

HIS 315L 39210-Honors Spring 2012  
T Th 2:00-3:30 GAR 2.128  
Dr. Restad

## THE UNITED STATES SINCE 1865

This class will survey over 150 years of modern American history, keeping a collective mind open about which and why certain facts, stories, events, and people are key to understanding our past. It draws on two popular American history books that offer complementary, sometimes conflicting, interpretations of the American story to illuminate the rich textures of the nation's history as well as the particular challenges faced in its writing. Using these authorities as a starting point, participants will work collaboratively to expand their understanding of American history and to engage in the type of thinking required to "do" history.

### Professor

Penne Restad                      [restad@mail.utexas.edu](mailto:restad@mail.utexas.edu)  
GAR 2.144                              475-7233  
Office hours:                        M. W. 1:30-3:00 p

### REQUIRED

Johnson, *History of the American People*

Zinn, *A People's History of the United States* (available online, but without page numbers)

Additional readings, available as posted on class website. (password provided in class)

<https://sites.la.utexas.edu/history2point0>

### OPTIONAL

If you need to reacquaint yourself with the core narrative of U.S. history, consider buying an old, reputable used book from Half-Price, Alibris, or some other source. Or, you might find U.S. Government, *Outline of U.S. History*, chs. 8-15, helpful.

<http://www.america.gov/publications/books/history-outline.html>

### COURSE WEBSITE and READING ASSIGNMENTS

<https://sites.la.utexas.edu/history2point0>

Reading assignments, announcements, course revisions, study guides, and other course related material, etc. will be posted on the course website. No hard copy will be distributed. "Course Structure" (a full explanation of the way in which this class is arranged) as well as "Course Syllabus" can be found on the website under the heading Resources.

### CIVILITY, EXAMINATIONS, GRADING, ABSENCES, ETC.

You are expected to attend each class, be on time, and stay for the entire class. Late arrival, early departure, ringing cell phones, texting, tweeting, surfing, FB'ing, sleeping, etc. distract and disrupt the entire class. Your courtesy is necessary and appreciated. Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259 <http://www.utexas.edu/diversity/ddce/ssd/>. Students seeking assistance with writing may wish to contact The Undergraduate Writing Center <http://uwc.utexas.edu/handouts>. Medical assistance/counseling services are available at <http://www.cmhc.utexas.edu/>. If you have concerns about the behavior or well-being of another member of the campus community, call BCAL at 512-232-5050. [www.utexas.edu/safety/bcal](http://www.utexas.edu/safety/bcal)

## GRADES and ABSENCE.

Grading will be determined on the basis of individual quiz grades (20%), a midterm (25%), and a final exam (35%). The remaining grades will be determined by performance in a number of areas: in-class essays (10%); graded team projects (5%); and journal (5%). Additional information about each of these categories is in Course Structure. Grades will not be posted on Blackboard, however you are welcome to visit my office (across the hall) to view them during office hours or by appointment as often as you wish. Plus and minus will be used in assigning a course grade.

You must take the midterm and final exam, and complete in-class essays to pass the course. Permission to take the midterm or write an in-class essay other than on the date scheduled is left solely to professor's discretion and convenience, and will be allowed without penalty *only* in the instance of a valid, officially documented medical infirmity or an absence from Austin on official and documented university business, preferably before the missed day. Missing a quiz or other assignments is discussed in Course Structure. The final is scheduled Saturday, May 12, 2:00-5:00 pm. Make any plans for the upcoming break with this date in mind. Please do not ask for an exception.

## COURSE OBJECTIVES

Students will be able to

Construct a basic, meaningful, and intellectually honest narrative America's history from late 19<sup>th</sup> century to the present.

Execute a basic set of moves that constitute historical thinking.

Comprehend, ponder, and write about key ideas, events, and interpretations relating to the history of the period.

Work effectively as a team.

## THEMES

Three major themes run through the course material.

1. expansion of personal and civil rights
2. expansion of the role of the federal government
3. expansion of the U.S. role internationally

## SCHEDULE OF CLASS MEETINGS

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All assignments will be posted on the course website. These are to be completed before coming to class on the date they are listed. Team work will be done only during class time. Lectures, readings, and team assignments complement and inform each other. One is not a substitute for the other. Exams and essays will cover all material: lectures (formal and informal), all readings, discussions, etc. This syllabus is a general guideline; the sequence, topics, and dates are subject to change. Check the course website frequently

WEEK I      Jan 17

T      Introduction: Philosophy of History

(note: Begin preparing for the graded Unit 1 Quiz, to be given next week.)

Th      Introduction: Quiz (ungraded) on Syllabus and Course Structure

WEEK II      Jan 24

**UNIT 1. THE LATE NINETEENTH CENTURY: Gilded Age and Empire**

Read: Johnson, part 5 (to p. 615); Zinn, chapters 11, 12

Tu      Quizzes: Individual and Team  
Th      Lecture: The Gilded Age and Empire

WEEK III      Jan 31

T      Part 1.1 The Money Men  
Th      Part 1.2: Visions of Social Structures

WEEK IV      Feb 7

T      Part 1.3: Imperialism and Anti-Imperialism + Essay

**UNIT 2. THE EARLY TWENTIETH CENTURY: Progress, War, and the '20s**

READ: Johnson, part 5 (pp. 614-622) and part 6; Zinn, chapters 13 and 14. Read Zinn 13 first, as he deals with Progressive era. Johnson concentrates more on Wilson and looks at the enhanced role of the government.

Th      Quizzes: Individual and Team

WEEK V      Feb 14

T      Lecture: Progress, War, and the Future of America  
Th      Part 2.1: The Progressives

WEEK VI      Feb 21

T      Part 2.2: Immigration and Perfection  
Th      Part 2.3: Kids Today: The New Generation

WEEK VII      Feb 28

T      Read: "Sacco and Vanzetti"  
Th      **MIDTERM**

**UNIT 3. THE GREAT DEPRESSION, THE NEW DEAL, AND WORLD WAR II**

READ: Johnson, chapter 7 (to p. 790); Zinn, chapters 15 (pp. 386-end), and 16 (to p. 426)

WEEK VIII      Mar 6

T      Quizzes: Individual and Team  
Th      Lecture: Big Changes and New Roles

WEEK IX Mar 12 SPRING BREAK

WEEK X Mar 20

T Part 3.1 FDR: The Socialistic Savior of Capitalism?  
Th Part 3.2: The Judicial Procedures Reform Bill of 1937

WEEK XI Mar 27

T Part 3.2: The Judicial Procedures Reform Bill of 1937 (cont.) + Essay

**UNIT 4: MID-CENTURY: THE COLD WAR, THE 1950s, AND JFK**

READ: Johnson, chapters 7 (begin p. 790), and 8 (to p. 867); Zinn, chapters 16 (begin p. 426), and 17 (to p. 485).

Th Quizzes: Individual and Team

WEEK XII Apr 3

T Lecture: Fears and Realities in Postwar America  
Th Part 4.1: The Soviet Threat

WEEK XIII Apr 10

T Part 4.2: Keeping up with the Joneses: Consumer Culture in the 1950s  
Th Part 4.3: An Emerging Critique

WEEK XIV Apr 17

**UNIT 5: FROM LBJ THROUGH THE REAGAN ERA**

Read: Johnson, chapter 8 (begin p. 867); Zinn, chapter 17, pp. 458-end; and chapters 18-21

T Quizzes: Individual and Team  
Th Lecture: The Turn from Liberalism to Conservatism

WEEK XV Apr 24

T Watch *Fog of War*  
Th Part 5.1: An Appraisal of Richard M. Nixon

WEEK XVI May 1

T Part 5.2: The End of History  
Th Part 5.3: The Bigger Picture

**FINAL EXAM:** Saturday, May 12, 2:00-5:00 pm in classroom.

*The syllabus, lectures, and exams that comprise this course are the property of P. Restad and are for the exclusive use of those enrolled in this specific class for use in this specific class. They may not be shared, reproduced or summarized in any form, including electronically, partially or in full, without the professor's express, written permission.*

