



EFFECTIVE: MAY 2003
CURRICULUM GUIDELINES

A. Division: **INSTRUCTIONAL** Effective Date: **MAY 2003**

B. Department / **HISTORY** Revision New Course
 Program Area: **HUMANITIES & SOCIAL SCIENCES**

If Revision, Section(s) Revised: **G, N, O, P, Q, R**

Date of Previous Revision: **MAY 1995**
 Date of Current Revision: **FEBRUARY 2003**

C: **HIST 241** D: **THE UNITED STATES SINCE 1877** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
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.		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture Seminar Number of Contact Hours: (per week / semester for each descriptor) Lecture: 2 hrs. per week / semester Seminar: 2 hrs. per week / semester Number of Weeks per Semester: 15	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: PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M: Course Objectives / Learning Outcomes

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).

N: Course Content:

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

1. Review of Historical Methods. United States History and Geography to 1865
2. Reconstruction
3. Western Developments
4. National Politics and Society: The Gilded Age
5. Race and Gender: Segregation and Suffragism
6. Populist and Progressives: Politics and Society 1890 - 1920
7. Wilson's Presidency and World War I
8. The 1920's: Politics and Society
9. The Depression and the New Deal
10. World War II
11. Consensus and Cold War
12. Affluence and Discontent. Vietnam, Civil Rights, Feminism
13. Presidential Politics from Nixon to Bush. New Parties and New Majorities

O: Methods 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 reactions and criticisms and as a testing ground for student hypotheses. The instructor will encourage the student to elaborate, refine, and revise his/her ideas. Discussion sessions will also include history research and writing sessions and practice in oral presentations. Participation in class discussions is therefore essential.

P: Textbooks and Materials to be Purchased by Students

Texts will be chosen from the following list:

Ayers, E. et al. American Passages. Vol. II A History of the United States.
New York: Harcourt Brace, 2000.

Binder, F.M. and D.M. Reimers. The Way We Lived: Essays and Documents.
Vol. 2., Fourth Edition, Boston: Houghton Mifflin, 2000.

Boyer, P. et al. Enduring Vision: A History of the American People.
Vol. 2. Fourth Edition. Boston: Houghton Mifflin, 2000.

Davidson, J.W. and M.H. Lytte, After the Fact. The Art of Historical Detection
Fourth Edition. Vol II. Boston: McGraw Hill, 2000.

Hoffman, E.C. and J. Gjerde eds. Major Problems in American History Vol. II Documents and Essays
Boston: Houghton Mifflin, 2002.

Hollitz, J., Thinking Through the Past, A Critical Thinking Approach to U.S. History Vol. II.
Boston: Houghton Mifflin, 1997.

Q: Means of Assessment

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 Chair. A general guideline for evaluation follows:

Book Review Essay	15%
Research Proposal	10%
Midterm Examination	15%
Class/Seminar Participation	15%
Research Essay	25%
Final Examination	<u>20%</u>
 TOTAL	 100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

Course Designer(s): J. Gresko

Education Council / Curriculum Committee Representative

Dean / Director

Registrar