

At the end of the course the student will have demonstrated the following skills:

1. The critical examination of historical sources (reading history). These sources include not only survey texts and articles but also short monographs and extended primary sources.
2. The creation and communication of personal interpretations of historical problems (writing history). Forms for communication of personal interpretations include medium-length essays (from 1500-3000 words), comparative book reviews, and three-hour final examinations.
3. The independent analysis of the ideas of other students and the instructor in class in both tutorials and seminars (discussing history).

P. COURSE CONTENT

Syllabus (for 14 teaching weeks)

Note: Content may vary according to the instructor's selection of topics.

Introduction to Historical Method

1. Review of Historical Methods. United States History and Geography to 1865
2. Reconstruction and Western Developments
3. National Politics and Society: The Gilded Age
4. Race and Gender
5. The Progressive Era: Politics and Society 1896-1920
6. America's Search for Empire
7. Wilson as President
8. America and World War I
9. The 1920s: Politics and Society
10. Depression and the New Deal
11. World War II
12. Consensus and Cold War
13. Affluence and Discontent
14. Concluding Themes

Q. METHOD OF INSTRUCTION

An examination of a series of problems in the history of the United States will give the student ample opportunity to practice and improve these skills. (See objectives.)

Class sessions will be divided between lectures and discussions. The discussion sessions will serve as a forum for the exchange of student relations and criticisms and as a testing ground for student hypotheses. By acting as referee and devil's advocate, the instructor will encourage the student to elaborate, refine, and revise his/her ideas. Participation in class discussions is therefore essential. Reluctance to participate can result in a failing grade for the class work section of the term evaluation since credit cannot be given for work not done.

R. EVALUATION

The evaluation of this course will follow Douglas College policies as outlined in the calendar. During the first week of classes the instructor will provide students with typed course outline handout setting out the evaluation scheme of the course. A copy of this handout will be filed with the History discipline convenor. A general guideline for evaluation follows:

Any combination of the following totalling 100%

Essays (one to four)	20 - 60%
Tests (at least two)	20 - 60%
Instructor's General Evaluation (Participation, improvement, quizzes, short assignments, etc.)	10 - 20%
TOTAL	100%