2014

144-91 History of the United States since 1865

Timothy Wurst
wursttw@xavier.edu

Follow this and additional works at: http://www.exhibit.xavier.edu/history_syllabi_summer_2014

Recommended Citation
http://www.exhibit.xavier.edu/history_syllabi_summer_2014/7
This course is designed to provide a broad survey of American history from its colonial beginning until the conclusion of the Civil War in 1865. In particular, we will focus on the development of democracy and the American political tradition in the early American republic, the development of capitalism and the emergence of the “self-made man,” and the political and economic issues that helped to create the conditions that led to civil war in 1861.

This course is also designed to promote habits of critical thinking, reading, speaking, and writing. The method for promoting these habits is the reading of historical documents and historical arguments, followed by thinking, speaking, and writing about the issues they raise. Since the assigned texts are central to the course it is particularly important that students keep up with the reading. **It will be difficult to do well in this course without careful and timely reading.**

Works Assigned:

Your grade in this course will be the result of the following:

A. Class attendance and participation; attendance is required and repeated absences will lower your grade; participation is also required, which includes keeping up with the reading, as well as asking and answering questions in class.

B. Short homework assignments.

C. One (1) midterm examination. (This examination will be a take-home and will be essay in nature).

D. Booknote (Instructions are attached)

E. A final examination. (The final examination will be take-home and essay in nature)

***Late assignments will be penalized at the discretion of the instructor.

***Your grade will be based on the number of points you have accumulated and divided by the total number of points possible.

The grading scale for the class is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>93-94%</td>
</tr>
<tr>
<td>B</td>
<td>87-89%</td>
</tr>
<tr>
<td>B-</td>
<td>85-86%</td>
</tr>
<tr>
<td>C</td>
<td>78-81%</td>
</tr>
<tr>
<td>C-</td>
<td>76-77%</td>
</tr>
<tr>
<td>D</td>
<td>72-74%</td>
</tr>
<tr>
<td>D-</td>
<td>70-71%</td>
</tr>
<tr>
<td>B+</td>
<td>90-92%</td>
</tr>
<tr>
<td>C+</td>
<td>82-84%</td>
</tr>
<tr>
<td>D+</td>
<td>75-77%</td>
</tr>
</tbody>
</table>
Schedule of Class Assignments

(T) May 20
Introduction (attendance and explanation of the syllabus)
Exploration and Settlement
The English Colonies: Conflict, Contest and Violence
The Enlightenment

Assignments: Tindall, ch. 2 (pgs. 32-65), ch. 3 (pgs. 68-99); Countryman, ch. 1 (pgs. 4-33)

(TH) May 22
The Challenge to the British Empire
The American Revolution and Independence

Assignments: Tindall, ch. 4 (pgs. 102-139); Countryman, ch. 2 (pgs. 34-66), ch. 3 (pgs. 67-97),
Ch. 4 (pgs. 98-131).

(T) May 27
Independence and Confederation
The Constitution and a New Government.

Assignments: Tindall, ch. 5 (pgs. 147-177); ch. 6 (pgs. 180-203); Countryman, ch. 6
(pgs. 167-203)

(TH) May 29
The Early National Period
Age of Jefferson

Assignments: Tindall, ch. 7 (pgs. 206-233), ch. 8 (pgs. 236-265); Countryman, ch. 7
(pgs. 204-236); Hofstadter, ch. 2 (pgs. 25-56) Worksheet due on 6/3.

(T) June 3
War of 1812
Era of Good Feelings

Assignments: Tindall, ch. 9 (pgs. 273-301)
Distribute Midterm Examination (due on 6/10)

(TH) June 5
The Second Party System
Age of Jackson

(T) June 10
Midterm Examination Due
Age of Jackson
The Second Great Awakening
The Age of Reform

Assignments: Tindall, ch. 10 (pgs. 304-327), ch. 11 (pgs. 330-357); Hofstadter, ch. 3
(pgs. 59-86) Worksheet due on 6/12.

(TH) June 12
Manifest Destiny

Assignment: Tindall, ch. 12 (pgs. 360-381), ch. 13 (pgs. 384-415); Hofstadter, ch. 4
(pgs. 89-118) Worksheet due on 6/17.
June 17
National Politics in Crisis
A House Divided

Assignments: Tindall, ch. 14 (pgs. 424-451), ch. 15 (pgs. 454-491)

June 19
Booknote Due
The Nation Comes Apart
Civil War

Distribute Final Exam (Due on 6/26)
Assignments: Tindall, ch. 16 (pgs. 494-535); Hofstadter, ch. 5 (pgs. 121-173)

June 24
Civil War
Evaluation

June 26
Final Examination Due
**Instructions For Writing a Booknote**

A booknote will be completed on three type-written pages. It will be single-spaced. The note will begin with a full bibliographical citation similar to the following example:


**THE MAJOR PURPOSE OF THE BOOKNOTE IS TO PROVIDE A USEFUL REFERENCE FOR YOUR FUTURE USE SO THAT YEARS FROM NOW YOU WILL HAVE A DOCUMENT WHICH WILL RECALL FOR YOU WITH SOME VIVIDNESS WHAT THE BOOK WAS ABOUT.**

The body of the booknote should include the following information:

1. The main subject of the book and the limits which the author places on his/her materials: biography, economic and social history, or institutional history.

2. The special nature of the book: A collection of essays, one of several volumes, a novel or any other unique characteristics.

3. A synopsis of the contents which will be a synthesis of the subject material rather than an outline of the book or a summary of the table of contents.

4. An analysis of the work which will include statements on the thesis, opinion or bias (or all three) of the author. For example: Does the author support a particular political point of view? Is he/she friendly or hostile to his subject? Does he/she take a stand which challenges the position of others who have written on the subject? Does he/she fulfill the promises he/she makes at the start of the book? **Did he/she make good use of source materials? Did he/she miss any important sources? A brief biographical sketch of the author is also important. What is the background or qualification of the author to write this book? What other works has this author completed? Is he/she a journalist or an academic?**

5. Importance of the book, if any. Is this book valuable or trivial to the serious student of history? Did it have any special impact when it was published? Does it continue to have value today? Is the book to be recommended over other works on the same subject?

The body of the booknote should have the distinct flavor of a book review rather than a book report. You must tailor the booknote to the book you are writing about. If there is something about the book which is not anticipated in the guidelines above, be certain to include such information. If a part of these guidelines is not relevant to the book you read, ignore it.

Your booknote should convince your instructor that you are well acquainted with the book. Again, it should be written so that its ultimate value is as a document in your bibliographic files.
**Booknote Suggestions**

**Colonial America**


**The American Revolution and the Articles of Confederation**


The Early National Period


The Age of Jackson and Manifest Destiny


Sectional Divisions and Civil War


