ARTS2150, MODERN UNITED STATES HISTORY  
Semester 1, 2015
1. Course Staff and Contact Details

Course Convenor and Lecturer

<table>
<thead>
<tr>
<th>Name</th>
<th>Prof Nicolas Rasmussen</th>
<th>Room</th>
<th>Morven Brown 314</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>9385-2361 (no messages)</td>
<td>Email</td>
<td><a href="mailto:N.Rasmussen@unsw.edu.au">N.Rasmussen@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Wednesdays 2-3:30 in teaching weeks</td>
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</table>

Tutors

<table>
<thead>
<tr>
<th>Name</th>
<th>Kathryn Slattery</th>
<th>Room</th>
<th>By arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>Email only</td>
<td>Email</td>
<td><a href="mailto:k.slattery@unsw.edu.au">k.slattery@unsw.edu.au</a></td>
</tr>
<tr>
<td>Name</td>
<td>Alex Cameron-Smith</td>
<td>Room</td>
<td>By arrangement</td>
</tr>
<tr>
<td>Phone</td>
<td>Email only</td>
<td>Email</td>
<td>TBC</td>
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2. Course Details

Units of Credit (UoC) | 6

Course Description

This course forms a key component of the School of Humanities and Languages’ program in modern history, and in the history of the Americas. By focusing not only on the transformation of the United States’ society, but also on this superpower’s evolving relations with the outside world, this course contributes to the School of Humanities and Languages’ global perspective.

Course Aims

1. To address key changes in the United States as a nation and as a player in international affairs in the modern era.
2. To analyse key events in US history from the aftermath of the Civil War to the reverberations of 9/11.
3. To understand the factors – economic, political, cultural, ethnic, and international – shaping the American people and state.

Student Learning Outcomes

1. Critically reflect upon the nature of US society and the American role in the world and develop an appreciation of the complexities, sensitivities, and evolving nature of US society and foreign relations.
2. Display communication skills through formal presentation as well as impromptu exchanges.
3. Collect and synthesize sources of history and present a coherent argument.
4. Better organize, research, and write essays.

Graduate Attributes

1. Demonstrate an understanding of at least one period or culture of the past.
2. Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form.
3. Analyze historical evidence, scholarship and changing representations of the past.
3. **Learning and Teaching Rationale**

By making certain that current affairs serve as a constant touchstone for the course’s learning, students are encouraged to become more engaged in the learning process through awareness of the relevance of their efforts. Conversely, by placing current affairs in a thorough historical and historiographical context, students are allowed to develop more complex understandings of the world around them, which in turn will allow them to deal more critically with government spin, media bias, and popular stereotyping. All assessments expect this type of active engagement with the past.

4. **Teaching Strategies**

The course’s teaching strategies are twofold:
- The two-hour lectures provide the students with a framework of understanding by means of an up-to-date synthesis of the historiography on key issues.
- The one-hour tutorials introduce students to the more intricate complexities and nuances of those key issues. They will do so in dual fashion. First, by asking students to engage critically with literature presenting divergent interpretations as well as case studies. Secondly, by offering students a structured forum for critical discussion with lecturer and fellow students.

5. **Course Assessment**

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>200-word synopsis + 3,000-word analysis</td>
<td>60%</td>
<td># 1, 3, and 4</td>
<td># 1, 2, and 3</td>
<td>Before 4 pm on Friday, 15 May (= Week 10).</td>
</tr>
<tr>
<td>Tutorial facilitation</td>
<td>2 x 25min during one tutorial week</td>
<td>20%</td>
<td># 1, 2, and 3</td>
<td># 1 and 3</td>
<td>Facilitation week to be assigned for each student in tutorial Week 2</td>
</tr>
<tr>
<td>In-class test</td>
<td>50 min</td>
<td>20%</td>
<td># 1 and 3</td>
<td>#1, 2, and 3</td>
<td>Wednesday, 27 May (= Week 12) During the regular lecture time, in the regular lecture venue.</td>
</tr>
</tbody>
</table>

**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: [https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)
IMPORTANT additional information on the assessments:

ESSAY

The list of essay questions will be distributed and discussed in Week 2.

Make sure to tick the following boxes before submitting your essay!

- Synopsis is to be placed on first page and separate from essay body (analysis) starting on second page
- Synopsis must NOT exceed 200 words (no margin/leeway, so no ifs or buts for exceeding upper word limit)
- Analysis must NOT exceed 3,000 words, excluding purely bibliographic footnotes; discursive footnotes count toward word limit (no margin/leeway, so no ifs or buts for exceeding upper word limit)
- Exact word count is indicated at top of synopsis (false information will be penalized)
- Exact word count is indicated at top of analysis (false information will be penalized)
- Pages must be clearly and consistently numbered
- Essay must be double spaced
- Essay must be printed on one side only
- Essay is based on at least 10 significant, high quality sources – these include academic articles or academic books and, possibly, sources drawn from academic or similar quality Internet sites (that is, sites whose authorship, provenance and information sources are clearly described and reliable)
- References are FOOTNOTED in a uniform and complete manner
- All sources used must be listed in separate bibliography at end of essay (in author alphabetical order), even if not footnoted. This bibliography is not included in maximum word limit so indicate its word count separately.
- Assignment must be submitted in hard AND electronic copy, see below. Date stamped on hard copy by School or electronic record of submission establishes hand-in date, but hard copy is only one that will be read. (Electronic copy is only a backup.)

TUTORIAL FACILITATION

During the tute sessions in Week 2, each student will be assigned the role of facilitator during one of the following tutorials. This role involves a careful analysis of the assigned week’s required reading and the creation of a number of core questions regarding the article or chapter that will stimulate discussion about its content, assertions, thesis, and methodology. During the actual tutorial session, the facilitator has the responsibility to keep the discussion flowing smoothly in two debates of 25 minutes each. For this purpose the facilitator is expected a) to handle questions posed by fellow students regarding the assigned article or chapter or to pass them on to other students b) to use as many of her/his own questions as possible to keep the momentum of discussion going. The mark is based on demonstrated understanding of the material, together with capacity to maintain constructive discussion.

At the end of the tutorial, the facilitator will provide the lecturer/tutor with a typed list of questions prepared for the debate.

This assessment is not eligible for extension requests. Once the students have been assigned a week as facilitator they are expected to show up on the date agreed upon. Failure to do so will result in a ‘zero’ mark for this assignment unless they a) notify the tutor of their absence at least 24 HOURS prior to the meeting AND b) provide valid MEDICAL documentation as soon as possible, to be submitted and evaluated via the official Special Consideration mechanism.
TUTORIAL PARTICIPATION

Attendance will be recorded in tutorial sessions, and is subject to the 80% attendance requirement (see above). Anyone who attends a tutorial but does not participate constructively in tutorial discussion, as perceived by the tutor, will be deemed not to have attended that session. If this occurs you will be informed promptly by email.

IN-CLASS TEST

The in-class test will be administered in the first hour of the final lecture slot in Week 12 (in the same room where the lectures take place). The test will draw upon lecture content AND tutorial readings. Further details of the test will be clarified during the lecture by Week 10.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://student.unsw.edu.au/grades

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Electronic copies will be submitted to a specified pathway on the course Moodle site, and will be checked for originality/plagiarism. Both hard and electronic copies of assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the
lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

- Work submitted **21 days after** the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: [https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

### 6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

### 7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for
permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Policy.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

10. Course Schedule

To view course timetable, please visit: http://www.timetable.unsw.edu.au/

<table>
<thead>
<tr>
<th>Week Commencing:</th>
<th>Lecture Topics and Content</th>
<th>Tutorial/Lab Content</th>
<th>Tute Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1: 4 March</td>
<td>Introduction; Native Americans; European settlement; slavery and the Civil War</td>
<td>No tutorial</td>
<td>All readings below are in the Study Kit, which must be purchased at the UNSW bookshop. Both readings pertain to the lecture content two weeks prior to the designated tutorial; the reading in <strong>bold</strong> is the one that tutorial discussion will focus upon in the indicated week.</td>
</tr>
<tr>
<td>Wk</td>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
</tr>
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<tr>
<td>2</td>
<td>11 March</td>
<td>Industrialization and the Gilded Age; era of the Robber Baron;</td>
<td>No tute readings. Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>immigration &amp; Afro-Americans</td>
<td>of tutorial presentations.</td>
</tr>
<tr>
<td>3</td>
<td>18 March</td>
<td>The Progressive era, Nature. and Empire,</td>
<td>Tutorial on W1 Lecture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Content</td>
</tr>
<tr>
<td>4</td>
<td>25 March</td>
<td>WWI and the Roaring, Racist 1920s</td>
<td>Tutorial on W2 Lecture</td>
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<td></td>
<td></td>
<td>Content</td>
</tr>
<tr>
<td>5</td>
<td>1 April</td>
<td>The Great Depression; The New Deal and the Response to “Totalitarianism” Abroad</td>
<td>Tutorial on W3 Lecture</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Content</td>
</tr>
<tr>
<td>6</td>
<td>7 April</td>
<td>The Second World War</td>
<td>Tutorial on W4 Lecture</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Content</td>
</tr>
<tr>
<td>7</td>
<td>14 April</td>
<td>The Early Cold War and Free World’s Hegemony</td>
<td>Tutorial on W5 Lecture</td>
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<td></td>
<td>Content</td>
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<tr>
<td>8</td>
<td>28 April</td>
<td>The 1960s: Civil Rights, Vietnam, Watergate</td>
<td>Tutorial on W6 Lecture</td>
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<td>Content</td>
</tr>
<tr>
<td>9</td>
<td>5 May</td>
<td>The 1970s: Détente, Oil Crisis, Feminism, Environmentalism</td>
<td>Tutorial on W7 Lecture</td>
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<tr>
<td></td>
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<td></td>
<td>Content</td>
</tr>
<tr>
<td>10</td>
<td>12 May</td>
<td>Reagan and the Second Cold War; Deindustrialization; Neoliberalism</td>
<td>Tutorial on Lecture Wk 8</td>
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<tr>
<td>11</td>
<td>19 May</td>
<td>Oil Wars, 9/11, and the End of the American Century; Conclusions</td>
<td>Tutorial on Lecture Wk 9</td>
</tr>
<tr>
<td>12</td>
<td>26 May</td>
<td><strong>In-Class Test</strong></td>
<td>Tutorial on Lecture Wk 10</td>
</tr>
<tr>
<td>13</td>
<td>2 June</td>
<td>No lecture</td>
<td>Tutorial on Lecture Wk 11</td>
</tr>
</tbody>
</table>

**11. Course Resources**

**Textbook Details**
No textbook is assigned for this course. However, students will have to purchase the following **UNSW Study Kit: ARTS 2150 MODERN UNITED STATES HISTORY** Available from the UNSW Bookshop; approximate cost $30. Other required readings will be available online, on the course Moodle site and/or via a link to the UNSW Library site.

**Journals**
There are too many to list. Excellent places to start research include *The Journal of American History*, *Journal of American Studies*, and on foreign affairs *Diplomatic History*.

**Additional Readings** Check for availability at UNSW Library or any of the other university and public libraries in the Sydney area.

**General Background Readings**

Alan Brinkley, *The Unfinished Nation: A Concise History of the American People from*


Week 1 Lecture/Week 3 Tute: NATIVE AMERICANS AND SETTLEMENT


Week 2 Lecture/Week 4 Tute: AFRICAN-AMERICANS AND IMMIGRATION

John Bodnar. The Transplanted. (1985)


Oscar Handlin. The Uprooted, 2nd ed. (1973)


Michael Perman. Struggle for Mastery: Disfranchisement in the South. (2001)

**Week 3 Lecture/Week 5 Tute: PROGRESSIVE POLITICS, PUBLIC HEALTH, AND CONSERVATIONISM**


**Week 4 Lecture/Week 6 Tute: INTERNATIONALISM, ISOLATIONISM, RELUCTANT EMPIRE**


Robert L. Beisner. *From the Old Diplomacy to the New, 2nd ed.* (1986)


**Week 5 Lecture/Week 7 Tute: THE GREAT DEPRESSION AND THE NEW DEAL**


Elliot A. Rosen. *Roosevelt, the Great Depression, and the Economics of Recovery.*
Wolfgang Schivelbusch, *Three New Deals: Reflections on Roosevelt’s America, Mussolini’s Italy, and Hitler’s Germany, 1933-1939* (2007)

Donald Worster, *Dust Bowl: The Southern Plains in the 1930s* (1979)

**Week 6 Lecture/Week 8 Tute: THE SECOND WORLD WAR**


**Week 7 Lecture/Week 9 Tute: THE EARLY COLD WAR**


**Week 8 Lecture/Week 10 Tute: The 1960s, Civil Rights, the New Left**

Peter Braunstein and Michael Doyle, eds. *Imagine Nation: The American Counterculture of the 1960s and '70s.* (2001)


**Week 9 Lecture/Week 11 Tute: The 1970s, Feminism, Environmentalism**


Donald T. Critchlow. *The Conservative Ascendancy: How the GOP Right Made Political*
History. (2007)
Ivo Daalder and James Lindsay. America Unbound: The Bush Revolution in Foreign Policy. (2003)


12. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at: http://www.lc.unsw.edu.au

14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.
If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at: https://student.unsw.edu.au/complaints

15. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see https://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be supported by a medical practitioner. Further information is available at: https://student.unsw.edu.au/special-consideration

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au/

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.