History 133 (Section 006): US to 1877

Instructor: Bao Bui (buihb@sfasu.edu)  
Office: Liberal Arts Building 346  
Office hours: TTh. 3:30-5PM  
Class place & time: Ferguson 472, TTh 2PM  
GA: Sherman Sadler (sadlersj@jacks.sfasu.edu) 
SI: Dakota Rankin (rankindp@jacks.sfasu.edu)

IMPORTANT: This syllabus is a written memorandum of understanding between you, the student, and me, your instructor. The syllabus outlines both my obligations as your instructor, and your responsibilities as a student.

Course description and objectives

History 133 is a comprehensive survey of American history from early explorations through Reconstruction. The class meets Texas state requirements for all graduates. In this course students will develop the skills of critical thinking, communication, teamwork, and social responsibility.

Required textbook


Course requirements

1. Writing exercises and take-home essay: In October and November students will be given a series of graded writing exercises. In November students will be assigned a take-home essay. Students will have 7-10 days in which to complete the essay and turn in a printed copy. The essay will require students to write an analysis that integrates both the readings and the lectures.

2. Chapter quizzes: On the first class meeting of each week there will a short quiz based on the chapter assigned for that week.

3. Short exams: You will take 3 short exams (100 points each) throughout the semester. I will replace your lowest exam score with your second lowest exam score. The exams will cover the material from the lectures and readings. The exams will consists of multiple choice questions and identification questions.

4. The final exam will cover the last 1/3 of the course and be worth 200 points.

5. Attendance and participation will constitute 50 points to overall score.

Grading

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>120</td>
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<tr>
<td>Exams (3)</td>
<td>300</td>
</tr>
<tr>
<td>Final exam</td>
<td>150</td>
</tr>
<tr>
<td>Attendance / Participation</td>
<td>50</td>
</tr>
<tr>
<td>Writing exercises</td>
<td>80</td>
</tr>
<tr>
<td>Essay</td>
<td>300</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000 points</td>
</tr>
</tbody>
</table>

A: 900-1000  
B: 800-899  
C: 700-799  
D: 600-699  
F: 599 or less
**Attendance policy**

Attendance is an integral part of the course and is mandatory. You must sign the attendance sheet to get credit. An attendance sheet will go around for each session.

An absence is defined as being absent for more than 10 minutes of one class meeting. For an absence to be “excused” you must have a note from the Emergency Dean, the Health Center, or your doctor. You must give me this note within one week of the absence. You may have three (3) unexcused absences without penalty. Each subsequent unexcused absence will lower the overall final score by 2%. After 7 unexcused absences the student will receive an F-grade for the class.

If you are part of a University sponsored activity that will cause you to be absent from class, please make sure that I have a letter from the coach/leader noting the specific dates you will be absent. Please keep a copy of all documents for your records.

Your attendance/participation grade (50 points) is determined by you coming to class and making active and positive contributions to our class meetings. NOTE: Attendance does not equal participation. The instructor reserves the right to adjust the student’s final grade in cases of extraordinary contributions to class discussions.

Your classmates will be comprised of individuals with a wide variety of experiences, beliefs, orientations, and identities leading inevitably to differences in perspective and viewpoint. All students - irrespective of race, gender and sexual identities, nationality, political persuasion or religious belief – have the right to politely express their own interpretation of historical events based upon the material at hand. Students are encouraged to challenge conflicting interpretations and opinions but they may not personally disrespect their peers.

**E-mail policy**

I will communicate with you via email in a professional and courteous manner. You are expected to do the same. I will respond only to emails that 1) are sent from your university account and 2) have a proper salutation (“Hi/Dear Prof./Dr. B”) and a closing salutation (Simply signing your full name will do) that also includes your class section and hour. If you do not get a response to your email inquiry, check your email to make sure it is up to professional standards.

I will reply to most email inquiries within 24 hours of receiving them; however, I am not obliged to respond to emails outside of 9am – 5pm, Monday to Friday.

**Academic integrity**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
**Definition of academic dishonesty:** Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Program Learning Outcomes:**

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

**Student Learning Outcomes:**

HIS 133 is part of the university’s Core Curriculum and as such strives towards both the general goals of the core and the specific objectives for classes designated for inclusion in the American History Foundational Component Area as defined by the Texas Higher Education Coordinating Board.

Courses in this Foundational Component Area focus on the consideration of past events and ideas relative to the United States. Courses in this area, such as HIS 133, include instruction in the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

In addition to learning the above, students in HIS 133 will demonstrate the more general ability to:

- Think critically, which includes the ability to analyze, evaluate, and synthesize information about this period of history.
- Communicate effectively by developing and expressing ideas through written and visual communication.
- Gain intercultural competence, a knowledge of civic responsibility, and an awareness of how humans in the past have engaged effectively in regional, national, and global communities.
- Understand the role that personal responsibility has played throughout history and gain the ability to connect choices, actions, and consequences to making ethical decisions.

**General Education Core Curriculum**

This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives
for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

The chart below indicates the core objectives addressed by this course, the assignment that will be used to assess the objectives in this course and uploaded to D2L this semester, and the date the assignment should be uploaded to D2L. Not every assignment will be collected for assessment every semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</th>
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</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Source Analysis Assignment</td>
<td>TBA</td>
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<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
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<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
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**Source Analysis Assignment**

To measure the success of student acquisition of these mandated skills, one assignment during the semester will require critical analysis of an historical event in United States history from the period before 1877. Each student will be provided a selection of primary and/or secondary sources to interpret and evaluate, place in historical context, and utilize to answer a series of questions. This source analysis assignment will require that students think critically about the sources, examine how individual choices and decisions influenced the course of history, and consider the ways in which people engage with regional, national, or global communities. Completion of this assignment is required by the university and is an important component in the successful completion of this course. **Further instructions will be provided towards the end of the semester.**
Withheld grades *(Semester grades policy, A-54)*

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).
COURSE CALENDAR

Part I. Origins (30%)

Week 1
1. The international, ecological history of the Big Mac
   • *Give Me Liberty*, Chapter 1: A New World
   • *Voices of Freedom* documents: Bartholomew de las Casas (1528), “Declaration of Josephe” (1681)
2. The year 1491
3. The Spanish conquest

Week 2
4. Outposts and colonies in the New World
   • *Give Me Liberty*, Chapter 2: Beginnings of English America
   • *Voices of Freedom* documents: Anne Hutchinson (1637), John Winthrop (1645)
5. Sex, marriage, and family in the colonial era
6. King Philip’s War

Week 3
7. The rise of New World slavery
   • *Give Me Liberty*, Chapter 3: Creating Anglo-America
   • *Voices of Freedom* documents: Swiss-German immigrant to Pennsylvania (1769), Memorial against Non-English Immigration (1727)
8. The Salem witchcraft trials
9. The free and the unfree in colonial society

Week 4
10. The Atlantic world in the 18th century
11. The Seven Years’ War
   • *Give Me Liberty*, Chapter 4: Slavery, Freedom…
   • *Voices of Freedom* documents: Scarouyady’s Speech (1756), Pontiac’s Speeches (1762-1763)

Part II. The Revolutionary Era (20%)

Week 5
12. Pirates and the spirit of ‘76
   • *Give Me Liberty*, Chapter 5: The American Revolution [Skim]
   • *Give Me Liberty*, Chapter 6: The Revolution Within
   • *Voices of Freedom* documents: Abigail Adams (1776), Petition of Slaves (1773, 1777)
13. The shoppers’ revolt

Week 6
Writing exercise: Basic writing mechanics
14. The coup of 1787
   - Washington’s Farewell Address, Appendix A-17
   - Give Me Liberty, Chapter 7: Founding a Nation
   - Voices of Freedom documents: David Ramsay (1789), James Winthrop (1787)
15. Thomas Jefferson and the American contradiction

Part III. Antebellum Society and Culture (30%)

Week 7
Writing exercise: How to cite and quote
16. Republican virtues
   - Give Me Liberty, Chapter 8: Securing the Republic
   - Voices of Freedom documents: Judith Sargent Murray (1790), Address of the Democratic Republican Society (1794)
17. The War of 1812
18. Supersized America, 1783-1860

Week 8
Writing exercise: Assembling a paragraph
19. The engineers
20. Immigration in the antebellum era
   - Give Me Liberty, Chapter 9: The Market Revolution
21. The cult of domesticity

Week 9
Writing exercise: Editing a paragraph
22. Whiteness in the Age of Jackson
   - Give Me Liberty, Chapter 10: Democracy in America
   - Voices of Freedom documents: “Memorial of Non-Freeholders in Richmond” (1829), “Appeal of Forty Thousand Citizens” (1838)
23. The Five Civilized Tribes

Week 10 – Hand out essay prompts; how to organize your essay
24. Idealists and reformers
25. The slave society
   - Give Me Liberty, Chapter 11: The Peculiar Institution
   - Voices of Freedom documents: Joseph Taper (1840), “Slavery and the Bible” (1850)

Week 11 - 1st prompt essay due
27. Seneca Falls, 1848
   - Give Me Liberty, Chapter 12: The Age of Reform
Voices of Freedom documents: Angelina Grimke (1837), Catharine Beecher (1837)
Seneca Falls Declaration, Appendix A-22
28. Jolly men and masculinity in the 19th century

Part IV. Civil War and Reconstruction (20%)

Week 12 – 2nd prompt essay due
29. The Mexican War, 1846-1848
30. Dred Scott and Abraham Lincoln
31. The terrorist John Brown
   - Give Me Liberty, Chapter 13: A House Divided
   - Voices of Freedom documents: Lincoln-Douglas debates (1858)
   - Douglass’ 4th of July Address, Appendix A-25

Week 13 – 3rd prompt essay due
32. Women and workers
   - Give Me Liberty, Chapter 14: A New Birth of Freedom
   - Voices of Freedom documents: Frederick Douglass’ “Men of Color to Arms” (1863), Lincoln’s Address at Sanitary Fair (1864)
   - Lincoln’s Gettysburg Address, Appendix A-29
   - Lincoln’s 2nd Inaugural Address, Appendix A-3
33. The curious case of “Confederate emancipation”

Week 14 – 4th prompt essay due
34. The Freedmen’s vision
   - Give Me Liberty, Chapter 15: What is Freedom?
   - Voices of Freedom documents: Freedmen’s Petition to Andrew Johnson (1865), Sharecropping Contract (1866)
35. The assault on Reconstruction
36. The 2nd American Revolution
37. Congratulations! You’ve done the smart move of looking at the very last item posted on the syllabus. Now email me by Sept. 1 a picture of an ice cream truck to show me that you did what you were supposed to do.