

B.A. Program in Liberal Studies
HIS 101B: United States History from 1840-1877
2 Semester Units
Fall Semester 2012 (Summer & Fall Quarters 2012)

Instructor: Steve Anderson, M.A.

Class Meeting Times & Place: Week of August 20, 2012-Week of December 16, 2012
(2.5 hours per week, 16 weeks); DaVinci Science: Room 105

Office Hours: Mon & Wed 8:00-9:00 AM and by appointment

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Course Description: History 101B is a chronological survey of American History from 1840-1877, focusing on American social, intellectual, political and diplomatic institutions. Major topics in the course include the nation's culture and diversity and the role of the U.S. during the period within the broader context of world history. The main goal of this course is to prepare student with the analytic and critical thinking skills necessary to be successful students in courses at the college level. Students will be challenged to think critically and to analyze diverse social perspectives, historical narratives and varied interpretations of U.S. History

Antioch University B.A. Program Learning Objectives:

- Critical and analytical thinking ability;
- The ability to understand issues from multiple perspectives;
- The ability to connect learning to lived experience;
- Social awareness, community engagement, global citizenship;
- Core competency in foundational skills: including, writing, quantitative reasoning, information literacy, technological literacy, oral communication, and research.

Course Description and Learning Objectives:

Students will be challenged to think critically and to analyze diverse social perspectives, historical narratives and varied interpretations of U.S. History. Students successfully completing History 101B will become conversant with the basic outline of the history of the U.S. from the antebellum period of the mid-19th century to 1877 and the close of Reconstruction. Students will also gain understanding of how contemporary American culture, society and politics developed from events that took place during this period and from the interactions between various ethnic and socioeconomic groups. Students will learn how historians critically interpret and examine evidence from physical artifacts to primary documents to better understand and construct written accounts of how people lived in the past.

Specifically, students successfully completing the course will be able to:

- identify and summarize the outline of the history of the U.S. from 1840 to 1877.

- evaluate and analyze the impact of early-19th century immigration from various parts of Europe on American society.
- describe and assess the impact of African slavery on American economic, political and social development.
- identify and explain the 19th century reform movements in American society influencing the nation's changing attitudes about democracy, race, social structure and gender.
- analyze the basic principles of American foreign policy from 1840 through the Civil War.
- analyze the causes, course and consequences of the Civil War.
- Describe, compare and contrast the core methods and sources historians apply to critically select, examine and interpret evidence of how people lived in the past.

Evaluation Criteria

The final evaluation will address the extent to which students have met the learning objectives listed above, as demonstrated in:

- Active contributions to classroom discussion demonstrating constructive dialogue with peers
- Depth and critical perspective in papers and exams
- Development of understanding of the selected texts and analytical skill over the course of the term.

Additionally, the specific components of the course grade are constructed as follows:

- **Section Quizzes** (Open-Note & Closed Note)— **20%**: four quizzes total, each representing 5% of overall course grade
- **Midterm Exam—25%**
- **Reaction Papers—15%**: three papers total, each representing 6.67% of overall course grade
- **Cumulative Final Exam 25%**—Written Final Exam representing 15% of overall course grade & Oral Defense representing 10% of overall course grade
- **Participation—10%**: discussion of class readings and during class activities and class attendance

Attendance Policy

Students are expected to attend all class sessions and participate as required in the syllabus. Students missing more than 4 class sessions must make up the missed time by completing assignments per instructor's direction, students missing more than 10 class sessions will not receive credit for the course. Three tardies will constitute an absence. See AULA General Catalog, 2010-2012 (p. 59) for university policy.

Incomplete Policy

Per University policy, students must complete all course work by the deadlines stated in the syllabus. If a student anticipates not being able to complete required work by the end of the term, the student may request an Incomplete from the instructor. Incompletes are awarded at the discretion of the instructor. See *AULA General Catalog, 2010-2012*, (p.63) for university policy.

Plagiarism Policy

Plagiarism – that is, the intentional or unintentional borrowing of another person's ideas, images, research, or data without citation -- is a serious breach of academic integrity that results in sanctions, including dismissal from the University. Please consult Diana Hacker's *A Writer's Reference*, 6th ed., pp.

344-347 for specific guidance on avoiding plagiarism while taking notes, summarizing, paraphrasing, and quoting from sources. Students committing plagiarism will be also be subject to disciplinary action from DaVinci Schools as well as from the University.

Student Conduct Policy

Respectful conduct is expected of students on the campus at all times, both inside and outside the classroom. See *AULA General Catalog, 2010-2012*, (p.59 &71) for further details re: Antioch University Los Angeles policy.

Students with Disabilities

Any student with a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (310-578-1080, ext. 441) as early in the semester as possible. All discussions will remain confidential.

Required Texts:

Kennedy, David M., Lizabeth Cohen & Thomas A. Bailey. *The American Pageant: A History of the American People*, 14th edition. Boston: Wadsworth (2010). ISBN 0-547-16662-1

Zinn, Howard *A People's History of the United States: 1492-present*. New York: Harper Perennial Modern Classics (2005).. ISBN 0-06-083865-5. Full text also available online at www.historyisaweapon.com

Tentative Schedule, Outline of Class Discussions, Readings, Assessments & Assignments:

Week 1-2

Readings:

Other: Kenneth C. Davis, *Don't Know Much About the Civil War: Introduction*; David W. Blight: *Race and Reunion: Introduction*

Topics:

**Course Introduction & Historiography: The History of History
The Civil War in American Memory**

Weeks 3-4

Readings:

Kennedy: Chapter 17 ("Manifest Destiny & Its Legacy") & Chapter 18 ("Renewing the Sectional Struggle"); pp. 416-419, 422-435

Zinn: Chapter 8 ("We Take Nothing By Conquest, Thank God")

Topics:

A Nation Adrift: Sectional Tension in Antebellum America (1841-1854): Manifest Destiny; the annexation of Texas; the Polk Presidency; U.S. War with Mexico; "popular sovereignty; California; the Compromise of 1850; the Kansas-Nebraska Act; continued American expansion.

Week 5

Assignments:

"War With Mexico: Timothy J. Henderson vs. Joel H. Silbey vs. David M. Kennedy" Reaction Paper #1 due

Assessments:

Quiz I [Open-Note] (1840-1852)

Week 6

Readings:

Kennedy: Chapter 16 (“The South & The Slavery Controversy”), pp. 372-383, 391, 394; Chapter 18 (“Renewing the Sectional Struggle”), pp. 420-422

Other: David Herbert Donald, “Why the War Came: The Sectional Struggle over Slavery in the Territories”

Topics:

A House Divided: The Road to Civil War (1854-1861): the nature of American slavery in the Antebellum period; the Fugitive Slave Law; the Underground Railroad; *Uncle Tom’s Cabin*.

Week 7

Assessments:

Quiz II [Open-Note] (1852-1861)

Readings:

Kennedy: Chapter 19 (“Drifting Toward Disunion”); Chapter 20 (“Girding for War: The North & South”), pp. 462-464

Topics:

A House Divided: The Road to Civil War (1854-1861): *Uncle Tom’s Cabin*, Hinton Helper’s *The Impending Crisis of the South*; “Bleeding Kansas”; *Dred Scott v. Sanford*; John Brown; the election of Abraham Lincoln; secession; Fort Sumter.

Week 8

Assessments:

MIDTERM EXAM (1820-1861)

Weeks 9-10

Readings:

Kennedy: Chapter 20 (“Girding for War: The North & the South”), pp. 464-479 & Chapter 21 (“The Furnace of the Civil War”)

Zinn: Chapter 9 (“Slavery Without Submission, Emancipation without Freedom”)

Other: Steven M. Gillon: “September 17, 1862: Antietam”

Topics:

A House Divided continued: The Civil War (1861-1865): the impact of the Civil War on American politics, culture and society; Bull Run and the myth of the “ninety day war”; Antietam.

Week 11

Readings:

Zinn: Chapter 10 (“The Other Civil War”)

A House Divided *continued*: The Civil War (1861-1865): the impact of the Civil War on American politics, the Emancipation Proclamation; Gettysburg; Appomattox; the assassination of Abraham Lincoln.

Week 12

Assignments:

“Civil Wars?: Howard Zinn vs. David M. Kennedy” Reaction Paper #2 due

Assessments:

Quiz III [Closed-Note] (1861-1865)

Topics:

A House Divided *continued*: The Civil War (1861-1865): American reaction to the Civil War, the shape of the Civil War in American memory

Weeks 13-14

Assessments:

Quiz IV [Closed-Note] (1865-1877) [Week 14]

Readings:

Kennedy: Chapter 22: (“The Ordeal of Reconstruction”)

Other: David W. Blight, “Race & Reunion: Prologue” & *excerpts from* “The Dead & The Living”

Topics: Race & Reunion: Reconstruction (1865-1877): the assassination of Abraham Lincoln; the defeated South & the “Lost Cause”; competing Reconstruction plans, the Black Codes, the emergence of the Ku Klux Klan; the impeachment of Andrew Johnson; the Civil War in American memory; the Compromise of 1877.

Week 15

Assignments:

“Gone With the Wind: Invisible Elements of the Civil War in U.S. History Textbooks” Reaction Paper #3 due

Review for FINAL EXAM (Cumulative)

Week 16

Assignment:

Course Evaluation

Assessment:

FINAL EXAM (1840-1877)

Bibliography for Further Study

A Nation Adrift: Sectional Tension in Antebellum America

Genovese, Eugene D., *Roll, Jordan, Roll: The World the Slaves Made* (1974)

Henderson, Timothy J., *A Glorious Defeat: Mexico and Its War with the United States* (2007)

Hietala, Thomas R., *Manifest Design: Anxious Aggrandizement in Late Jacksonian America* (1985)

Mayer, Henry, *All on Fire: William Lloyd Garrison and the Abolition of Slavery* (1998)
Merk, Frederick, *Manifest Destiny and Mission in American History: A Reinterpretation* (1963)
Silbey, Joel H., *Story over Texas: The Annexation Controversy and the Road to the Civil War* (2005)

A House Divided: The Road to Civil War & The Civil War

Boritt, Gabor S., ed., *Why the Civil War Came* (1996)
Freehling, William W., *The Road to Disunion: Secessionists Triumphant, 1854-1861* (2007)
Holt, Michael F., *The Political Crisis of the 1850s* (1978)
Jaffa, Harry V., *A New Birth of Freedom: Abraham Lincoln and the Coming of the Civil War* (2000)
Levine, Bruce, *Half Slave and Half Free: The Roots of the Civil War* (1992)
McPherson, James M., *Battle Cry of Freedom: The Civil War Era* (1988)
Oates, Stephen B., *To Purge This Land With Blood: A Biography of John Brown* (1970)
Potter, David M., *The Impending Crisis, 1848-1861* (1976)
Reynolds, David S., *John Brown, Abolitionist: The Man Who Killed Slavery, Sparked the Civil War and Seeded Civil Rights* (2005)

Race & Reunion: Reconstruction

Blight, David W., *Race and Reunion: The Civil War in American Memory* (2001)
Carter, Dan T., *When the War Was Over: The Failure of Self-Reconstruction in the South, 1865-1867* (1985)
Foner, Eric, *Reconstruction: America's Unfinished Revolution, 1863-1877* (1988)
Perman, Michael, *Reunion Without Compromise: The South and Reconstruction, 1865-1868* (1973)