

## HIST1002: The United States from Civil War to Superpower

Callaghan and Online  
Semester 1 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

*The School of Humanities, Creative Industries and Social Sciences is committed to providing an inclusive environment in which all cultures are accorded respect and all students and staff are expected to act with honesty, fairness, trustworthiness and accountability in dealings with others. The School recognises and respects the unique histories and cultures of Aboriginal and Torres Strait Islander peoples, their unbroken relationship with the lands and the waters of Australia over millennia, and the validity of Aboriginal ways of knowing. We are dedicated to reconciliation and to offering opportunities for Aboriginal and Torres Strait Islander peoples to access and succeed in higher education.*

## OVERVIEW

<b>Course Description</b>	This course surveys the domestic history and foreign relations of the United States since 1865. It looks broadly at social movements and developments in American society and culture over 150 years of American history as well as the main political developments in that period.
<b>Academic Progress Requirements</b>	Nil
<b>Requisites</b>	This course replaces HIST3010. If you have successfully completed HIST3010 you cannot enrol in this course.
<b>Contact Hours</b>	<b>Callaghan Lecture</b> Face to Face On Campus 1 hour(s) per week(s) for 12 week(s)  <b>Tutorial</b> Face to Face On Campus 1 hour(s) per week(s) for 11 week(s) starting Week 2  <b>Online Lecture</b> Online 1 hour(s) per week(s) for 12 week(s)  <b>Tutorial</b> Online 1 hour(s) per week(s) for 11 week(s) starting Week 2
<b>Unit Weighting</b>	10
<b>Workload</b>	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

# CONTACTS

<b>Course Coordinator</b>	<b>Callaghan and Online</b> Dr Kit Candlin <a href="mailto:Kit.Candlin@newcastle.edu.au">Kit.Candlin@newcastle.edu.au</a> (02) 040071704 Consultation: By email appointment
<b>Teaching Staff</b>	Other teaching staff will be advised on the course Canvas site.
<b>School Office</b>	<b>School of Humanities Creative Industries and Social Sciences</b> Social Sciences Building Callaghan <a href="mailto:HCISS@newcastle.edu.au">HCISS@newcastle.edu.au</a> +61 4985 4500

# SYLLABUS

**Course Content** This course analyses key issues in American History since the Civil War. Topics include reconstruction, industrialisation, immigration, progressive reform, the 1920s, the Ku Klux Klan, the Great Depression, the New Deal, Civil Rights, the liberal experiments of the 1960s, Malcolm X and Black Power, feminism, and the conservative resurgence beginning with the election of Richard Nixon in 1968. In foreign policy, the main theme is the tension between 'isolationism' and 'internationalism,' paying specific attention to America's acquisition of an empire in the late nineteenth century, US entry into the World Wars, the Cold War and the Gulf War.

**Course Learning Outcomes** **On successful completion of this course, students will be able to:**

1. Articulate core knowledge of American history in the period since the Civil War.
2. Critically analyse interpretations of America's past, and the primary source documentation that underpins them.
3. Employ basic research skills to identify suitable scholarly sources in the field of American history.
4. Communicate clear and concise arguments in written and oral forms that address problems and issues in American history

## Course Materials

# SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Orientation to HIST1002: Reconstruction, 1865-1877	no tutorial	
2	4 Mar	From Reconstruction to segregation: Black America, 1865-1914 Industrialization, Urbanisation and Immigration, 1865-1914	reconstruction in the south	
3	11 Mar	Skills development: Research, Writing and Podcasting in American History	Black Power? Booker T Washington and WEB DuBois	
4	18 Mar	Onto the World Stage: US Foreign Policy, 1877-1914 America at War, 1914-1920	Native Americans in the late 19th Century	
5	25 Mar	The Roaring Twenties:	America entry into WW1	Annotated bibliography

		Society, Culture and Politics, 1919-1929 Franklin Roosevelt and the New Deal: Politics in the 1930s		due Monday 25 Mar by 11.59pm
6	1 Apr	"Independent Internationalism": US Foreign Policy, 1920-1941 The Last Good War: America and World War Two	The New Deal	Quiz 1 answers due Monday 1st April by 11.59pm
7	8 Apr	America and the Cold War, 1945-1960 "Happy Days?" American Society and Culture in the 1950s	Pearl Harbour and American Entry into World War Two	
<b>Mid-Semester Recess</b>				
<b>Mid-Semester Recess</b>				
8	29 Apr	We Shall Overcome: The Modern Civil Rights Movement JFK, LBJ and Politics in the 1960s	Cold War America: McCarthyism and the anti-communist crusade	Quiz 2 mon 29 April answers due by 11.59 pm
9	6 May	Paying the Price: US and Vietnam There's Something in the Air: New Left, Black Power and Counterculture	Civil Rights: Martin Luther King Jr. and Malcolm X	Major Essay due Monday 6 May by 11:59 pm
10	13 May	Running on Empty: American Politics, Society and Culture in the 1970s Ronald Reagan, the 'triumph' of conservatism and the end of the Cold War	There's Something in the Air: Political, Cultural and Sexual Revolution in the 1960s?	
11	20 May	War, Sex, Lies and Monica: Contemporary America Where to from here?	Ronnie's America/Ronnie's World: The US in the 1980s	Quiz 3 answers due Monday 20 May by 11.59pm
12	27 May	Beyond 9/11 Obama....and Trump	New World Order? America and September 11	Podcast due Monday 27th May by 11.59pm
13	3 Jun	Course recap, questions and final thoughts	no Tutorial	
<b>Examination Period</b>				No exam in this course.
<b>Examination Period</b>				

## ASSESSMENTS

This course has 4 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Podcast (Individual)	Monday 27 May by 11:59pm	Individual	20%	2, 3, 4
2	Online quizzes	Quiz 1 Monday 1 April by 11:59 pm Quiz 2 Monday 29 April by 11:59pm Quiz 3 Monday 20 May by 11:59pm	Individual	30% (3x10%)	1, 2
3	Annotated Bibliography	Monday 25 March by 11:59pm	Individual	15%	2, 3, 4
4	Essay	Monday 6 May by 11:59pm	Individual	35%	1, 2, 3, 4

### Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

## Assessment 1 - Podcast (Individual)

<b>Assessment Type</b>	Project
<b>Purpose</b>	To familiarise students with different ways of engaging with and presenting historical findings. Students prepare a 5 minute podcast (20 second lee way less or greater) which analyses two different sources or historical arguments that deal with a topic covered in this course. Students should summarise each source/argument and the perspective provided and include details as to whether they found the source/historical argument to be reliable and useful information.
<b>Description</b>	A recorded five minute presentation. NO script is needed, just the recording uploaded to Canvas.
<b>Weighting</b>	20%
<b>Length</b>	5 minutes +/- 10%
<b>Due Date</b>	Monday 27th May by 11:59pm
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	See marking rubric and/or examples under 'Resources' on the Canvas site
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - 3 weeks from submission.

## Assessment 2 - Online quizzes

<b>Assessment Type</b>	Quiz
<b>Purpose</b>	To allow students to test their knowledge of events at three significant intervals in the course and to allow students to keep abreast of the more salient points.
<b>Description</b>	On the portal on the Canvas site students are required to answers ten questions (they may be multiple choice or true or false answers) at three intervals during the course: week 6 8 and 11. Each quiz is worth 10% for a total of 30% overall grade
<b>Weighting</b>	30% (3x10%)
<b>Length</b>	30 minutes (10 multiple choice questions)
<b>Due Date</b>	- Quiz 1 Monday 1 April - Quiz 2 Monday 29 April - Quiz 3 Monday 20 May Each quiz is due by 11:59pm on the day.
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Multiple choice/ true - false questions
<b>Return Method</b>	Not Returned
<b>Feedback Provided</b>	No Feedback - each quiz gives the final mark out of ten.

## Assessment 3 - Annotated Bibliography

<b>Assessment Type</b>	Annotated Bibliography
<b>Purpose</b>	Undertaking an annotated bibliography in preparation for the major essay allows students to think critically about their research essay topic and to receive early feedback regarding their approach. An annotated bibliography encourages students to consider the importance of depth and breadth of historical research, along with critical interrogation of course material, as central to constructing a sound historical argument.
<b>Description</b>	Students are required to compile an annotated bibliography in preparation for their major essay topic. An annotated bibliography comprises three parts: 1. An introductory discussion (of 500) clearly outlining what the topic and your argument is, why it is significant and how you plan to pursue it (that is, what is your methodology?). 2. A list of 10 citations, which provides the research that will have a major bearing on the argument in the research essay. 3. Underneath each citation there must be a brief 100 word discussion of the value and/or limitations of each of the sources consulted. OR students may choose to compile an annotated song or art list that pertains to a specific period /person or place or event in modern US history. (There will be two choices of question to do with art at the end of the essay question list). This would consist of a 500 word opening discussion which makes clear your angle and argument in answer to either of the two art questions posed, then ten items annotated with a one hundred word critical discussion that explains the importance of the song OR art piece to your period/event/person. You must justify in your explanation each song or artwork but you can focus on different aspects of the song or art piece. if you do the art component be sure to upload the images as well. I will have the music. You cannot mix the two - so either ten music pieces or ten artworks.

I understand that many students will not have compiled an annotated bibliography before,

	and we will discuss this task in greater detail in class.
<b>Weighting</b>	15%
<b>Length</b>	1500 words approximately
<b>Due Date</b>	Monday 25 March by 11:59pm
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	See marking rubric and/or examples under 'Resources' on the Canvas site
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - 3 weeks from submission.

## Assessment 4 - Essay

<b>Assessment Type</b>	Essay
<b>Purpose</b>	Major essays allow students to explore an area of interest in greater depth and demonstrate their level of understanding about a specific topic or issue, their capacity for independent research, thinking, and insight, as well as their ability to communicate ideas in a scholarly fashion.
<b>Description</b>	Students are required to write one research essay for this course. This essay must be fully referenced using Chicago style citations in adherence with academic integrity standards and a bibliography should be included with the submission. A guide to Chicago citation and a resource guide to assist with research can be found on Canvas. Students are to respond to ONE question from a total of 19 options, which are available on Canvas and listed below. Students are welcome to construct their own question based upon personal interest, but you must obtain approval to undertake this topic from the course coordinator in writing well in advance of submission.
<b>Weighting</b>	35%
<b>Length</b>	2000 words +/- 10%
<b>Due Date</b>	Monday 6th May 11:59pm
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	See rubric for marking details on course website
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - 3 weeks from submission.

## ADDITIONAL INFORMATION

### Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

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<b>Communication Methods</b>	Communication methods used in this course include: <ul style="list-style-type: none"><li>- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.</li><li>- Email: Students will receive communications via their student email account.</li><li>- Face to Face: Communication will be provided via face to face meetings or supervision</li></ul>
<b>Course Evaluation</b>	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.
<b>Oral Interviews (Vivas)</b>	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the <a href="#">Oral Examination (viva) Procedure</a> . In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the <a href="#">Student Conduct Rule</a> .
<b>Academic Misconduct</b>	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <a href="https://policies.newcastle.edu.au/document/view-current.php?id=35">https://policies.newcastle.edu.au/document/view-current.php?id=35</a> .
<b>Adverse Circumstances</b>	The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where: <ol style="list-style-type: none"><li>1. the assessment item is a major assessment item; or</li><li>2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;</li><li>3. you are requesting a change of placement; or</li><li>4. the course has a compulsory attendance requirement.</li></ol> Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: <a href="https://policies.newcastle.edu.au/document/view-current.php?id=236">https://policies.newcastle.edu.au/document/view-current.php?id=236</a>
<b>Important Policy Information</b>	The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <a href="https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures">https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures</a> that support a safe and respectful environment at the University.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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