

SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

HISTORY PROGRAMME

2011 TRIMESTER 1

28 February to 2 July 2011

HIST 217: The United States and Global Power, 1890-2010

CRN 8023

Trimester dates

Teaching dates: 28 February to 3 June 2011

Mid-trimester break: 18 April to 1 May 2011

Study week: 6 June to 10 June 2011

Examination/Assessment period: 10 June to 2 July 2011

Withdrawal dates

Information on withdrawals and refunds may be found at <http://www.victoria.ac.nz/home/admisenrol/payments/withdrawlsrefunds.aspx>

LECTURER: Dolores Janiewski
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Tutor:

Room:

Phone:

Email:

LECTURE TIMES: Monday/Thursday 12:00-12:50
VENUE: FT77, LT306

Tut 3: Wed: 10:00-10:50, VZ103

Tut 4: Wed: 11:00-11:50, VZ105

Tut 5: Wed: 2:10- 3:00, KK105

TUTORIALS

Tut 1: Monday: 10:00-10:50, VZ710

Tut 2: Tuesday: 13:10-14:00, KK202 You wil

Tutorial Organisation. You'll be assigned to a specific Tutorial Group. This will be put on the notice board outside OK405 in the first week of the course, posted onto Blackboard, and brought to the first Thursday lecture. Any changes to the tutorial programme will be announced in lectures and posted onto Blackboard. Five of the weekly Tutorials will be conducted as Virtual Tutorials using Blackboard's Group, File Exchange, and Discussion Board functions as explained below. Five Tutorial/Workshops will meet the conventional way at the times and locations listed above but focus on historiographical and research skills involved in the creation of your historiographical and research essays. Responsibility for answering one question in one of the Virtual Tutorials will be assigned during the first Tutorial/Workshop which meets 7-9 March.

OFFICE HOURS: Wednesday 3:00-5:00 PM. You are also welcome to telephone or email me.

ADDITIONAL INFORMATION

Additional information, handouts and notices will be posted onto Blackboard and official notices for the course (tutorial lists, terms lists etc) will also appear on the programme notice board, be sent through the Blackboard e-mail function. You need to either use your student e-mail account or set up a forwarding from that account to the e-mail account you do use to get these notices.

PLEASE NOTE: TUTORIALS COMMENCE IN THE SECOND WEEK OF THE TRIMESTER on 7 March 2011

COURSE CONTENT

This course will examine the history of the United States from the 1890s to the recent past as it expanded from a continental to a global power. It will analyse crucial episodes in that period including the Spanish-American War, two world wars, Great Depression, the Cold War, Vietnam, the Gulf War, the US's role in the post-Cold War world, and the Iraq War. It will explore the exportation of American culture as involving the creation of a 'virtual empire' in which U.S.-

created media disseminate cultural and ideological products that, in some sense, 'Americanise' their consumers as it looks at the interaction between 'hard' and 'soft' power in regards to the United States' global sway.

COURSE OBJECTIVES

Students passing this course will have developed skills in the historical analysis of media including newspapers, magazines, film, television, and the internet; will learn to use, in the case of newspapers, the database Proquest Historical newspapers, and improve their skills in analysing historical scholarship [historiography].

Students passing this course will have improved their ability to analyse primary (original) sources including media or other available evidence including online documentary collections; secondary (scholarly interpretations based upon the analysis of primary sources) sources, and distinguish these from each other and from tertiary (historiographical analysis/synthesis such as textbooks).

Students actively participating in Tutorials will improve their ability to analyse historical evidence, historiography, and to undertake historical research. They will also learn to improve their writing of the historiographical and research essays. Student participation in Virtual Tutorials will also provide experience in self-learning, virtual communication and helpful feedback.

Students passing this course will learn how to develop a research topic and write a historiographical essay and a research essay:

A (500-750 words) historiographical essay due 28 March analysing one historical article that meets the criteria of a secondary source [a historical interpretation based on the analysis of primary evidence that has footnotes or endnotes citing its evidence which has been written by a professional historian. You can select among the articles or chapters in the Book of Readings written by professional historians and not by Students which are marked with an asterisk in the Tutorial Schedule. Your choice should address the topic of your research essay. If there is a topic that you want to do which is not available among these articles, you will need to locate an article written by a professional historian and published in a historical journal using the JStor database and confirm its suitability with your lecturer or tutor.

A **(2000-2500 words) research essay, due 9 May**, will analyse primary sources to create an interpretation of a historical event, individual, or process which occurred in US history between 1890-2001 and compare it to the other historian's interpretation analysed in the historiographical essay.

Two tests on 14 April and 2 June will assess the overall mastery of the course's content as presented in lectures, media viewings, and tutorial readings. The tests will emphasise broad coverage of the course contents and reward students for regular attendance at lectures, note-taking, close attention to the lectures, careful reading of the Tutorial assignments, and active participation in Tutorial discussions. The specific questions lecture seeks to answer will be included in the Lecture itself, which will also be posted in outline form onto the HIST217 Blackboard website. Students who want to take down the lectures should download the outline form of the lecture prior to attending the lecture and take notes within the framework thus provided.

GRADUATE ATTRIBUTES

As with other History courses, this course will teach critical and creative thinking, give opportunities for the development of leadership, and improve communication skills while also providing instruction in the fundamentals of the historical discipline. For further discussion of the Graduate Attributes for History Majors, see

<http://www.victoria.ac.nz/hppi/subjects/hist.aspx>

WORKLOAD

In accordance with University Policy, this course has been constructed on the assumption that students will devote 200 hours of study, research, writing, attendance at lectures and tutorials, to HIST 217. This includes two hours of lectures and a one hour tutorial per week plus the time involved in preparation for the tutorials, essays and tests. For further information, see *s.1.2 of the Assessment Handbook 2009*.

COURSE READING

Essential Text:

HIST 217 *Book of Readings* available in the Notes Shop.

Additional Useful Reading:

When searching for a question or topic for your historiographical essay and your research essay or if you wish to get greater knowledge of a specific period, you could consult the US History textbooks in the VUW Library. Do not use these books for the actual historiographical analysis or research essay, because textbooks are 'tertiary' sources, that is, syntheses of secondary interpretations, rather than primary evidence or secondary interpretations which you will be analysing for your essays.

J Jones	<i>Created Equal: A History of the United States</i>
M B Norton	<i>A People and a Nation</i>
G. Tindall	<i>America: A Narrative History</i>
A. Brinkley	<i>Unfinished Nation</i>
A Brinkley	<i>America in Modern Times</i>
G. Nash, et al.,	<i>The American People</i> vols. I & II (2 copies)
D. Burner, et al.,	<i>An American Portrait</i> , 2nd edition, vols I & II

ASSESSMENT and Course Work

1. 15% for a **(500-750 words) historiographical essay due 28 March** analysing one historical article that meets the criteria of a secondary source [a historical interpretation based on the analysis of primary evidence that has footnotes or endnotes citing its evidence which has been written by a professional historian. It can be selected from among the articles or chapters (marked with an asterisk in the Tutorial Schedule) in the Book of Readings which meet these criteria. **Bring a draft of this essay to your Tutorial the week of 21-23 March.**
2. 35% for a **(2000-2500 words) research essay, due 9 May**, that will analyse primary sources, to create your interpretation of a historical event, individual, or process which occurred in US history between 1890-2010 and compare it with another historian's interpretation analysed for the historiographical essay to learn research and skills in the presentation of historical interpretations. You should have chosen the kind of evidence & be able to bring an example of the evidence to your tutorial **the week of 4-6 April & a research proposal discussing your research question and**

the evidence. You should bring a draft of the research essay to your Tutorial/Workshop the week of 2-4 May.

- 3 25% for the **mid-trimester test, 14 April in Lecture slot** to assess mastery of the course lectures and tutorial readings using multiple choice, fill-in-the-blank, matching/identification, and multiple answer formats.
- 4 25% for the **end-of-trimester test, 2 June in Lecture slot** to assess mastery of the course lectures and tutorial readings using multiple choice, fill-in-the-blank, matching/identification, and multiple answer formats.

INFORMATION ABOUT WRITTEN WORK:

See *Writing History Essays* for additional guidance to writing and research. If you take insufficient notice of the prescribed history department guidelines, your work will be marked down. Pay special attention to pages 11-19. For specific details about the individual essays, see the Course Outline on Blackboard.

For the written assignments, you will be expected to provide your evidence through the **extensive** use of references to your sources using the footnote or endnote style described in *Writing History Essays* available at the Student Notes Shop. You will be expected to use your sources critically and discuss the reasons for your use or rejection of the sources available. In the first essay you will be writing a historiographical analysis which examines how another historian has interpreted the history he or she has examined. This should be on a topic which you want to investigate for the research essay. Marking Sheets will be circulated prior to the Tutorial/Workshops where you're to bring drafts of the essays as a way to give you further guidance as to what's expected for each essay.

MANDATORY COURSE REQUIREMENTS

To gain a pass in this course each student must:

- a) Submit the two major essays specified for this course, to a standard that indicates a genuine effort to complete the set task and by the date specified
- b) Take the mid-trimester and end-of-trimester tests.

- c) Contribute to the Virtual Tutorials by providing **one** written answer (300-500 words) to **1 tutorial question posted onto File Exchange in your Tutorial Group website in the HIST217 website on Blackboard on the Monday of the week of the relevant Virtual Tutorial**. All individual answers should be named with a file name that begins with your last name, the specific Virtual Tutorial number (VT2, VT4, VT6, VT8, VT10) and the Question number, eg. Smith VT4 Question 3 when posted onto File Exchange in your Tutorial Group. Your Answer should have your name on it so that authorship will be easy to determine. You should use the E-mail function in your Hist217 Tutorial Group on Blackboard to send out a message to the other students when you've posted your answer so the discussion can begin.
- d) When you're not responsible for writing an individual answer for a Virtual Tutorial, you should make constructive comments in your Tutorial Group Discussion Board in three threads discussing Individual Answers after the Answers have been posted and by Thursday of the week of the Virtual Tutorial to be considered as having attended a Virtual Tutorial. These constructive comments will require your reading the Individual Answers on File Exchange and the course reading for that specific Virtual Tutorial. Only **8** constructive comments can be posted in the 'thread' which will be set up for each specific question. If there have already been **8** comments in a thread, you'll need to go to another thread to make a constructive comment. This will make sure that all Individual Answers get some constructive feedback.

Your contributions will **not** be considered constructive if you only repeat or agree with what's already been posted. You need to add new insights or take the discussion in a new direction drawing on the course reading and/or the lectures.

- e) Taking into account the constructive suggestions, the authors of the individual answers should rewrite them and post revised answers onto the Tutorial Group File Exchange by Friday of the week of the Virtual Tutorial. Selected examples will be made available for test revision for all members of the class.
- f) Contribute to the Tutorial/Workshop discussions by bringing the required items as specified and evaluating another student's work:
 - 1) a draft of your historiographical essay, (Tutorials 21-24 March);
 - 2) an example of your evidence & your research proposal, (Tutorials: 4-7 April);
 - and 3) a draft of your research essay, (Tutorials: 2-5 May).

- g) Attend at least 4 out of the 5 Tutorial/Workshops and participate in at least 4 out of 5 Virtual Tutorials. Extra absences or non-participation without a valid justification will result in a student failing to meet mandatory course requirements. Make up work may be approved by the Lecturer should special considerations justify that decision.

PLEASE NOTE 3 June is the FINAL DATE on which any written work can be accepted by the Programme, since this is the date on which we must determine whether students have met the course requirements. This means that the provision for late submission with a penalty does not apply beyond this date. Permission to submit work after 3 June must be sought in writing from the Head of Programme, and will only be granted for serious medical reasons (supported by medical certificate), or in case of serious personal crisis.

PENALTIES

Students will be penalised for late submission of essays—a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 8 days late can be accepted for mandatory course requirements but will not be marked. However, penalties may be waived if there are valid grounds, e.g., illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary and a written consent form must accompany the completed work when it is handed in on the agreed date.

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:
<http://www.victoria.ac.nz/home/about/policy>

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Class Representative

A class representative will be elected in the first week and that person's name and contact details will be made available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Lecture Schedule

The Foundations of Global Power

Lecture: 28 Feb : Introduction: Soft & Hard Power
Lecture: 3 Mar: New Imperialism

Selling the American Dream

Lecture: 7 Mar: Selling the American Dream
Lecture: 10 Mar: Americanizing the Immigrants

Winning the Great War, Losing the Peace

Lecture: 14 Mar: War and Revolution
Lecture: 17 Mar: The Roaring and Reactionary 1920s

Depression, Dictators & Democrats

Lecture: 21 Mar: Dictators and Democrats
Lecture: 24 Mar: Global War

From Pearl Harbor to the H-Bomb

Historiographical Essay Due, by 6 PM 28 March

Lecture: 28 Mar: From Hot to Cold Wars
Lecture: 31 Mar: The Nuclear Age

Fighting The Reds

Lecture: 4 Apr: American Dreams/American Nightmares
Lecture: 7 Apr: Missile Gaps, New Frontiers & Feminine Mystiques

Lecture: 11 Apr: Wars on Poverty & Vietnam
Test: 14 Apr: Mid-Trimester Test

Mid-Trimester Break 18 to 30 April

Lecture 2 May: Tet & Beyond

Facing the Imperial Limits

Lecture: 5 May: Watergate and Imperial Crisis
Lecture: 9 May: OPEC, Oil Crisis & the October War

Research Essay Due by 6 PM 9 May

Lecture: 12 May: Détente and Its Enemies

New Fundamentalisms

Lecture: 16 May: Terrorism, Fundamentalisms, & the New Cold War
Lecture: 19 May: Prime Time President & Conservatism

Ending the Cold War & Finding New Enemies

Lecture: 23 May: The Wall, the Square & the Gulf War
Lecture: 26 May: Culture Wars & Finding New Enemies

Lecture: 30 May: September 11th & Imperial Revival

Test: 2 June

Tutorial Schedule

All Tutorial Readings contained in *Book of Readings*

1st Tutorial/Workshop: 7- 9 March: Interpreting Visual & Historiographical Evidence

D Janiewski, 'Historical Pentacle'

*David J. Silbey, 'McKinley and American Imperialism'

Frank Ninkovich, 'Cuba, the Philippines and the Hundred Years War'

Descriptions of *Puck* and *Judge*

For description of *Harper's Weekly* see Assignments Section of Hist217 website on Blackboard

Cartoons

Questions:

1. Comparing Silbey and Ninokovich, explain the difference between a historiographical essay and a research essay.
2. What's the Central Thesis of Silvey's chapter? (See the discussion following this Course Outline)
3. What kind of evidence did he use? (See footnotes on Hist217 website in Blackboard in Assignments Section)
4. What models of causation did he use?

5. What are Ninkovich's major criticisms of Hoganson's & Perez's interpretations?
6. What kind of media was *Puck & Judge*?
7. What kind of media are cartoons?
8. What can you learn about race, gender & attitudes about empire from these cartoons?

Virtual 2nd Tutorial: 14-17 March: Class & Gender

- *James A. Barrett, 'Americanization from the Bottom Up,'
- *Stephen H. Norwood, 'The Student as Strikebreaker'
- *Sarah J. Moore, 'Making a Spectacle of Suffrage'

Questions:

1. What is Barrett's central theses & what kind of evidence did he analyse to prove it? (see guidelines later in this course outline)
2. What is Norwood's central thesis and what kind of evidence did he analyse to prove it? (see guidelines later in this course outline)
3. What is Moore's central thesis and what kind of evidence did she use to prove it? (see guidelines later in this course outline)
4. What kinds of models of causation did these three authors use? (see guidelines later in this course outline)
5. What insights do Moore and Norwood provide about gender in the early 20th Century US?

3rd Tutorial/Workshop 21-23 March: Writing Historiography

Bring a draft your historiographical essay to your Tutorial/Workshop & a Copy of the Marking Sheet for the Historiographical Essay

- Jesse Norman, 'Art and Anti-Communism in the 1930s'
- Imogen Bayley, 'Bureaucratic Politics and the Atomic Bomb'
- Nina Blomfield, 'Class and Consumption in Postwar America'

Questions:

How well did these essays address the requirements for the historiographical essay?
How well did the draft you've analysed?

Virtual 4th Tutorial: 28 March-1 April: Class and Media

- *Michael Cohen, 'Cartooning Capitalism'
- *Peter Seixas, 'Lewis Hine: From "Social" to "Interpretative" Photographer'
- *David Gersh, 'The Corporate Elite and the Introduction of IQ Testing'

Questions:

1. According to Cohen, what did radical cartoonists do?
2. Does Cohen provide convincing evidence for his interpretation?
3. What does Sexias mean by saying the uses of Hine's work change from 'social' to 'interpretative'?
4. What were the flaws in Hine's approach according to Sexias?
5. Why was IQ testing introduced according to Gersh?

5th Tutorial/Workshop: 4-6 April: Developing a Research Project

Bring an example of the evidence you plan to analyse for your research essay to this tutorial & a research proposal discussing your research question, your evidence, and the causative factors your evidence will allow you to discover.

(See guidelines later in this Course Outline)

Robert M. Entman, 'Projecting Power in the News'

Laura Henderson, 'Film and Public Opinion before and during World War II'

Imogen Bayley, 'Yellow Peril and World War II'

Questions:

1. What does Entman about how 'power is projected in the news'?
2. Who or what exerts power over the news?
3. What's the Cascade model?
4. Who or what projects power through film in Henderson's interpretation?
5. Who or what projects power in Bayley's interpretation?
6. What causative factors do Entman, Bayley & Henderson use?
7. Is the analysis of 'framing' useful for your research?
8. Can the research question be answered through analysis of the selected evidence?

Virtual 6th Tutorial: War, Bombs & Race

*Neil A. Wynn, 'The "Good War": The Second World War and Postwar American Society'

*Paul Boyer, 'Justifications, Rationalizations, Evasions'

*George M. Fredrickson, 'Non-Violent Resistance to White Supremacy'

1. What have historians argued about the significance of WWII for the United States?
2. How did World War II change the United States?
3. What kinds of rationalizations justified using the bomb?
4. How was the significance of using the bomb evaded?

5. How did the resistance to white supremacy compare in the US and South Africa?
6. What accounts for the differences according to Fredrickson (causation?)

7th Tutorial/Workshop: 2-4 May Writing a Research Essay

You should bring a draft of the research essay to your Tutorial this week and the Marking Sheet for Research Essays.

Simon Judkins, 'Why Truman did not Use the bomb in Korea'

Will Edmonds, 'Ideology and Sexuality in Late 20th Century US'

Harry Chapman, 'The Significance of Earth Day, 1970'

Questions:

How well do Judkins, Edmonds and Chapman meet the requirements for the essay?

Are there stronger or weaker interpretations?

How well do the drafts introduce their research questions?

How well do the drafts present the evidence?

How well do the drafts explain the historical outcomes (causation)?

How well do the drafts justify the choice of evidence?

Virtual 8th Tutorial: 9-12 May: Violence, Vietnam and Sexual Revolts

*Robert M. Fogelson, 'The Ghetto's Grievances,'

*John D'Emilio and Estelle Freedman, 'Sexual Revolutions'

Max Holland, 'After Thirty Years'

Questions:

1. What were the ghetto's grievances?
2. What factors explain the situation of African Americans in the urban United States?
3. What were the 'sexual revolutions'?
4. Were the various movements for sexual liberation compatible or in conflict?
5. What 'sense' can be made of assassinations?

9th Tutorial/Workshop: 16-18 May: Media & Memory

Myra MacPherson, 'Two Soldiers'

James Davidson & Mark Lytle, 'Instant Watergate'

Billeaudeau et al. 'Newspapers follow Lead'

Joe Hayden, 'Vietnam comparisons Spike'

1. What issues are important in using and analyzing oral history interviews?

2. What explains the two soldier's different assessments of the war?
3. What can historians learn from journalists?
4. What are the differences between journalistic interpretations and historical interpretations/historiography?
5. Do the analyses in 'Newspapers follow lead' and 'Vietnam' comparisons conform to Entman's Cascade model?

Virtual 10th Tutorial: 23-26 May: Images, Gender & the Post-Cold War World Order

*Shawn J. Parry-Giles and Diane M. Blair, 'The Rise of the Rhetorical First Lady: Politics, Gender Ideology and Women's Voice, 1789-2002,'

*Jessica Wang, 'The United States, the United Nations, and the Other Post-Cold War World Order,'

*Jeremy D. Mayer, 'The Contemporary Presidency'

Questions:

1. What is the 'rhetorical' First Lady'?
2. How does the First Lady role empower but also restrict?
3. How and when has the US shifted between internationalism and unilateralism?
4. Where is it now on this continuum?
5. What's the significance of the presidential image? Why is it an 'illusion'?

Guidelines for the Historiographical & Research Essays:

For the Historiographical Essay you need to analyze the historian's central thesis, use of evidence, and use of causation. The essay should both explain what the historian has done in regards to these issues and evaluate how successfully the interpretation has been constructed and presented. You can choose from among the **articles or chapters** written by professional historians in the Book of Readings marked with an asterisk in the Tutorial schedule. If none of those deal with an issue which you wish to research, follow the suggestions near the end of these instructions to find a suitable article written by a professional historian which must be confirmed with your Lecturer or Tutor. **In either case, you must make sure you can find evidence to research your topic.**

Central Thesis

You should be able to summarize a historian's central thesis in a brief paragraph that provides answers to the following questions:

What is/are the question(s) the historian is trying to answer?

Is this historian taking issue with other historical interpretations?

How does the historian believe the correct answer can be found?

What kinds of evidence are useful?

What kinds of methods are useful?

What is/are the correct answer(s) according to this historian

Evaluating Historians' use of evidence

What can you learn by evaluating a historian's footnotes?

Scrutinize the footnotes/endnotes and article for types of evidence used by this historian.

What's the balance between primary and secondary sources?

Is there extensive reliance on a single source? Bias in the evidence?

What parts of the argument are well-supported by research?

Does the author deal with the most recent scholarship?

Questions to ask when attempting to determine the model of historical causation

How many causative factors does the historian use?

1. Is there evidence of an immediate cause? [Immediate]

2. Is there evidence of a chain of events leading up to the specific development? [Chain of Events/Narrative/Cause & Effect]
3. Does the historian focus on strong or weak personalities/characters whose words, deeds, misdeeds, actions, reactions, or inactions became significant causative factors? [Personalities]
4. Are economic interests important in this analysis? [Economic]
5. Does this interpretation focus on political or international battles over power? [Politics/Power]
6. Are there any new inventions, scientific or technological innovations that act as causative factors? [Technology]
7. Are ideological factors very important in this interpretation such as political doctrines, creeds, world views? [Ideology]
8. Are there any cultural factors involved such as religion, language, new patterns of consumption, or moral values? [Culture]
9. Is there evidence of social tension, conflict, or solidarity among one or more social groups based on such distinctions as class, race, ethnicity, gender, or sexual orientation? [Social]
10. Are geographic factors involved including aspects of the physical or man-made environment? [Geography, environment]
11. Are there demographic factors involved such as increasing or decreasing populations or segments of populations? [Demography]
12. Is chance involved? [Chance]
13. Is sexuality a driving force in this historical development? [Sexuality]
14. Are emotions or psychological factors influencing the development or events? [Psychology/Emotion]

Models of Historical Causation

Immediate Cause
 Background: Chain of Cause/Effect Events
 Chance
 Personalities
 Economics
 Politics/Power
 Institutions: Collapsing or Growing?
 Technology
 Ideology/Beliefs
 Culture, ie. Religion, Values
 Group Consciousness/Conflict
 Social: Gender, Race, Ethnicity, Class
 Geography
 Environment
 Demography
 Psychology/Emotion
 Sexuality
 Biology

For examples of Hist217 historiographical essays, see Jesse Norman, ‘Art and Anti-Communism in the 1930s’; Imogen Bayley, ‘Bureaucratic Politics and the Atomic Bomb’ and Nina Blomfield, ‘Class and Consumption in Postwar America’ in the Book of Readings

For those who do not choose to analyse any of the 12 articles or chapters in the Book of Readings for the Historiographical Essay, do the following and confirm your choice with your lecturer or tutor. You must be sure there is available evidence to research your topic.

Use one of two Library databases: JStor or Project Muse. To use Jstor go to J on the Library Database list, select JStor, and Select Advanced Search; On the Advanced Search Page, put as precise a term for your topic as you can; select abstract in the box next to the search line to minimize the total number of articles you’ll get; then scroll down & select article, and then scroll down and select History Journals. You may still get many irrelevant articles because the search engine isn’t very precise, so be patient. Make sure the journal is actually a history journal with articles about U.S. History

and confirm the status of the author as a professional historian using google or whatever methods you can use.

For Project Muse

Journals which might contain Historical interpretations about U.S. Topics from Project Muse on the History Database under P. You’ll have to select carefully, however, to determine if the articles are written by historians and in a historical disciplinary approach. Use Advanced Search; in the by discipline box, select historical journals; or you can select an individual journal from those below, and search only it to find appropriate articles. When in doubt, check with your tutor or lecturer.

1. *Film History: An International Journal*
2. *Frontiers: A Journal of Women Studies*
3. *Journal for the Study of Radicalism*
4. *Journal of Interdisciplinary History*
5. *Journal of Military History*
6. *Journal of Social History*
7. *Journal of the History of Sexuality*
8. *Journal of the History of Childhood and Youth*
9. *Journal of Women’s History*
10. *Oral History Review*
11. *Radical History Review*
12. *Film & History*
13. *American Indian Quarterly*
14. *American Jewish History*
15. *American Quarterly*
16. *Ethnohistory*

Finding Evidence for Your Research Essay:

There are collections of ‘virtual archives’ containing historical evidence in External Links in the Hist217 Blackboard website. I’ve organised the first set of Links so relevant evidence is linked to specific articles from the *Book of Readings* with suggestions about how to develop research questions based on an analysis of the evidence. You can also scroll down External Links to find collections of that seem interesting or related to the

topic you'd like to research for your essay. If there are no relevant articles in the *Book of Readings* about that specific topic, you'll need to follow the steps indicated above to find an appropriate article written by a professional historian.

Another way to get evidence for almost every topic is to use [Proquest Historical Newspapers in the Library Database under P on the Library's Database page](#) Scroll down through the Proquest databases about midway to Proquest Historical Newspapers.

On the Advanced search page in Proquest Historical Newspapers choose your topic, which can be modified by up to 5 additional terms. Set the dates remembering to use the American system which starts with the month. If you want to use a particular part of the newspaper, such as editorials or cartoons, or advertisements, you can select 'More Search Options' and click on the dropdown menu with 'Any Type of Document' and scroll down to the specific kind of document you want to locate. Cartoons and advertisements are not identified by subject and are listed as Editorial Cartoon or Advertisements, so to use these you'll need to set dates, and put Editorial Cartoon or Advertisement in the search window, and then go through them mechanically to find ones about the topic you wish to research. There are, however, collections of cartoons on various topics in the External Links section on Blackboard, or by famous U.S. cartoonists which can be found using Google if you find using newspaper cartoons frustrating.

You can also select a specific newspaper to search but make sure that you've chosen the run of that newspaper which includes the period that you interested in researching. Click on the Publications Menu on the topic of the Search page to find the publications, and then select the specific one you're interested in researching.

The newspapers included in Proquest Historical Newspapers:
Eight United States newspapers: *Atlanta Constitution* (1868-1945), *Chicago Tribune* (1849-1986), *Christian Science Monitor* (1908-1996), *Hartford Courant* (1764-1984), *Los Angeles Times* (1881-1986), *New York Times* (1851-2006), *Wall Street Journal* (1889-1992), *Washington Post* (1877-1993)

You can also find the online *Time Magazine* website to find *Time* covers and articles from its first publication in 1923 to the present. You'll need to set dates and figure out relevant search terms – You could, for example, look for images of

Presidents and First Ladies by name of the person, or perhaps just using President or First Lady. You can also find images of men or women, or other topics.

Doing the Research Essay:

You will need to develop:

1. **Your Central Thesis**
2. **Collect, Select, and Analyse appropriate evidence**
3. **Explain Causation**
4. **Connect your analysis to the scholarship (the article analysed in your historiographical essay.)**
5. **Write a conclusion which indicates the answer to your research question**
6. **Appendix discussing your selection of evidence.**

These are the crucial tasks involved in creating a historical interpretation based upon an analysis of primary sources.

The following questions can be modified depending upon whether your chosen topic focuses on an episode, event, individual, group, a trend, a movement, or a cultural product such as a movie, music, or festival. If you need guidance see your Tutor or Lecturer.

Analyzing Your Evidence:

What does the evidence indicate about the issue, episode, development you're researching?

Is there contradictory evidence?

Are there gaps in the evidence which prevent a complete explanation from being developed?

Causation:

Explain what happened, based upon your analysis of the evidence, using the appropriate causative factors which determined the outcome.

Connection to the Historiography:

Does your research essay confirm or contradict the other historian's interpretation?

Are you testing his/her conclusions or going in a new research direction?

Are you using different sources?

Different methods?

Do you have a different explanation (model causation) than his or hers?

Conclusion:

What contribution does your research essay make to the historiography? How has it answered your question? Is there more research that needs to be done?

Appendix:

Discuss how you chose and selected your evidence.

For examples of a Hist217 student research essays, see Laura Henderson, 'Film and Public Opinion'; Imogen Bayley, 'Yellow Peril and World War II'; Simon Judkins, 'Why Truman Did not Use the bomb in Korea'; Will Edmonds, 'Ideology and Sexuality in Late 20th Century US'; and Harry Chapman, 'The Significance of Earth Day 1970' in the Book of Readings