HIS 133: U.S. History Survey, 1000-1877  
Fall 2019

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Office: LAN 360  
Office Hours: 9-10am, 11-12pm MWF, 2-4pm T/Th  
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Section: 014 and 023

Course Description
This course will help you make sense of the complex history of the United States from 1000-1877. It meets Texas state requirements for all graduates. We will focus on the cultural, religious, social, and political changes that have shaped modern American life. The first half will examine American life from 1000 to the American Revolution. The second half will examine American life after the Revolution through Reconstruction.

Course Goals and Student Learning Outcomes
1. To provide you with an overview of American history from 1000-1877, focusing on religion and culture to understand the development of America.
2. To make history more interesting than the regurgitation of names and dates.
3. To encourage creativity by allowing you to answer complex questions with a variety of correct answers.
4. To train critical thinking by reading, analyzing, and discussing documents from the past.
5. To develop clear and concise writing skills.

Texts and Materials
- American YAWP online textbook
- Various readings on Brightspace

Course Responsibilities
You are responsible for all registration deadlines. All of the assignments are required. To pass this class you must complete and turn in all of the assignments. Also, course schedules occasionally change and all major changes will be announced on Brightspace. Other than opportunities I provide for the entire
class, no extra credit assignments will be offered during the course of the semester, after the semester is
over, or on an individual basis. All work must be submitted by the due date. Late work will incur a ten-
point penalty for each day past the due date.

Lectures: The lectures are your opportunity to learn the key topics and themes of the class. It is
imperative that you take a good set of lecture notes. Taking good quality notes is not easy. It is
important that you show up to class rested and prepared to take a few pages of notes in a 50-
minute period. I suggest that come see me early in the semester if you have any questions about
notes to make sure that you are getting the most important themes.

Readings: Each week, you will be asked to read primary sources, academic articles, primary
sources, or some combination thereof. It is essential for you to stay on top of the reading.
Without completing the reading, you will not be able to succeed in the course. The readings for
the course were chosen carefully in order to enhance your understanding of American history
and life. The readings should do a number of things: 1) Teach you something new; 2) Frustrate
you. We are dealing with people from the past and, inevitably, one of them will say something
that you find offensive; 3) Challenge you to think about American history in a different light.

Discussion: In the discussion sections you will have the opportunity to explore the themes of the
lectures by discussing your readings. The discussions are also an opportunity for you to meet
and learn from your fellow classmates.

Assignments and Grades
The assignment breakdown for this semester is as follows:

- Exams [40%]
  The exam will consist of short answer questions and an essay question. The midterm will cover
  lecture material from the first half of the course. Be sure to purchase a blue book (available at the
  bookstore) for the exam. Please use pen (blue or black ink only please) on the exam.

- Papers [40%]
  The first paper will be graded according to a rubric posted on Brightspace. To complete this
  assignment, students must write a short (750-1000 word) analysis of 3 primary source
documents. This paper should summarize the text, place them into their broader historical
context, and explain its significance to the history of religion in the United States.

- Quizzes [15%]
  You will take quizzes this semester over the weekly primary source readings. Throughout the
  semester we will have a number of days on which additional outside readings have been assigned.
The reading quizzes over the primary source readings will be completed on Brightspace. The
  quizzes over the assigned books will be done online by 11:59pm on Sunday. Be prepared to discuss
  the readings each Monday.

- Participation [5%]
This class combines a traditional lecture format with intensive discussions of outside readings. To promote an active learning environment students must participate in class by asking pertinent questions and adding their voices to class discussions.

Program Learning Outcomes:
The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History:

1. The student will evaluate the role of the historian in society.
2. The student will assess the significance of historical events/phenomena and analyze their historical contexts.
3. The student will locate, identify, and critically analyze primary and secondary sources appropriate for historical research.
4. The student will interpret evidence found within primary sources and place those sources within their appropriate historical context.
5. The student will effectively communicate historical arguments in support of a central thesis, including the proper citation of sources using the most recent edition of the Chicago Manual of Style.

This course will incorporate to varying degrees each of these PLOs.

Academic Integrity (A-9.1)
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.

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/.

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.

**HIS 133 Semester Calendar**

**Dates may change at the discretion of the instructor.**

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<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>8/26</td>
<td>Introduction</td>
<td>Read: Course Introduction module content, notably syllabus and Semester Calendar.</td>
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<tr>
<td>8/28</td>
<td>Life in America Before First Contact</td>
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<td>8/30</td>
<td>Claiming America</td>
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<tr>
<td>9/2</td>
<td>Discussion Section 1</td>
<td>Read: Native American Creation Stories; Journal of Christopher Columbus, 1492; Bartolomé de las Casas, 1592; An Aztec account of the Spanish Attack</td>
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<td>9/4</td>
<td>Starving Time</td>
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<td>9/6</td>
<td>The New England Way</td>
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<td>9/9</td>
<td>Discussion Section 2</td>
<td>Read: Richard Hakuyk, 1584; John Winthrop “Dreams of a City on a Hill;” The Legend of Moshup; A Gaspesian Indian defends his way of life; Song about Life in Virginia.</td>
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<td>9/11</td>
<td>The Middle Colonies</td>
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<td>9/13</td>
<td>Sweet Caroline</td>
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<td>9/16</td>
<td>Discussion Section 3</td>
<td>Read: John Lawson Encounters North American Indians; Recruiting Settlers to Carolina; “Letter from Carolina;” Francis Daniel Pastorius Describes his Ocean Voyage, William Penn “Letter to Indians”</td>
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<td>9/18</td>
<td>17th-Century Trials</td>
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<td>9/20</td>
<td>Development of Slave Culture</td>
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<td>9/23</td>
<td>Discussion Section 4</td>
<td>Read: Mary Rowlandson “Captivity Narrative”</td>
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<td>9/25</td>
<td>The Convergence of America</td>
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<td>9/27</td>
<td>Resistance to Revolution</td>
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<td>Date</td>
<td>Section</td>
<td>Read:</td>
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<td>10/2</td>
<td>American Society at War</td>
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<td>10/4</td>
<td>The Problems of Republic</td>
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<td>10/7</td>
<td>Discussion Section 6</td>
<td>Declaration of Independence, Thomas Paine Calls for American Independence; Women in South Carolina Experience Occupation; George R.T. Hewes, “A Retrospect of the Boston Tea-party;” Boston King recalls fighting for the British.</td>
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<td>10/9</td>
<td>The Constitution and Formation of America</td>
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<td>10/11</td>
<td>Founding Religions</td>
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<td>10/14</td>
<td>In-class Review</td>
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<tr>
<td>10/16</td>
<td>MIDTERM EXAM</td>
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<td>10/18</td>
<td>NO CLASS</td>
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<td>10/23</td>
<td>The War of 1812 and the Aftermath</td>
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<td>10/25</td>
<td>A Second Force Migration</td>
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<td>10/28</td>
<td>Discussion Section 8</td>
<td>Letter of Cato; Thomas Jefferson’s racism; Benjamin Banneker demonstrates black intelligence; Tecumseh calls for pan-Indian resistance, “Harriet Jacobs on Rape and Slavery,” “Nat Turner Explains His Rebellion,” “George Fitzhugh Argues that Slavery is Better than Liberty and Equality”</td>
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<td>10/30</td>
<td>Manifest Destinies</td>
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<td>11/1</td>
<td>Taking Heaven by Storm</td>
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<td>11/4</td>
<td>Discussion Section 9</td>
<td>Traveler describes life along the Erie Canal; Blacksmith apprentice contract; Harriet H. Robinson remembers a mill workers’ strike; “Charles Finney Emphasizes Human Choice in Salvation,” “Sermon on the duties of a Christian woman,”</td>
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<td>11/6</td>
<td>Reforming America</td>
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<td>11/8</td>
<td>Jacksonian Democracy</td>
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11/11 Discussion Section 10


11/13 Texas, Mexico, and the Extension of Slavery

11/15 The Crises of the 1850s

Paper 2 due at 11:59pm

11/18 John Brown’s Body

Read: “Cherokee Petition Protesting Removal,” “John O’Sullivan Declares America’s Manifest Destiny,” Mary Polk Branch Remembers plantation life; Solomon Northup describes a slave market; Paintings of slave life.

11/20 What is this war over?

11/22 The Civil War

11/25 Thanksgiving Break

11/29

12/2 Reconstruction

Read: Texas Declaration of Secession

12/4 This is America…

12/6 Final Review

12/11 Final Exam

“People are trapped in history and history is trapped in them.”

James Baldwin