

HSTAA 101 - Survey of the History of the United States - Spring Quarter, 2006

Lectures

MTuWTh, 9:30-10:20 in Johnson 102
 Professor Richard Johnson
 Office: 312B Smith
 543-4967, rrj@u.washington.edu
 Office hours: Tuesdays and
 Thursdays, 11-12
 and by appointment

Friday sections and instructors

AA 9:30 MEB 235 Mr. Tim Wright
 AB 9:30 MEB 243 Ms. Debbie McNally
 AC 9:30 MEB 245 Mr. John Foster
 AD 9:30 MEB 250 Ms. Laura Erickson
 AE 10:30 LOW 217 Mr. Tim Wright
 AF 10:30 MEB 243 Ms. Debby McNally
 AG 10:30 MEB 245 Mr. John Foster
 AH 10:30 MEB 250 Ms. Laura Erickson

This course will survey the history of the United States, from their first settlements to the present day. The lectures are designed to give a sense of continuity and historical causality to this rapid overview: they will pay particular attention to the themes of social development, political reform and the evolution of citizenship, industrial development and national expansion, and the unfolding of Americans' conceptions of themselves and their nation's purpose. The Friday discussion sections, besides allowing further analysis of issues raised in the lectures, will center on the readings required in the course. These readings have been chosen for their capacity to reveal particular aspects of the American past; they also furnish examples of both the raw materials with which the historian works and the interpretations that scholars and writers have constructed from such materials. The course writing and discussion assignments—this is a W-course—are designed to train students in handling these materials and developing their own analytical skills. This requires students to take an active role in our learning experience; you should not be taking this class if you cannot commit to putting in the two hours of out-of-classroom preparation (doing the weekly reading and preparing the papers) for each hour of in-class work that the University requires to earn academic credit

I will hold office hours in 312B Smith after class on Tuesday's and Thursdays, as noted above. I can meet students at other times if these hours are inconvenient. The offices and office hours of the other instructors are posted in 315 Smith. We can also be reached at rrj (Johnson), Laura2 (Erickson), jcf2 (Foster), dcm9 (McNally), and wrighttm (Wright) all @u.washington.edu. Be sure to contact us in the event of difficulties in meeting deadlines and fulfilling assignments—compromises are best arranged beforehand, and students who do not complete their exams and assignments without permission in advance or good emergency reasons will be considered to have failed them.

Reading assignments. Students are required to read the following materials. Four of the five items are books available for purchase in the University Bookstore (and on reserve in Odegaard Undergraduate Library). They are:

Edward Ayers, et al., American Passages: A History of the United States, Compact Second Edition
 Paul E. Johnson, A Shopkeeper's Millenium, all.

Pauli Murray, Proud Shoes, all.

Studs Terkel, Hard Times (New Press edition), pp. 3-18, 29-59, 82-147, 195-349, 419-438, 459-62.

[note: parts of this book can be heard at www.studsterkel.org]

Monica Sone, Nisei Daughter, all.

The fifth item of required reading consists of a **Readings Packet** containing one longer item (some selected letters of John and Abigail Adams) plus a number of shorter items selected for weekly

discussion purposes. Copies can be purchased in the University Bookstore alongside the other reading for the course. It is also available to students enrolled in the course on a website that can also be accessed by going to the UW Library's web page, then to Course Reserves and then to either "Johnson, Richard" as instructor or "History of the Americas 101" as the course. One way or another, **it is important for the work of the class that you have the relevant parts of a paper copy of this Readings Package with you for your Friday discussions, since—as you see on pages 3-4 of this syllabus—the materials of the Readings Package will be discussed, unit by unit, in the Friday section meetings.**

All students are expected to attend the lectures and the discussion sections on a regular basis; read the assigned materials in timely fashion; and generally participate in the work of the class. Participating in discussion and attending class are not synonymous, but it is hard to do the former without the latter. Part of the "overall class performance" portion of your grade (see below) will reflect your level of preparation for, and participation in, these various discussion meetings. In particular, ***to receive a passing grade in the course, all students are required to earn a passing participation grade in the Friday discussions and to complete all of the following five written assignments:*** (1) an analysis of a primary source; (2) a short analysis of one week's reading; (3) a midterm examination; (4) an interpretative essay; and (5) a final examination. These are further explained below. Students may also be asked by their instructors to submit brief written materials (such as theme sentences or paragraphs) to assist in the completion of these assignments and to facilitate discussion. These materials will count towards your section participation grade.

1) All students will submit, at their Friday, April 14, section meeting a 3½-4½ page (1000-1100 word) typed double-spaced paper based on the selected letters of John and Abigail Adams in the Documents Packet. You do not need to—and **should not**—use any other materials for this paper than those provided in the course. The paper should respond to one of the following questions. What do these materials tell you of either:

- a) the character of John Adams and his reasons for participating in the American Revolution?
- b) relations between the sexes in early America?
- c) the nature and upbringing of the early American family?
- or d) the causes and nature of the American Revolution?

Read the materials to decide which of the four questions you wish to answer; then read them more carefully, taking notes on what you can use to respond to the question. Consider what themes you will choose to develop. Organize your evidence to present **a planned, analytical argument that sets up an argument and responds directly to the question you have chosen to answer.** Avoid irrelevant summary; make sure each sentence contributes to, and develops, your argument, and is shaped by your reading of the materials. Give page references (as Adams Letters, 50) to the materials for your points and any (short) quotations. Note that the History Department has a Writing Center in 210C Smith that stands ready to offer help in perfecting your paper. Finally, *proofread* your work to ensure that the reader will not be distracted from the beauty of your prose and argument by errors in grammar and spelling. In accordance with the learning goals of the course, late papers will be penalized (0.1 of that assignment's grade for each day or portion of a day late, beginning from the discussion-section time when each of the papers are due)

2) All students will be asked, on one occasion during the weeks when the class readings are taken from the selections in the Documents Package other than the Adams letters, to write a single one-page paper responding to a question or questions on that week's reading posed by the section

instructor. The paper will be due at the assigned section meeting, and students will be expected to present their paper's conclusions to the section meeting to assist in leading the discussion.

3) All students will take an in-class one-hour midterm examination on Monday, May 1. It will consist of some identifications ("in a short paragraph, identify and discuss the significance of...") and a choice of essay questions (1 of 2), based on the lectures and the readings assigned up to the end of week V of the course. A revision sheet will be handed out in advance of the exam. **Note:** while I am asking you to read the chapters of the Ayers text week by week to accompany the lectures, you will not be tested on the content of the text except insofar as it covers themes and events mentioned in the lectures.

4) All students will submit, by class-time, Tuesday, May 30, a 4-5 page (1100-1300 word) typed double-spaced paper, assessing and comparing two of the three assigned autobiographical accounts (Murray's Proud Shoes, Sone's Nisei Daughter and the assigned pages of Terkel's Hard Times) for their value as historical evidence. Further information about this assignment will be distributed later in the course. Again, you do not need to—and **should not**—use any other materials for this paper than those provided in the course.

5) All students will take the two-hour final examination on Wednesday, June 7 (8:30-10:20) which will be an expanded version of the midterm in form—some identification and a wider choice (2 of 3) of essay questions. The identifications will cover course work since the midterm; the essays will require a knowledge of the lectures and readings of the entire course. A revision sheet will be circulated in advance of the exam. As with the midterm exam, while I am asking you to read the chapters of the Ayers text week by week to accompany the lectures, you will not be tested on the content of the text except insofar as it covers themes and events mentioned in the lectures.

Grades will be allotted on the approximate basis of 20% for the first paper, 15% for the midterm exam, 25% each for the second longer paper and final exam, and 15% for the one-page paper and your level of participation and performance in your discussion section. It is important that papers be handed in at the assigned time: late papers without prior excuse from the instructor will be penalized one-tenth of a grade point per day late.

Schedule of lectures, readings, and assignment deadlines:

	<i>Readings</i>
Week I (March 27-30): Introduction to the course; A collision of continents and the America discovered; Patterns of settlement: the New England and Chesapeake colonies.	Readings Package, (RP) Unit 1 Ayers text readings: chapters 1-2
Week II (April 3-6): Trade and Empire; The British Colonies in the 18th Century; Religion, Soul Liberty and the State.	RP, Unit II Ayers text readings: chapters 3-4
Week III (April 10-13): Seeds of Revolution; Making a New Nation; Constitution and Ratification; the Growth of Party and Section	RP, unit III (Adams letters) Ayers text readings: chapters 5-7

First longer paper due April 14

- Week IV (April 17-20): Across the mountains—Jacksonian man; Indian and white man; New England and the reforming impulse; Slavery and American society
 Johnson, Shopkeeper's Millennium, all
 Ayers text readings: chapters 8-11
- Week V (April 24-27): Expansion and an aggressive slavocracy; Firebells at high noon: the 1850s; War and its legacy; Reconstruction
 RP, unit IV
 Ayers text readings: chapters 12-16
- Midterm exam, Monday May 1*
- Week VI (Feb. May 2-4): The industrial transformation; Film--"The Inheritance"; The rise of the city: Chicago
 Murray book, all
 Ayers text readings: chapters 17-19
- Week VII (May 8-11): Protest; Progressive Reform; The origins of American foreign policy; America as world power.
 RP, unit V
 Ayers text readings: chapters 20-22
- Week VIII (May 15-18): The 1920s and the illusions of normalcy: New views of old realities—two silent comedies; Depression, FDR, and the new economy; into World War II
 Turkel book, pages assigned
 Ayers text readings: chapters 23-26
- Week IX (May 22-25): Containment, Cold War, and consumerism; Postwar Reformism and the struggle for civil rights; Vietnam and the crisis of the sixties.
 Sone book, all
 Ayers text readings: chapters 27-29
- [Monday, May 29, is a holiday]*
- Week X (May 30-June 1): Self-fulfillment and self defense: the 70s and 80s; Towards 2000 and beyond; Summary and coda
 RP, unit VI
Second longer paper due Tuesday, May 30, at class time
 Ayers text readings: chapters 30-32
- Final exam, Wednesday June 7, 8:30-10:20.*