U.S. History, 1000-1877  
HIS 133-006

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Office: Liberal Arts North (LAN) 314  
Office Hours: MoWe, 2:30p.m. – 5:00p.m., and by appointments

- You are welcome to use moultonac@sfasu.edu to contact me with any questions or problems. Generally, I should respond within 24 hours to e-mails. Use appropriate spelling, grammar, and other such considerations when writing e-mails. Do not try to contact me at any other electronic address other than moultonac@sfasu.edu.
- DO NOT CONTACT ME THROUGH D2L!!!!!!  
- Electronic communications must be formal. If I receive a message that does not address me directly in its first line, does not identify the sender, or does not include an e-mail address from the sender, I will assume it is a ‘spam’ message and not reply.
- Again, upon your sending an electronic communication, it may take up to 24 hours to receive a response.

Class Meeting Time and Place  
HIST 133, Section 006, Spring 2018  
MoWe 1:00p.m. – 2:15p.m., Ferguson 477

Course Description
- This course is a comprehensive survey of U.S. history since the first encounters between indigenous and European peoples.
- The purpose of this course is to acquaint students with broad themes of U.S. history, including government, culture, politics, economics, and more.
- Thus, this course intends to discuss cross-cultural American interactions, political movements, the colonial era, the American Revolution, the Civil War, Reconstruction, and more.

Texts and Materials
- The above book may be purchased or rented online at various sites (alibris, abebooks, half, amazon, powells, betterworldbooks, etc.).
- I will provide all other readings on our section on “Desire2Learn” or D2L.

Course Requirements
This course includes five components:
- The first component is the Final Examination at the end of the semester that counts for 16% of the semester grade.
• The second component is the “Conquest” primary source analysis paper that counts for 16% of the semester grade. The requirements of this item are described in its instructions.
• The third component is the “Global Slavery” primary source analysis paper that counts for 16% of the semester grade. The requirements of this item are described in its instructions.
• The fourth component is the “Decolonization” primary source analysis paper that counts for 16% of the semester grade. The requirements of this item are described in its instructions.
• The fifth component includes various in-class quizzes and assignments that together count for 16% of the semester grade.
• The sixth component is the “Attendance & Participation” section that is explained in the “Attendance Policy” and counts for 20% of the semester grade.

<table>
<thead>
<tr>
<th>Grading Policy</th>
<th>Grade Calculation</th>
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<tbody>
<tr>
<td>Final Examination: 20%</td>
<td>_ x 0.20 = ___</td>
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<tr>
<td>“Be a Revolutionary” Paper: 20%</td>
<td>_ x 0.20 = ___</td>
</tr>
<tr>
<td>“From Crisis to War” Paper: 20%</td>
<td>_ x 0.20 = ___</td>
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<tr>
<td>In-Class Quizzes &amp; Participation: 20%</td>
<td>_ x 0.20 = ___</td>
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<tr>
<td>Attendance: 20%</td>
<td>_ x 0.20 = ___</td>
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**Attendance Policy**

- This is a lecture course. Attendance is not only required, but the exam and in-class quizzes and discussions derive their material from these lectures alongside the readings. After the first absence, every unexcused absence will reduce your “Attendance & Participation” grade by 5 points, thereby reducing your final grade by 1 point.
- Students are not ‘double-penalized’ for missing class and missing an in-class quiz or assignment. However, missing in-class quizzes and assignments does reduce proportionally the value of each in-class item due to the lower number of total in-class items.
- Students must provide sufficient documentation regarding absences within a timely manner. Documentation should be turned in before due dates and absences whenever possible unless an emergency occurs. Documentation regarding absences incurred due to long-standing and/or preexisting medical issues must be provided at the beginning of the semester.
- Students are expected to come to class prepared to discuss readings and assignments as well as participate in and respond to class discussions in order to satisfy the “Attendance & Participation” component of the grade.
- Class will not be held if the University closes.
- Make-up exams are only allowed if you make arrangements with me before the scheduled exam.
- I do not accept late work.

**Academic Honesty/Integrity**

- Stephen F. Austin State University expects all students to abide by University policies related to academic honesty/integrity. Students’ academic development cannot be furthered without students upholding the highest level of integrity related to their studies.
Each Stephen F. Austin State University student is required to be familiar with and abide by the University’s standard of academic integrity, akin to the Student Code of Conduct. The University’s policy can be found at sfasu.edu/policies/4.1-student-academic-dishonesty.pdf. Students with questions about how this policy applies to a particular course or assignment should immediately contact their instructor.

While most students follow these well-recognized standards regarding academic integrity, instances of academic dishonesty do occur and must be addressed immediately. 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.

As outlined in the University’s policy above, cheating generally involves an attempt to use unauthorized materials or falsify information, and plagiarism is utilizing someone else’s writings, ideas, or works without providing due credit or proper citation. Quotation marks and footnote/endnote citations are utilized in order to note the source of the work or idea, but students can consult their instructors, writing centers (such as the Academic Assistance and Resource Center or AARC Tutoring Center at library.sfasu.edu/aarc#/?_k=m57j8y), or other resources to clarify any questions or concerns related to such citations and attributions. The University’s 4.1 policy on Student Academic Dishonesty is provided in the earlier and following links, and students can also consult the Student Code of Conduct.

In accordance with University policy, any instance of academic dishonesty, including plagiarism and cheating, are referred to the office of the dean of the student’s major which becomes a part of the student’s record. It is the student’s responsibility to understand the University’s ideals as outlined at sfasu.edu/policies/4.1-student-academic-dishonesty.pdf.

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 and/or Requiring Accommodations
To obtain disability related accommodations, alternate formats, and/or auxiliary aids, students 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/).

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**Cell Phones, Laptops, Media, Newspapers, Food**

- If your cell phone rings in class, you may be asked to leave, and you may receive an absence.
- If you ‘text’ in class, you may be asked to leave, and you may receive an absence.
- During examinations, quizzes, and any assignments, cell phones must be put away and silent. If I see your cell phone out, you may be asked to leave, and you may receive a 0 for the item’s grade.
- Laptops may be utilized only for the purposes of taking notes. If you utilize your laptop in a manner not relevant to the class, you may be asked to put the laptop away. I reserve the right to prohibit laptops from class if I deem it necessary.
- The only recordings allowed in class are my own recordings. You may not record or photograph me. If I discover myself or my class in photographs or on the internet, I reserve the right to fail the responsible student.
- If you read newspapers or books not relevant to the class in class, you may be asked to leave, and you may receive an absence.
- Food is not permitted in class. Drinks are allowed.

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I reserve the right to change the syllabus. Any changes will be announced in class. Students should be prepared to discuss **Materials in Bold** on the respective days.

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**Course Calendar**

**Week 02:** Foner, Chapter 1, “A New World”

*Mo, January 22:* Spanish America

*We, January 24:* French America
  - A Micmac Indian Replies to the French

**Week 03:** Foner, Chapter 2, “Beginnings of English America, 1607-1660”

*Mo, January 29:* The Chesapeake
  - Indenture Contracts for Three Boys (1699)
  - Advertisement for Two Run-Away Indentured Servants (24 July 1769)
  - Nathaniel Bacon’s Declaration of the People (1676)

*We, January 31:* New England and the Middle Colonies
  - The Massachusetts Body of Liberties
• Mary Dyer (October 1659)
• Penn on Religious Tolerance (1675)

**Week 04**: Foner, Chapter 3, “Creating Anglo-America, 1660-1750”

**Mo, February 05**: Colonial Slavery
• The Founding of Georgia (1733)
• Stono Rebellion Report (1739)
• “My Country’s Worth” (1755)

**We, February 07**: North American Empire
• Pontiac, Two Speeches (1762 and 1763)

**Week 05**: Foner, Chapter 4, “Slavery, Freedom, and the Struggle for Empire, to 1763”

**Mo, February 12**: The 1760s
• Stamp Act Repealed Song (1766)
• Virginia House of Burgesses in Praise of the King (November 18, 1766)

**We, February 14**: Into the 1770s
• Boston Massacre Article (March 12, 1770)
• Public “Execution” (1774)

**Week 06**: Foner, Chapter 5, “The American Revolution, 1763-1783”

**Mo, February 19**: The Revolution
• Dunmore Proclamation (November 7, 1775)
• Patrick Henry’s “Give Me Liberty or Give Me Death” (March 23, 1775)
• Thomas Hutchinson Letter (August 30, 1775)
• Thomas Jefferson’s First Draft of the Declaration of Independence (1776)

**We, February 21**: The Revolution Continues

**Week 07**: Foner, Chapter 6, “The Revolution Within”

**Mo, February 26**: American Revolutionaries, I
• “Revolutionary Biographies,” Part I

**We, February 28**: American Revolutionaries, II
• “Revolutionary Biographies,” Part II
Week 8: Foner, Chapter 7, “Founding a Nation, 1783-1789”

Mo, March 05: Defining American Independence
- Felix’s Petition for Freedom (January 6, 1773)
- Ebenezer Fox (ca. 1776)
- Washington Returns Slaves to their Owners (October 25, 1781)
- The Memoirs of Ann Carson (1828)

We, March 07: Outlining America
- Thomas Jefferson on Shay’s Rebellion (January 30, 1787)
- Patrick Henry on the Bill of Rights (June 16, 1788)

Week 09 – Spring Break – NO CLASS

Week 10: Foner, Chapter 8, “Securing the Republic, 1790-1815”

Mo, March 19: Bridging America
- Alexander Hamilton to John Jay on African-American Soldiers (March 14, 1779)
- Luther Martin on Slavery and the United States Constitution (1788)

We, March 21: Early American Politics
- Vindication of the Rights of Women (1792)
- Thomas Jefferson on Native Americans (1780)
- President George Washington to James McHenry (July 18, 1796)

“BE A REVOLUTIONARY” ESSAY DUE BY BEGINNING OF CLASS

Week 11: Foner, Chapter 9, “The Market Revolution, 1800-1840”

Mo, March 26: Securing America
- Jefferson’s First Inaugural Address (March 4, 1801)
- Jefferson’s Secret Message to Congress Regarding the Lewis & Clark Expedition (January 18, 1803)
- President Thomas Jefferson to Lewis and Clark (1803)

We, March 28: The Market Revolution
- Baltimore and Ohio Railroad (July 7, 1828)
- The American Frugal Housewife (1829)
- Letter from a Lowell Operative (1834)
- Harriet Martineau on Chicago (1837)
Week 12: Foner, Chapter 10, “Democracy in America, 1815-1840”

Mo, April 02: Jacksonian Democracy
- Thomas Dorr on Universal Suffrage (1824)
- Cherokee Memorial (1829)
- Andrew Jackson on Native Americans, Second Annual Message (December 6, 1830)
- Women’s Suffrage (1830)
- Universal Suffrage (1848)

We, April 04: American Slavery
- John C. Calhoun Sees “Slavery in its true light . . .” (1838)
- John C. Calhoun on the Error of “All men are created equal” (1848)
- Twelve Years a Slave (1853)
- James Henry Hammond, “The Mudsill Theory” (1858)

Week 13: Foner, Chapter 11, “The Peculiar Institution”

Mo, April 09: An Age of Reform
- Charles Harding on Temperance (1869)
- William Goodell, “Liberty and Slavery” (1853)
- Anti-Abolition Broadside (1837)
- Margaret Fuller’s “Woman in the Nineteenth Century” (1845)
- Elizabeth Cady Stanton at Seneca Falls (1848)

We, April 11: The Politics of Manifest Destiny
- Alfred Robinson, “Life in California before the Conquest” (1846)
- U.S. Grant, Memoir on the Mexican War (1885)

Week 14: Foner, Chapter 12, “An Age of Reform, 1820-1840”
- Foner, Chapter 13, “A House Divided, 1840-1861”

Mo, April 16: The Crisis of the 1850s
- Fugitive Slave Act (1850)
- Charles Sumner’s Speech on the Crime Against Kansas (19-20 May 1856)

We, April 18: Secession
- “Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union”
- “A Declaration of the Immediate Causes which Induce and Justify the Secession of the State of Mississippi from the Federal Union”
- “Confederate States of America – Georgia Secession”
• “A Declaration of the Causes Which Impel the State of Texas to Secede from the Federal Union”
• Alexander Stephens, “The Cornerstone Speech”

Week 15: Foner, Chapter 14, “A New Birth of Freedom: The Civil War, 1861-1865”

Mo, April 23: The Civil War, I
• Martin T. Tupper to Abraham Lincoln (May 13, 1861)
• First Draft of the Emancipation Proclamation (July 22, 1862)
• Final Draft of the Emancipation Proclamation (September 22, 1862)
• Andrews Memoir (1864)

We, April 25: The Civil War, II

Week 16: Foner, Chapter 15, “‘What is Freedom?’: Reconstruction, 1865-1877”

Mo, April 30: Reconstruction
• 13th, 14th, and 15th Amendments (1865-1869)
• General William Sherman’s Special Field Order 15 (1865)
• Johnson’s Veto Message (1866)
• The Civil Rights Bill (1866)
• Uncivil Liberty (1871)
• Oration by Frederick Douglass (1876)
• Barrow Plantation (March 1881)

We, May 02: Into 1877

Week 17

We, May 09: FINAL EXAM
1:00p.m. – 3:00p.m., Ferguson 477
BRING A BLUE BOOK

Fr, May 11
“FROM CRISIS TO WAR” ESSAY DUE BY 1:00P.M.