

Course Syllabus  
HIST 1301: United States History to 1865

Instructor: Hunter Hobbs

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Office Hours: after school daily, 3:50-4:15; or by appointment

### **Course Description**

The questions at the heart of any serious study of American history are, in many ways, trans-historical. They were alive to the ancient no less than the modern mind: What is justice? What is the right balance between the interest of the individual and the interest of the political community? How should society prioritize the demand for material necessity with the aspiration to build a city on a hill—a vision of human purpose that points beyond and above the low and narrow horizon of material necessity. Hanging above these questions is the question of human nature itself: specifically, whether there *is* such a thing as human nature which can serve as a regulating standard for human conduct; or whether instead, as Protagoras insisted, “man is the measure of all things,” including nature.

The effort here will be to see American history, so far as we can, in the light of these trans-historical questions which are the starting point for rather than the product of historical inquiry. The United States of America, as a product of Enlightenment thought, is also a product of the particular answers—however provisional—that Enlightenment thought provided to these questions. How do those answers look to us now, here at the start of a new millennium? Did America get the balance right?—or did it at least discover a formula by which the right balance could be pursued with stability through the generations?

Of course the greatest injustices—the treatment of Native Americans and Africans—must not only be considered, but emphasized. But the moralism with which we condemn such injustices must always be cautionary rather than accusatory, keeping always in mind that the modern outlook which informs our judgment is not immune from the very same blindness that it so easily detects in other ages. The great injustices of American history must also be placed side by side with the very real achievements of American society: the democratization of land ownership; the establishment of a form of self-government that is constitutional, republican, and lasting; the abolition of slavery; the development of a form of cultural life which is at once particular and universal.

Our study of early American history will involve us in the lives of prominent as well as common Americans, presidents and pig farmers, innovators and immigrants, housekeepers and historians, soldiers and slaves. We must understand the big ideas which shaped the momentum of society, as well as the way in which the momentum of society played out in the lives of ordinary people. We must also be alive to those kinds of momentum which swelled up from below to overwhelm old systems and stir new systems into being.

## Student Learning Outcomes

Students will be able to . . .

- analyze cause and effect in the history of the United States, from the founding to through the Civil War.
- analyze the relationship between economics, politics, demography, and social structure in American history to 1865.
- synthesize assigned readings and lectures into a coherent, fact-based narrative that demonstrates critical thinking skills.
- analyze historical documents in light of their context and particular point of view.
- evaluate the unspoken premises that are necessarily involved in the creation of any interpretive framework, including our own.

## Grading Policy

Calculating 6-Weeks Grades

- For dual credit courses, major grades count for 70% of the total grade in each 6-week grading period; daily grades count for 30% of the total grade.

Major Grades (70%)

- In most cases, there will be at least one examination during each 6 week grading period.
- There will be no less than two major grades in any 6 weeks grading period. The major grades may be examinations or a project-based grade such as the reading journal.

Daily Grades (30%)

- The most challenging of the daily grades will definitely be reading quizzes, which you can expect on a regular basis throughout the semester.
- There will be other daily grades given from time to time, including journal entries, timeline exercises, reading guides, map exercises, etc.

Final Exam

- The Final Exam will be provisionally scheduled for 8-9 Dec 2021—a Wednesday/Thursday. Grades are due to Angelo State the next Monday.

Other Grading Policies

- There will be no extra credit assignments, although extra effort can always be applied to your reading journal.
- Daily grade assignments turned in after an officially assigned due date will be accepted for credit with a minimum 30 point deduction. After 3 school days have passed, the grade will become a zero.
- This course is a rigorous, college-level course. Second-chance opportunities are not provided on tests or major assignments. Alternative procedures and methods are planned to promote student reflection on their readiness prior to a test or major assignment. For example, students may be provided multiple daily assignments, homework assignments, or quizzes leading up to a test so that students become aware of potential difficulties and have a chance to practice independent demonstration.

## The Reading List

### Primary Text

- Brinkley, Alan. *American History: A Survey*. Edition 10. New York: Columbia Univ. Press, 1999.

Major supplementary readings will include selections from . . .

- Douglass, Frederick. *Narrative of the Life of Frederick Douglass*.
- Johnson, Paul. from *A History of the American People*.
- Madison, James. from *The Federalist*.
- McPherson, James M. *The Battle Cry of Freedom*.
- Tocqueville, Alexis de. from *Democracy in America*

Primary sources will include the following items, among others . . .

- The Constitution of the United States, 1787
- *The Federalist*. Nos. 9, 10, and 51, 1788
- Maryland Act Concerning Religion, 1649
- Letters from a Farmer in Pennsylvania, 1768
- Will of Robert Hobbs Sr., 1718
- Melville, Herman. from *Moby Dick*. "Brit."1851.
- William Tecumseh Sherman, Letter to Atlanta, 1864
- Treaty of New Echota, 1835
- *Dred Scott v. Sandford*, 1857
- Abe Lincoln, address to Young Men's Lyceum, 1838
- Abe Lincoln, Gettysburg Address, 1863

## Course Sequence

### Unit 1: The First Settlements

- Session 1: Background to Settlement—The Old World
- Session 2: Croatoan; Jamestown; the Starving Time; Dale's Code; Tobacco
- Session 3: Some Notes on Anglicanism; The Bay Colony; the Plymouth Pilgrims
- Session 4: Rogue's Harbor—William Blaxton, Roger Williams, Anne Hutchinson, & William Penn
- Session 5: The Swedes and Dutch in America
- Session 6: Early Indian Relations—Opechancanough and King Phillip

## Unit 2: Growth and Awakening

- Session 7: Immigration to America, 1700s—Africans, Scots-Irish, & Germans
- Session 8: The Case of the Tuscarora Indians
- Session 9: The Will of Robert Hobbs Sr—A Gunn, A Sword, & a Cow Calfe
- Session 10: The Great Awakening
- Session 11: French & Indian War

## Unit 3: Revolution

- Session 12: The Scene in Boston; the Scene in London
- Session 13: Two Kinds of Rights (positive and natural)
- Session 14: General Washington—Boston, Brooklyn Heights & Brandywine
- Session 15: The Course of the War
- Session 16: The Treaty of Paris, 1783—The Treaty; Northwest Ordinance; Northwest Indian Wars

## Unit 4: Constitution

- Session 17: Convention: Life under the Articles; Annapolis to Philadelphia; The Plans
- Session 18: The Federalists: Madison & Hamilton; Federalist #9, #10, and #51
- Session 19: The Constitution—Separation of Powers; Checks and Balances; the Principle of Federalism
- Session 20: President Washington—The Cabinet; Hamilton's Bank Bill;

## Unit 5: The Young Republic

- Session 21: The Republicans—Election of 1800; the Republican Idea of the Good Life
- Session 22: Jefferson & His Presidency; Lewis & Clark; Louisiana; The Marhsall Court
- Session 23: Madison & the War of 1812; Dolly Madison, Life of the Party; the Burning of Washington
- Session 24: The Age of Jackson 1—Battle of New Orleans; Era of Good Feelings; Missouri Compromise; Election of 1824
- Session 25: The Age of Jackson 2—Jackson's Inaugural; the Nullification Crisis; the Market Revolution, Indian Removal
- Session 26: The Southern Outlook—The Arguments by which Slavery was Defended
- Session 27: Who Aint a Slave?—Tocqueville, Thoreau, & Melville

## Unit 6: The Civil War

- Session 28: Territorial Expansion 2—New States to 1846; Texas; Mexican War, Mexican Cession; All the Gold in California; Compromise of 1850

- Session 29: The Sectional Crisis—The Kansas-Nebraska Act; Bleeding Kansas; Abolitionism; the Zealots
- Session 30: The Course of the War 1—The Election of 1860; Secession; 1<sup>st</sup> Manassas to Seven Days; Order of Battle
- Session 31: The Course of the War 2—Emancipation Proclamation; The War in the West; Vicksburg & Gettysburg
- Session 32: The Course of the War 3—Sherman’s Total War; Grant’s Calculus; Appomattox; Lincoln’s Assassination

## **Student Conduct Policies**

### Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

### Plagiarism

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to being evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center.

## **Student Disability Services**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAA), and subsequent legislation.

The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a

disability, and it is the student's responsibility to initiate such a request by contacting: Dallas A. Swafford, Director of Student Disability Services (325) 942-2047 ([dallas.swafford@angelo.edu](mailto:dallas.swafford@angelo.edu)).

### **Title IX Statement**

Angelo State University is committed to the safety and security of all students. If you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU's Title IX Coordinator:

Michelle Nicole Boone, J.D.

Director of Title IX Compliance

[Michelle.boone@angelo.edu](mailto:Michelle.boone@angelo.edu) 325-486-6357 :: Mayer Administration Building 204

### **Absence for Religious Holy Day**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

### **Incomplete Grade Policy**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

### **Copyright Policy**

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

### **General Policies Related to This Course**

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog