History 133 (Section 004): US to 1877

Instructor: Bao Bui (buijb@sfasu.edu)  
Class place & time: Ferguson 472, TTh. 8AM  
Office: Liberal Arts Building 346  
GA: Sherman Sadler (sadlersj@jacks.sfasu.edu)  
Office hours: TTh. 2-4PM  
SI: Lindsey Boudreaux (boudreauln@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. Take-home essays: At mid-semester and in late April students will be assigned a take-home essay. Students will have 7-10 days in which to complete each essay and turn in a printed copy. The first essay will be 3 pages long and will consist of both the essay and several related writing exercises. The second essay will be 5-6 pages long. Both essays will require students to write an analysis that integrates both the readings and the lectures.

2. Quizzes: There will be 5-10 short quizzes, each based on the week’s assigned readings.

3. Short exams: You will take 4 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. Attendance and participation will constitute 50 points to overall score.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Writing exercises</td>
<td>50</td>
</tr>
<tr>
<td>Essay 1</td>
<td>150</td>
</tr>
<tr>
<td>Essay 2</td>
<td>250</td>
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<tr>
<td>Quizzes</td>
<td>100</td>
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<tr>
<td>Exams (4)</td>
<td>400</td>
</tr>
<tr>
<td>Attendance/ Participation</td>
<td>50</td>
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<tr>
<td>TOTAL</td>
<td>1000 points</td>
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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 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.

**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**

History 133 includes 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, students in History 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.

**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)

**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 (25%)

Week 1
1. Change and continuity in history: From cotton underwear to the selfie
2. In the year 1491
   - *Give Me Liberty*, Chapter 1: A New World
   - *Voices of Freedom* documents: Bartholomew de las Casas (1528), “Declaration of Josephe” (1681)
3. The international, ecological history of the Big Mac

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. King Philip’s War

Week 3
6. The Salem witchcraft trials
   - *Give Me Liberty*, Chapter 3: Creating Anglo-America
   - *Voices of Freedom* documents: Swiss-German immigrant to Pennsylvania (1769), Memorial against Non-English Immigration (1727)
7. Sex, marriage, and family in the colonial era

Week 4
8. The rise of New World slavery
9. 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 (25%)

Week 5
10. The Atlantic world in the 18th century
11. Thomas Jefferson: What it means to be “American”
   - *Give Me Liberty*, Chapter 5: The American Revolution
   - *Voices of Freedom* documents: Samuel Seabury’s “An Alarm” (1775), Thomas Paine’s *Common Sense* (1776)
12. Pirates and the spirit of 1776

Week 6
13. The free and the un-free in colonial society
   - *Give Me Liberty*, Chapter 6: The Revolution Within
Voices of Freedom documents: Abigail Adams (1776), Petition of Slaves (1773, 1777)

14. 1775-1787: Winning the war AND the peace

Week 7
15. 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)

16. The engineers

Part III. Antebellum Society and Culture (30%)

Week 8
17. 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)

18. Supersized America, 1783-1860

Week 9
19. The idealists and reformers
   • Give Me Liberty, Chapter 9: The Market Revolution
   • Voices of Freedom documents: Harriet L. Noble (1824), “Factory Life” (1845)

20. Immigration in the antebellum era

Week 10
21. 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)

22. The Five Civilized Tribes

Week 11
23. The slave society
   • Give Me Liberty, Chapter 11: The Peculiar Institution
   • Voices of Freedom documents: Joseph Taper (1840), “Slavery and the Bible” (1850)

24. The cult of domesticity

Week 12
25. Seneca Falls
   • 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
26. Jolly men and masculinity in the 19th century

Part IV. Civil War and Reconstruction (20%)

Week 13
27. North America at war, 1846-1848
28. The terrorist John Brown
   - *Voices of Freedom* documents: Lincoln-Douglas debates (1858)
   - Douglass’ 4th of July Address, Appendix A-25

Week 14
29. Women and workers
30. What they fought for
   - *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)
31. The question of Confederate emancipation
   - Lincoln’s Gettysburg Address, Appendix A-29
   - Lincoln’s 2nd Inaugural Address, Appendix A-3

Week 15
32. The roots of Reconstruction
   - *Give Me Liberty*, Chapter 15: What is Freedom?
   - *Voices of Freedom* documents: Freedmen’s Petition to Andrew Johnson (1865), Sharecropping Contract (1866)
33. The assault on Reconstruction
34. Congratulations! You’ve done the smart move of looking at the very last item posted on the syllabus. Now email me a picture of an ice cream truck to show me that you did what you were supposed to do.