



# MHIS203

## American History: From the Civil War to the Clinton Administration

S2 Day 2017

*Dept of Modern History, Politics & International Relations*

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#### **Disclaimer**

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## General Information

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|---|
| Unit convenor and teaching staff<br>Unit Convenor<br>Adalia Draghici<br><a href="mailto:adalia.draghici@mq.edu.au">adalia.draghici@mq.edu.au</a>  |
| Credit points<br>3  |
| Prerequisites<br>12cp at 100 level or above or (3cp in HIST or MHIS or POL units)   |
| Corequisites  |
| Co-badged status  |
| Unit description<br>The unit examines the history of the United States in the period between the Civil War and the end of the twentieth century. Topics explored will include segregation and civil rights, immigration, social reform movements, mass consumer culture, isolationism and internationalism. |

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Detailed knowledge of the trajectory of United States history from 1860 to 2001, including the broad themes of development and construction of the American nation, its body politic and its role in the world.

An awareness that historical knowledge is constructed, contains assumptions, is not value-free, and that representation of historical events changes over time, in line with contemporary political and social debates.

An awareness of and sensitivity to race, gender, sexuality, socio-economic class and privilege in American history, as well as an understanding of the ways in which these social relations inform different perspectives on the past.

The ability to form informed opinions about the past, backed by evidence and tested

through rigorous debate with peers.

The ability to gather and synthesise historical information, form an evidence-based argument from it, and communicate that argument with clarity in writing.

## Assessment Tasks

| Name                                     | Weighting | Hurdle | Due              |
|--|-----------|--------|------------------|
| <a href="#"><u>Research Proposal</u></a> | 20%       | No     | 15th September   |
| <a href="#"><u>Research Essay</u></a>    | 40%       | No     | 27th October     |
| <a href="#"><u>Takehome Exam</u></a>     | 20%       | No     | 13th of November |
| <a href="#"><u>Weekly Question</u></a>   | 20%       | No     | weekly           |

### Research Proposal

Due: **15th September**

Weighting: **20%**

The first piece of written assessment in the course is a 1000 Research Proposal and Annotated Bibliography. See instructions on course iLearn for details.

On successful completion you will be able to:

- Detailed knowledge of the trajectory of United States history from 1860 to 2001, including the broad themes of development and construction of the American nation, its body politic and its role in the world.
- An awareness that historical knowledge is constructed, contains assumptions, is not value-free, and that representation of historical events changes over time, in line with contemporary political and social debates.
- The ability to form informed opinions about the past, backed by evidence and tested through rigorous debate with peers.
- The ability to gather and synthesise historical information, form an evidence-based argument from it, and communicate that argument with clarity in writing.

### Research Essay

Due: **27th October**

Weighting: **40%**

The major assessment in this course is a 2500 word research essay. See instructions on the course iLearn for details.

On successful completion you will be able to:

- Detailed knowledge of the trajectory of United States history from 1860 to 2001, including the broad themes of development and construction of the American nation, its body politic and its role in the world.
- An awareness that historical knowledge is constructed, contains assumptions, is not value-free, and that representation of historical events changes over time, in line with contemporary political and social debates.
- The ability to form informed opinions about the past, backed by evidence and tested through rigorous debate with peers.
- The ability to gather and synthesise historical information, form an evidence-based argument from it, and communicate that argument with clarity in writing.

## Takehome Exam

Due: **13th of November**

Weighting: **20%**

The final assessment task will be a 1500 word take-home exam, distributed in the final lecture on the 10th of November and available on iLearn following the lecture. You will have until the following Monday to complete and submit.

On successful completion you will be able to:

- Detailed knowledge of the trajectory of United States history from 1860 to 2001, including the broad themes of development and construction of the American nation, its body politic and its role in the world.
- An awareness that historical knowledge is constructed, contains assumptions, is not value-free, and that representation of historical events changes over time, in line with contemporary political and social debates.
- An awareness of and sensitivity to race, gender, sexuality, socio-economic class and privilege in American history, as well as an understanding of the ways in which these social relations inform different perspectives on the past.
- The ability to gather and synthesise historical information, form an evidence-based argument from it, and communicate that argument with clarity in writing.

## Weekly Question

Due: **weekly**

Weighting: **20%**

Each week you will write a short response to the question provided. You must demonstrate an engagement with the course readings to receive a passing grade.

On successful completion you will be able to:

- Detailed knowledge of the trajectory of United States history from 1860 to 2001, including the broad themes of development and construction of the American nation, its body politic and its role in the world.
- An awareness that historical knowledge is constructed, contains assumptions, is not value-free, and that representation of historical events changes over time, in line with contemporary political and social debates.
- An awareness of and sensitivity to race, gender, sexuality, socio-economic class and privilege in American history, as well as an understanding of the ways in which these social relations inform different perspectives on the past.
- The ability to form informed opinions about the past, backed by evidence and tested through rigorous debate with peers.
- The ability to gather and synthesise historical information, form an evidence-based argument from it, and communicate that argument with clarity in writing.

## **Delivery and Resources**

Internal students will be expected to attend one lecture and one tutorial a week.

External students are expected to listen to one lecture through Echo 360, and engage in one forum discussion through iLearn.

I will not keep track of attendance, however, your participation grade will be determined by your responses to the weekly question.

Readings will be made available through iLearn.

## **Unit Schedule**

**Please see iLearn for a list of tutorial questions.**

### **Week 1 - Sectionalism and Civil War**

Lecture: America in 1860

### **Week 2 - Reconstruction and Reunion**

Lecture: Race and Reconstruction

### **Week 3 - Building a Modern State**

Lecture: The Frontier

### **Week 4 - Huddled Masses Yearning to be Free**

Lecture: Immigration - Making Americans

### **Week 5 - The New Deal and War**

Lecture: Progressive America?

### **Week 6 - WWII**

Lecture: An Emerging World Power?

### **Week 7 - The Cold War at Home**

Lecture: Domestic Bliss or Trouble at Home? Affluence and Anxieties in the 1950s

### **Week 8 - Race in the 1960s**

Lecture: The Modern Civil Rights Movement

### **Week 9 - The Radical 1960s**

Lecture: "There's something happening here": The United States in the 1960s

### **Week 10 - The Silent Majority**

Lecture: Peace with Honour?

### **Week 11 - The New Right**

Lecture: "Let's Make America Great Again": The Conservative Backlash

### **Week 12 - Clinton and the Culture Wars**

Lecture: The US as World Policeman

### **Week 13 - The Post-9/11 World**

Lecture: 9/11, reflections, and a word on Trump's America.

## **Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html)

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of

Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We

want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### **Learning outcomes**

- The ability to form informed opinions about the past, backed by evidence and tested through rigorous debate with peers.
- The ability to gather and synthesise historical information, form an evidence-based argument from it, and communicate that argument with clarity in writing.

### **Assessment tasks**

- Research Proposal
- Research Essay
- Takehome Exam
- Weekly Question

## **Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### **Learning outcomes**

- An awareness that historical knowledge is constructed, contains assumptions, is not value-free, and that representation of historical events changes over time, in line with contemporary political and social debates.
- An awareness of and sensitivity to race, gender, sexuality, socio-economic class and privilege in American history, as well as an understanding of the ways in which these social relations inform different perspectives on the past.
- The ability to form informed opinions about the past, backed by evidence and tested through rigorous debate with peers.
- The ability to gather and synthesise historical information, form an evidence-based argument from it, and communicate that argument with clarity in writing.

### **Assessment tasks**

- Research Proposal
- Research Essay
- Takehome Exam



- Weekly Question

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### Learning outcomes

- Detailed knowledge of the trajectory of United States history from 1860 to 2001, including the broad themes of development and construction of the American nation, its body politic and its role in the world.
- An awareness that historical knowledge is constructed, contains assumptions, is not value-free, and that representation of historical events changes over time, in line with contemporary political and social debates.
- An awareness of and sensitivity to race, gender, sexuality, socio-economic class and privilege in American history, as well as an understanding of the ways in which these social relations inform different perspectives on the past.
- The ability to form informed opinions about the past, backed by evidence and tested through rigorous debate with peers.
- The ability to gather and synthesise historical information, form an evidence-based argument from it, and communicate that argument with clarity in writing.

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcomes

- Detailed knowledge of the trajectory of United States history from 1860 to 2001, including the broad themes of development and construction of the American nation, its body politic and its role in the world.

- An awareness that historical knowledge is constructed, contains assumptions, is not value-free, and that representation of historical events changes over time, in line with contemporary political and social debates.
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- The ability to form informed opinions about the past, backed by evidence and tested through rigorous debate with peers.
- The ability to gather and synthesise historical information, form an evidence-based argument from it, and communicate that argument with clarity in writing.

## **Assessment tasks**

- Research Proposal
- Research Essay
- Takehome Exam
- Weekly Question

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Detailed knowledge of the trajectory of United States history from 1860 to 2001, including the broad themes of development and construction of the American nation, its body politic and its role in the world.
- An awareness that historical knowledge is constructed, contains assumptions, is not value-free, and that representation of historical events changes over time, in line with contemporary political and social debates.
- An awareness of and sensitivity to race, gender, sexuality, socio-economic class and privilege in American history, as well as an understanding of the ways in which these social relations inform different perspectives on the past.
- The ability to form informed opinions about the past, backed by evidence and tested through rigorous debate with peers.
- The ability to gather and synthesise historical information, form an evidence-based

argument from it, and communicate that argument with clarity in writing.

## Assessment tasks

- Research Proposal
- Research Essay
- Takehome Exam
- Weekly Question

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- Detailed knowledge of the trajectory of United States history from 1860 to 2001, including the broad themes of development and construction of the American nation, its body politic and its role in the world.
- An awareness that historical knowledge is constructed, contains assumptions, is not value-free, and that representation of historical events changes over time, in line with contemporary political and social debates.
- The ability to form informed opinions about the past, backed by evidence and tested through rigorous debate with peers.
- The ability to gather and synthesise historical information, form an evidence-based argument from it, and communicate that argument with clarity in writing.

## Assessment tasks

- Research Proposal
- Research Essay

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- The ability to form informed opinions about the past, backed by evidence and tested through rigorous debate with peers.
- The ability to gather and synthesise historical information, form an evidence-based argument from it, and communicate that argument with clarity in writing.

## Assessment tasks

- Research Essay
- Weekly Question

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcomes

- Detailed knowledge of the trajectory of United States history from 1860 to 2001, including the broad themes of development and construction of the American nation, its body politic and its role in the world.
- An awareness that historical knowledge is constructed, contains assumptions, is not value-free, and that representation of historical events changes over time, in line with contemporary political and social debates.
- An awareness of and sensitivity to race, gender, sexuality, socio-economic class and privilege in American history, as well as an understanding of the ways in which these social relations inform different perspectives on the past.

## Assessment tasks

- Takehome Exam
- Weekly Question

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### **Learning outcome**

- An awareness of and sensitivity to race, gender, sexuality, socio-economic class and privilege in American history, as well as an understanding of the ways in which these social relations inform different perspectives on the past.

### **Assessment tasks**

- Takehome Exam
- Weekly Question