U.S. History, 1000-1877
HIS 133-021

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Office Hours: MoTuWeTh, 4:00p.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 during the working week, expect up to 24 hours to receive a response. Expect longer response times for weekend communications.

Class Meeting Time and Place
HIST 133, Section 021, Fall 2019
TuTh 2:00p.m. – 3:15p.m., Ferguson 475

Course Description
- This course is intended to be a comprehensive survey of U.S. history since the first encounters between indigenous and European peoples into the nation’s Reconstruction following the Civil War.
- 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 six components:
- The first component is the Final Examination at the end of the semester that counts for 20% of the semester grade.
- The second component is the “American Colonies” primary source analysis paper that counts for 15% of the semester grade. The requirements of this item are described in its instructions.
• The third component is the “Who Is a Revolutionary?” primary source analysis paper that counts for 15% of the semester grade. The requirements of this item are described in its instructions.
• The fourth component is the “Market Transformations” primary source analysis paper that counts for 15%. The requirements of this item are described in its instructions.
• The fifth component is the “Why Secession?” primary source analysis paper that counts for 15% of the semester grade. The requirements of this item are described in its instructions.
• The sixth component includes various in-class quizzes and assignments that together count for 20% of the semester grade.

<table>
<thead>
<tr>
<th>Grade Calculation</th>
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<tbody>
<tr>
<td>Final Examination:</td>
<td>20% x 0.20 = ___</td>
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<tr>
<td>“American Colonies” Paper:</td>
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<tr>
<td>In-Class Quizzes &amp; Participation:</td>
<td>20% x 0.20 = ___</td>
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Add the 6 calculations together to determine your Final Grade.

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 “In-Class Quizzes & Participation” grade by 5 points, thereby reducing your final grade by 1 point.
• Students are not ‘double-penalized’ for missing class alongside 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 unexcused 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/.

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.  

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.  

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 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 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.
Explanation of credit hours awarded for course:

HIS 133 (United States History I) meets for 150 minutes each week for 15 weeks and also meets for a 2-hour final examination. Students typically have weekly reading assignments from a combination of textbooks, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc). Typical sections of the course require students to take 2-3 exams per semester, in addition to the final exam. Many also require students to take quizzes. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Combined, studying for quizzes/exams, doing the required reading, completing writing assignments, and consulting with course instructors average two hours of work outside the classroom for every hour spent in the classroom. Online sections of the course contain extensive written content within modules, and instructors hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 150 minutes per week. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students. Thus, for every hour an online student spends engaging the content in the modules, he/she spends at least two hours completing associated activities and assessments.

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.

Course Calendar

Week 01: Foner, Chapter 1, “A New World”

Tu, August 27: Introduction to the Course
  - HIS 133 018 Moulton Syllabus

Th, August 29: Spanish America
  - Fray Francisco Casañas de Jesús María on the Hasinai, 1691

Week 02: Foner, Chapter 2, “Beginnings of English America, 1607-1660”

Tu, September 03: French America
  - A Micmac Indian Replies to the French, 1677

Th, September 05: The Chesapeake
  - Indenture Contracts for Three Boys (1699)
  - Advertisement for Two Run-Away Indentured Servants (24 July 1769)
  - Nathaniel Bacon on Bacon’s Rebellion, 1676
Week 03: Foner, Chapter 3, “Creating Anglo-America, 1660-1750”

Tu, September 10: New England and the Middle Colonies
- The Massachusetts Body of Liberties
- Mary Dyer (October 1659)
- Penn on Religious Tolerance (1675)

Th, September 12: Colonial Slavery
- Stono Rebellion Report (1739)
- “My Country’s Worth” (1755)

Week 04: Foner, Chapter 4, “Slavery, Freedom, and the Struggle for Empire, to 1763”

Tu, September 17: North American Empire
- Pontiac, Two Speeches (1762 and 1763)

Th, September 19: The 1760s
- Stamp Act Repealed Song (1766)
- Virginia House of Burgesses in Praise of the King (November 18, 1766)

Week 05: Foner, Chapter 5, “The American Revolution, 1763-1783”

Tu, September 24: The 1770s
- Boston Massacre Article (March 12, 1770)
- Public “Execution” (1774)
- Patrick Henry’s “Give Me Liberty or Give Me Death” (March 23, 1775)

Th, September 26: The Revolution
- Thomas Hutchinson Letter (August 30, 1775)
- Thomas Jefferson’s First Draft of the Declaration of Independence (1776)

“AMERICAN COLONIES” ESSAY DUE BY 8:00 A.M.

Week 06: Foner, Chapter 6, “The Revolution Within”

Tu, October 01: American Revolutionaries
- “Revolutionary Biographies”

Th, October 03: 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)

*Week 07: Foner, Chapter 7, “Founding a Nation, 1783-1789”*

*Tu, October 08: Outlining America*
- Alexander Hamilton on the “Few and the Many” (June 18, 1787)
- Thomas Jefferson on Shay’s Rebellion (January 30, 1787)
- Patrick Henry on the Bill of Rights (June 16, 1788)

*Th, October 10: Early American Politics*
- Vindication of the Rights of Women (1792)
- President George Washington to James McHenry (July 18, 1796)

“WHO IS A REVOLUTIONARY?” ESSAY DUE BY 8:00 A.M.

*Week 08: Foner, Chapter 8, “Securing the Republic, 1790-1815”*

*Tu, October 15: Securing America*
- Jefferson’s Secret Message to Congress Regarding the Lewis & Clark Expedition (January 18, 1803)

*Th, October 17: The Market Revolution*
- Letter from a Lowell Operative (1834)
- Harriet Martineau on Chicago (1837)

*Week 09: Foner, Chapter 9, “The Market Revolution, 1800-1840”*

*Tu, October 22: 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)

*Th, October 24: Proslavery Overtakes*
- John C. Calhoun Sees “Slavery in its true light...” (1838)
- John C. Calhoun on the Error of “All men are created equal” (1848)
- James Henry Hammond, “The Mudsill Theory” (1858)
- Anti-Abolition Broadside (1837)
- Twelve Years a Slave (1853)
- Father Henson’s Story of His Own Life (1858)
Week 10: Foner, Chapter 10, “Democracy in America, 1815-1840”

Tu, October 29: An Age of Reform
- Charles Harding on Temperance (1869)
- William Goodell, “Liberty and Slavery” (1853)
- Margaret Fuller’s “Woman in the Nineteenth Century” (1845)
- Elizabeth Cady Stanton at Seneca Falls (1848)

Th, October 31: The Politics of Manifest Destiny
- Alfred Robinson, “Life in California before the Conquest” (1846)
- U.S. Grant, Memoir on the Mexican War (1885)

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

Tu, November 05: Into the 1850s
- Fugitive Slave Act (1850)

Th, November 07: The Crisis Begins
“MARKET TRANSFORMATIONS” ESSAY DUE BY 8:00A.M.

Week 12: Foner, Chapter 12, “An Age of Reform, 1820-1840”

Tu, November 12: The Crisis of the 1850s
- Charles Sumner’s Speech on the Crime Against Kansas (19-20 May 1856)

Th, November 14: Secession
- Secession Documents

Week 13: Foner, Chapter 13, “A House Divided, 1840-1861”

Tu, November 19: The Civil War Erupts
- Martin T. Tupper to Abraham Lincoln (May 13, 1861)

Th, November 21: Emancipation Arises
- Final Draft of the Emancipation Proclamation (September 22, 1862)
“WHY SECESSION?” ESSAY DUE BY 8:00A.M.

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

Tu, November 26 – Th, November 28: Thanksgiving Break – NO CLASS
Week 15: Foner, Chapter 15, “‘What is Freedom?’: Reconstruction, 1865-1877”

Tu, December 03: Reconstruction
- The 13th Amendment (1865)
- The 14th Amendment (1868)
- The 15th Amendment (1870)
- Oration by Frederick Douglass (1876)
- Uncivil Liberty (1871)

Th, December 05: Into 1877

Week 16

Th, December 12: FINAL EXAM
1:30p.m. – 4:00p.m., Ferguson 475
BRING A BLUE BOOK