

## THE UNITED STATES TO 1865

---

This class will survey American history through the Civil War, 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.

### REQUIRED

Johnson, *History of the American People*

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

Davidson and Lytle, *After the Fact*, vol. I

Additional readings, available as posted on Blackboard

Optional:

U.S. History: Foner, *Give Me Liberty*

[Outline of U.S. History - America.gov](#)

### Professor

Penne Restad [restad@mail.utexas.edu](mailto:restad@mail.utexas.edu)

GAR 2.144 475-7233

Office hours: T Th 11-12:30

### READING ASSIGNMENTS

The syllabus as well as reading assignments, announcements, course revisions, study guides, and other course related material will be posted on Blackboard. No hard copy will be distributed.

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

It is your personal and social responsibility to attend every 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 any 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.

Grades will be determined on the basis of individual quiz grades (20%), four in-class essays (35%), team work: journal preparation, templates, peer evaluation (20%), and a final exam (25%). Additional information about each of these categories is in the Course Structure. Grades will not be posted on Blackboard, however you are welcome to visit the instructor 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 complete all essays and take the final exam to pass the course. Missed quizzes may *not* be made up and will be recorded as a 50. Permission to 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 condition 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 the Course Structure. The final is scheduled for **Tuesday, December 18, 9:00-12:00** noon, location to be announced. 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 of America's history from colonial settlement through Reconstruction.

Execute a basic set of moves that constitute critical, historical thinking.

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

Work effectively as a team.

## THEMES

The development democratic practices and institutions

The development of new ideas to meet new situations

The development of sectional and national awareness

The development of economic opportunities

The role of religion, idealism, and perfectionism

## SCHEDULE OF CLASS MEETINGS

---

All assignments are posted on Blackboard. They are to be completed before coming to class on the date they are listed. This includes Journals. 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 Blackboard frequently.

WEEK I          Aug 30 (Thursday)

Th          A Philosophy of History

*Note:* Begin reading now to prepare for the ungraded quiz next meeting, and for the graded quiz (on Unit 1) that will be given the following class meeting.

WEEK II          Sep 4

T          Introduction: Quiz (ungraded) on "The Strange Death of Silas Deane, *After the Fact*

Journal: What did you find most interesting, vexing, puzzling, stimulating, weird (or choose your own verb) about the reading?

Start a journal on Blackboard Journal. As a general practice, post the prompt at the top of your journal entry. Be succinct (do not exceed 50 words), thoughtful, and write your best.

Th Read Zinn, pp 1-9 (re historical bias and Columbus) and Johnson, pages 1-4  
Journal: Describe the attitudes Z and J appear to hold toward American history. Write one sentence for each author.

### **UNIT 1. SETTLING IN: COLONIAL TIMES TO 1750**

Read: Johnson, part 1+ Zinn, chapters 1& 2

WEEK III Sep 11

T Quizzes: Individual and Team

Th Lecture: Why couldn't they just be British?

WEEK IV Sep 18

T Part 1.1 Read: Serving Time in Virginia, *After the Fact* & Review Zinn, chapter 2 concerning Virginia and development of slavery and representational government.  
Journal: Make a list of the reasons Zinn offers to explain why the American colonists conceived of slavery as an answer to their labor problems.

TH Part 1.2 Read: "The Visible and Invisible Worlds of Salem, *After the Fact*  
Journal: Summarize (see Course Structure). A good summary will provide the details and argument that help you recall the article in conversation—and in essay writing. You may be allowed to use journal entries when writing in-class essays.

WEEK V Sep 25

T Part 1.3: (Re)read sections of J & Z concerning the Great Awakening, and the short explanation of the Enlightenment noted in the Study Guide. Be prepared to explain the Great Awakening: dates, important people, and factors contributing to this eruption of religious fervor.

Journal: Notes in preparation for discussion.

#### **Essay**

Turn in hardcopy of Journal.

### **UNIT 2. REVOLUTION AND A NEW NATION, 1750-c.1800**

Read: Johnson, Part 2, to p. 234; Zinn, chapters 4, 5, & 6, through p. 112

Th Quizzes

WEEK VI Oct 2

T Lecture: Finding the Balances

Th Part 2.1: "Declaring Independence," *After the Fact*  
Journal: Summarize (see Course Structure)

WEEK VII Oct 9

T Part 2.2: Tracking the causes (and events) of the American Revolution.  
Journal: Construct a chronology of the 5 most significant events that lead to the Revolution.

Th Part 2.3: Order v. Liberty. Mark evidence in Z and J that show evidence of the tension as the nation was formed and put into working order. Bring your evidence to class.  
Journal: Hamilton and Jefferson are often offered as two exemplars of opposing theories of government. What are the main qualities, actions, beliefs of both men that reveal these theories?

**Essay**

Turn in hardcopy of Journal.

WEEK VIII Oct 16

**UNIT 3. UNIT 3. JACKSON AND THE BEGINNINGS OF A “SUPERNATION,” 1800- c.1850**

Read: Johnson, Part 2, beginning p. 234, Part 3, pp. 283-370; 388-396, Zinn, chapter 6, beginning p.112, & chapter 7.

T Quizzes: Individual and Team

Th Lecture: Turning into a Democracy

WEEK IX Oct 23

T Part 3.1 Lowell Mills. Divide the articles on Blackboard among your team. Each person should receive two articles. Be sure all are used and overlap kept to a minimum. Each person will read one before class, noting clues about what it meant to work at Lowell. Print the other article and bring it to class as a reference.  
Journal: Notes on life in Lowell, MA

Th Part 3.2: Second Great Awakening. Each member of the team will read one of the articles posted on Blackboard. Collectively, in class, you attempt to find commonalities.  
Journal: Source your article (see Course Structure) and write a very brief explanation of how you think it relates to the Second Great Awakening.

WEEK X Oct 30

T Part 3.3: Race and Indian Removal + Essay. Read the short articles posted on Blackboard.

Journal: Answer: Respond (no more than three sentences) to your reading.

**Essay**

Turn in hardcopy of Journal.

**UNIT 4: MANIFEST DESTINY AND THE FATE OF THE NATION, 1845-1860**

Read: Johnson, Part 3, pp. 370-388; 396-423; Part 4, through p. 450; and Zinn, chapters 8 & 9, to p. 188.

Th Quizzes: Individual and Team

WEEK XI Nov 6

T Lecture: The Meaning and Complications of “Go West”

Th Part 4.1: "Jackson's Frontier-and Turner's," *After the Fact*  
Journal: Summarize (see Course Structure).

WEEK XII Nov 13

T Part 4.2: "Madness of John Brown" *After the Fact*  
Journal: Summarize (see Course Structure).

Th Part 4.3: **Essay** (no additional reading)  
Journal: Write two good sentences explaining what you see as the significance of the West in respect to growing animosity between the North and South.  
Turn in hardcopy of Journal.

WEEK XIII Nov 20

**UNIT 5: Civil War, and Putting the Nation Back Together, 1860-1876**

Read: Johnson, Part 3, beginning at p. 450, & Part 4, and Zinn, chapter 9, pp. 188-210.

T Quizzes: Individual and Team  
Th THANKSGIVING Nov. 22

WEEK XIV Nov 27

T Lecture: What Happened to National Unity

Th Part 5.1: Read: Kornblith, "Rethinking the Coming of the Civil War"  
Journal: What is the most compelling aspect of the Kornblith article? Explain.

WEEK XV Dec 4

T Part 5.2: "View from the Bottom Rail," *After the Fact*  
Journal: Summarize the point of the article. (see Course Structure).

Th Part 5.3: Choose one of the course themes and write a 5-point chronology that you might use to show its development. Print (no emails!) and bring to class.

Turn in hardcopy of Journal.

**FINAL EXAM:** Tuesday, December 18, 9:00-12:00 noon,

*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.*

