

## **HIST-1133: US History, 1500-1865**

Professor: Trevor J. Davis, M.A.

Location: Founders Classical Academy of Corinth (3600 Meadowview Dr.)

Academic Year: 2022-2023

Location: FCAC Upper Campus, Room #9

“Fellow-citizens, *we* cannot escape history. We of this Congress and this administration, will be remembered in spite of ourselves. No personal significance, or insignificance, can spare one or another of us. The fiery trial through which we pass, will light us down, in honor or dishonor, to the latest generation... We -- even *we here* -- hold the power, and bear the responsibility.” – Abraham Lincoln, Annual Message to Congress (December 1862)

### **Course Objectives**

1. To provide students with knowledge of foundational events, figures, and processes in American history from 1500 to 1865.
2. To acquaint students with a coherent narrative framework for understanding American history as a foundation for both personal growth and responsible citizenship.
3. To familiarize students with the critical philosophical knowledge and historical methods necessary for analyzing historical narratives and arguments on the basis of evidence and reason.
4. To foster students with a love of history (“*historia*” – “inquiry”) for its own sake.

### **Course Overview**

This course is a survey of the history of North America in the early modern period stretching up through the end of the American Civil War in 1865. Our aim is to understand the *\*how\** and *\*why\** of major historical events in this span of roughly four and a half centuries. These include, but are not limited to, such problems as: the foundation of European colonies in the Americas; the complex and often strained relationships of these colonies with the indigenous Indian peoples of the Americas; and the evolving relationships of these settlers with their own countries of origin; and the internal tensions that would culminate in five years of ferociously bloody civil war.

Through careful examination of historical evidence and engagement with informed scholarship, we will examine how and why the United States emerged by the end of the eighteenth century as an independent nation that set itself apart from the mother country of Great Britain. We will then chart how this new country developed as an independent nation under a novel and quite unusual (by contemporary standards of their own day) republican government, and how this society wrestled with the difficult implications of its foundational declaration that all human beings “are created equal.” Our investigation will require us to examine the political, social, economic, military, intellectual, and religious developments in the United States in the wake of independence. Finally, we will look at the origins, conduct, and result of the American Civil War (1861-1865), a war that remains the bloodiest in American history and which ended with the preservation of the Union and the total destruction of the “peculiar institution” of slavery.

In examining the history of the United States and its neighbors (cultural, social, economic, political, religious, and so forth), we must not let our investigation be governed by either our personal prejudices or by rose-tinted nostalgia. Rather, we must seek to evaluate the past on the understanding that it was populated by people fundamentally like us in their human nature. Their lives, struggles, loves, hatreds, their great triumphs and terrible mistakes are all part of a story that is greater than the individuals that

constitute the sum of its parts, and should remind us of our own imperfections and frequent failure to live up to our own lofty ideals.

### **Course Content Disclaimer**

Students *should* be forewarned that this course will cover difficult historical topics, including matters relating to violence, religion, race, and other potentially controversial content. The reality is there are fundamental issues in American history which touch on all these difficult aspects of human existence, and it is impossible to develop a healthy and well-rounded knowledge of even basic U.S. history (much less modern life) without addressing them. We will *not* approach such content simply to delight in controversy for its own sake, but *rather* as means for developing a mature and thoughtful perspective on the history of the United States.

### **Texts**

Dr. Wilfred McClay, *Land of Hope: An Invitation to the Great American Story*. New York: Encounter Books, 2019. – This is the general textbook which will serve as a supplement to in-class lectures.

Dr. Guy Chet, *The Colonists' American Revolution: Preserving English Liberty, 1607-1783*. Hoboken, NJ: Wiley-Blackwell, 2020. – This is required reading for our first quarter as we discuss the English colonization of North America and the roots of the American Revolution.

Dr. Gary Gallagher and Dr. Joan Waugh, *The American War: A History of the Civil War Era*, 2<sup>nd</sup> edition. Philadelphia, PA: Flip Learning, 2019. – This is required reading for our second quarter as we discuss the drastic changes in American society after the Revolution and the tensions that culminate in the American Civil War.

Various primary sources – handouts to be delivered in-class or provided online.

### **Materials**

Notebook paper, pens, and laptop computer for assignments and research projects.

### **Grading and Assignments**

Online discussion board posts and responses – 20%

2 Essays – 30%

1 Midterm – 25%

1 Final – 25%

Students will have discussion board posts and responses every two weeks to ensure they are reading the assigned books and paying attention to our in-class lecture content. All exams (Midterm and Final) will consist of short answer IDs and an essay prompt. All essays (whether for exams or for the two designated papers) *must* have a clear thesis statement and be written in comprehensible academic English. Additional guidance will be provided by the course instructor in preparation for written assignments. Make up work (for example, for a doctor's visit with a doctor's note) will be possible at the instructor's discretion.

### **Grade Scale**

Grade	Points
A	90-100

B	80-89
C	70-79
D	60-69
F	0-59

### **Homework and Assignments**

Students are expected to complete their work and turn their assignments in on the specified due dates. No late work will be accepted unless it is under the most extenuating circumstances as determined by the course instructor. Rubrics and guidelines will be provided for all assignments. Plagiarism is absolutely unacceptable and will result in academic discipline in keeping with FCAC and MSU policies (see below).

### **Participation**

Students should be prepared to ask questions and engage in discussion of course content. Regular notetaking is absolutely essential for succeeding in this course. This is a college class; if you do not pay attention and do not complete assignments, your grades will reflect the amount and quality of effort you put in (or don't) to the course.

### **Written Assignments**

Students will be expected to complete two argumentative papers for this class. These papers must be 3 pages, typed in 12-point Times New Roman font, single-spaced, and follow the citation guidelines provided by course instructor. These papers will provide students with the opportunity to draw on their course readings (especially primary sources) and lecture content to demonstrate their ability to effectively analyze and interpret historical events in a reasonable and informed manner.

### **Classroom Procedures and Conduct**

All standard rules and procedures laid out in the Responsive Ed Parent-Student handbook and the MUS Student Code of Conduct will apply to this course. The instructor will especially expect the following from all students:

1. Punctual and regular attendance.
2. Food and most drinks will not be permitted in the classroom (exceptions are made here for the use of water bottles)
3. Students will show appropriate respect and courtesy towards their classmates and the course instructor
4. All students must be seated and prepared (with notes, pens, and textbooks) for class \*before\* the official start of class periods.

### **Academic Dishonesty**

There is zero-tolerance for academic dishonesty in this class. Per the handbook, academic dishonesty is defined as cheating or plagiarism. Cheating is defined as the copying the work of another student. Plagiarism is defined as the possessing, viewing, or distributing pictures, text messages, or e-mails of test content or answer keys, or the submission of another author's work (in the context of an essay) as one's own without providing proper citation and attribution. If a student is caught engaging in dishonest academic behavior, they will receive a penalized grade on that particular assignment and suitable disciplinary action per the Student Code of Conduct. If you are having trouble with an assignment in the class, the best thing to do would be to contact the course instructor for help, rather than damaging your personal and academic integrity by resorting to dishonesty.

### **FERPA**

Please note that, per Federal law, your grades and performance in this course are confidential between myself and the individual student. The course professor cannot talk to your parents or to anyone else about your performance without violating FERPA regulations. You are responsible for your in-class behavior and academic performance in this course.

### **Course Unit Calendar**

#### Unit 1:

- Introduction: What is History?
- The Americas Prior to European Settlement (10,000 B.C.-1450)
- Europe on the eve of the Age of Exploration (1450-1500)

#### Unit 2:

- European Colonization and Settlement in the Americas (Spain, Portugal, France, the Netherlands, England)
- Imperialism and Absolutism
- Beginnings of English North America

#### Unit 3:

- Growth of English Colonies in North America
- The Atlantic – Wall of Separation, or Connecting Roadway?
- Cross-Atlantic Wars in Europe and North America
- Slavery in the British Caribbean and Colonial America
- First Great Awakening (Religion in Colonial America)

#### Unit 4:

- Seven Years War and British Imperial Centralization
- Origins of the American Revolution
- The American Revolution – Warfare and Society
- The Early Republic – Articles of Confederation and the Constitution of 1787

#### Unit 5:

- Rise of Political Parties/American National Identity
- Second Great Awakening
- War of 1812, “Era of Good Feelings”
- Jacksonian Democracy and Westward Expansion
- The Cotton Gin and the Rise of the “Slave Power” through the US-Mexican War

#### Unit 6:

- Controversy over Abolitionism, Free Labor/Free Soil, and Slavery
- Origins & Onset of the American Civil War
- Conduct of the Civil War (Warfare and Society)
- Abolition and Union
- The Lincoln Assassination and the Seeds of Reconstruction

### **HIST-1133: US History, 1850-Present**

Professor: Trevor J. Davis, M.A.

Location: Founders Classical Academy of Corinth (3600 Meadowview Dr.)

Academic Year: 2022-2023

Location: FCAC Upper Campus, Room #9

“Fellow-citizens, *we* cannot escape history. We of this Congress and this administration, will be remembered in spite of ourselves. No personal significance, or insignificance, can spare one or another of us. The fiery trial through which we pass, will light us down, in honor or dishonor, to the latest generation... We -- even *we here* -- hold the power, and bear the responsibility.” – Abraham Lincoln, Annual Message to Congress (December 1862)

#### **Course Objectives**

1. To provide students with knowledge of foundational events, figures, and processes in American history from 1850 to the beginning of the twenty-first century.
2. To acquaint students with a coherent narrative framework for understanding American history as a foundation for both personal growth and responsible citizenship.
3. To familiarize students with the critical philosophical knowledge and historical methods necessary for analyzing historical narratives and arguments on the basis of evidence and reason.
4. To foster students with a love of history (“*historia*” – “inquiry”) for its own sake.

#### **Course Overview**

This course is a survey of the history of United States, beginning in the middle of the nineteenth and ending with the Cold War and the tumultuous historical events that shape the nation in the twenty-first century. This course will begin with a quick survey of early American history up through the American Civil War (1861-1865), a fierce military conflict that tested the durability of the United States’ distinctive form of constitutional government and ultimately climaxed with the total destruction of the slaveholding system that undergirded the rebellious Confederacy’s political ideology and socio-economic structure. We will then move to discuss the post-Civil War United States’ emergence as a superpower in an increasingly competitive and unstable global order that would be shattered by the World Wars, and reshaped by the United States’ post-war rivalry with the Soviet Union for global military, political, social, cultural, and economic supremacy.

History is frequently tragic, yet we must remember that it is also a remarkable testament to human

tenacity, endurance, and the ability of the human spirit to endure and ultimately overcome tremendous evils and privations. This is true of both individual human beings and national communities that strove to endure and ultimately overcome such adversities of ideological tyrannies and world war. Even if we limit our gaze to our own country, we can take legitimate pride that the United States abolished slavery and ultimately expunge legalized racial segregation in this period; it expanded the categories of eligibility for political participation and democratic franchise; and ultimately achieved lasting political and military triumphs over both the fascist and socialist regimes that sought to overthrow it. If nothing else, the study of our recent history will reveal that our struggles are perhaps less unique than we often imagine, and that we may take comfort in the fact that prior generations of American citizens triumphed over very similar or even worse challenges than those that we face today.

In examining the history of our country (cultural, social, economic, political, religious, and so forth), we must not let our investigation be governed by either our personal prejudices or by rose-tinted nostalgia. Rather, we must seek to evaluate the past on the understanding that it was populated by people fundamentally like us in their human nature. Their lives, struggles, loves, hatreds, their great triumphs and terrible mistakes are all part of a story that is greater than the individuals that constitute the sum of its parts. We must seek to find the good while simultaneously acknowledging (and, even more importantly, learning from!) the hard truths that are made visible by the worst mistakes of our national history, so that we can each of us be prepared to contribute responsibly and thoughtfully to our country's posterity.

### **Course Content Disclaimer**

Students *should* be forewarned that this course will cover difficult historical topics, including matters relating to violence, religion, race, and other potentially controversial content. The reality is there are fundamental issues in American history which touch on all these difficult aspects of human existence, and it is impossible to develop a healthy and well-rounded knowledge of even basic U.S. history (much less modern life) without addressing them. We will *not* approach such content simply to delight in controversy for its own sake, but *rather* as means for developing a mature and thoughtful perspective on the history of the United States.

### **Texts**

Dr. Wilfred McClay, *Land of Hope: An Invitation to the Great American Story*. New York: Encounter Books, 2019. – This is the general textbook which will serve as a supplement to in-class lectures.

Dr. Norman Stone, *World War One: A Short History*. New York: Basic Books, 2010. – This is required reading to provide a broader (non-American and global) context for the events of the First World War (1914-1918).

Dr. Norman Stone, *World War Two: A Short History*. New York: Basic Books, 2014. – This is required reading to provide a broader (non-American and global) context for the events of the Second World War (1939-1945).

Primary handouts may be distributed in-class or online in the context of assignments.

### **Materials**

Notebook paper, pens, and laptop computer for assignments and research projects.

### **Grading and Assignments**

Online discussion board posts and responses – 20%

- 2 Essays – 30%
- 1 Midterm – 25%
- 1 Final – 25%

Students will have discussion board posts and responses every two weeks to ensure they are reading the assigned books and paying attention to our in-class lecture content. The midterm and final will consist of extensive essays analyzing and interpreting historical issues using the assigned sources for the class. All essays (whether for exams or for the two designated papers) **must** have a clear thesis statement and be written in comprehensible academic English. Additional guidance will be provided by the course instructor in preparation for written assignments. Make up work (for example, for a doctor’s visit with a doctor’s note) will be possible at the instructor’s discretion.

**Grade Scale**

Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

**Homework and Assignments**

Students are expected to complete their work and turn their assignments in on the specified due dates. No late work will be accepted unless it is under the most extenuating circumstances as determined by the course instructor. Rubrics and guidelines will be provided for all assignments. Plagiarism is absolutely unacceptable and will result in academic discipline in keeping with FCAC and MSU policies (see below).

**Participation**

Students should be prepared to ask questions and engage in discussion of course content. Regular notetaking is absolutely essential for succeeding in this course. This is a college class; if you do not pay attention and do not complete assignments, your grades will reflect the amount and quality of effort you put in (or don’t) to the course. Laptops **ARE STRICTLY FORBIDDEN** (as are all other digital devices) in the context of lecture; all students will be expected to take down notes in pen and paper. Laptop computers may only be used during study-hall days under the strict supervision of the course instructor.

**Written Assignments**

Students will be expected to complete two research-intensive papers for this class, consisting of a historiography and an argumentative research paper. These papers will be 5 pages each, typed in 12-point Times New Roman font, double-spaced, and must be formatted using the Chicago-Turabian system. These papers will provide students with the opportunity to draw on their course readings (especially primary sources) and lecture content to demonstrate their ability to effectively analyze and interpret historical events in a reasonable and informed manner.

**Classroom Procedures and Conduct**

All standard rules and procedures laid out in the Responsive Ed Parent-Student handbook and the MUS Student Code of Conduct will apply to this course. The instructor will especially expect the following

from all students:

1. Punctual and regular attendance.
2. Food and most drinks will not be permitted in the classroom (exceptions are made here for the use of water bottles)
3. Students will show appropriate respect and courtesy towards their classmates and the course instructor
4. All students must be seated and prepared (with notes, pens, and textbooks) for class \*before\* the official start of class periods.
5. Use of prohibited digital devices (i.e., cell phones, smart watches, laptops during lecture, etc.) will result in disciplinary measures at the discretion of the course instructor

### **Academic Dishonesty**

There is zero-tolerance for academic dishonesty in this class. Per the handbook, academic dishonesty is defined as cheating or plagiarism. Cheating is defined as the copying the work of another student. Plagiarism is defined as the possessing, viewing, or distributing pictures, text messages, or e-mails of test content or answer keys, or the submission of another author's work (in the context of an essay) as one's own without providing proper citation and attribution. If a student is caught engaging in dishonest academic behavior, they will receive a penalized grade on that particular assignment and suitable disciplinary action per the Student Code of Conduct. If you are having trouble with an assignment in the class, the best thing to do would be to contact the course instructor for help, rather than damaging your personal and academic integrity by resorting to dishonesty.

### **FERPA**

Please note that, per Federal law, your grades and performance in this course are confidential between myself and the individual student. The course professor cannot talk to your parents or to anyone else about your performance without violating FERPA regulations. You are responsible for your in-class behavior and academic performance in this course.

### **Course Unit Calendar**

Unit 1:

- Introduction: America in the Mid-Nineteenth Century
- Slavery and Free Labor in the Antebellum U.S.
- The Compromise of 1850 up to the Election of 1860

Unit 2:

- The Road to Fort Sumter and First Bull Run
- The War for Union: The Civil War up to 1863
- The War for Union and Abolition: The War from 1863-1865

Unit 3:

- Effects of the Civil War
- Lincoln Assassination and Presidential Reconstruction
- Congressional Reconstruction and the Grant Administration
- Redemption and the Compromise of 1877

Unit 4:

- Westward Expansion and the Indian Wars
- The Gilded Age
- Rise of Industrial Monopolies
- The Progressive Era



Unit 5:

- The First World War
- The Inter-War Period – The Roaring 20s through the Great Depression
- The Second World War
- Origins of the Cold War: America as a Global Superpower

Unit 6:

- The Cold War
- The Civil Rights Movement
- American Culture and Society
- The End of History?