History 133 (Section 007): US to 1877

Instructor: Bao Bui (builb@sfasu.edu)  
Class place & time: FERG 472, MW 2:30-3:45PM  
Office: Liberal Arts Building 346  
GA: Sherman Sadler (sadlersj@jacks.sfasu.edu)  
Office hours: Tue. 2-3:30PM, Wed. 4-5PM,  
SI: Dakota Rankin (rankindp@jacks.sfasu.edu) and by appointment.

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.

The point distribution and the course schedule are subject to change in the event of illness or other emergency.

Course description and objectives

History 133 is a comprehensive survey of American history from early European 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. Quizzes: Each class meeting will begin with a short quiz on the week’s assigned readings. Each weekly quiz will be worth 10-15 points. All the quizzes together will contribute 100 points to your final score.

2. Exams: You will take 5 exams, each worth 100 points, throughout the semester. I will replace the lowest score of your first four exams with the second lowest score of your first four exams. The exams will cover the material from the lectures and readings. The exams will consist of multiple choice questions and identification of key terms in history.

3. Attendance and participation contribute 40 and 10 points, respectively to the final score.

4. Writing exercises. In late March the class will begin a series of writing exercises, worth a total of 50 points, geared towards developing composition and editing skills. You will be expected to put apply these skills to your take-home essay.

5. Take-home essay. In April you will be assigned a 5-6 page essay, worth 300 points, that will require you to make an argument regarding a key dimension of American history to 1877. The essay will require you to incorporate the evidence from your readings and class lectures.
**Grading**

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<tbody>
<tr>
<td>Quizzes</td>
<td>100</td>
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<tr>
<td>Short exams (5)</td>
<td>500</td>
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<tr>
<td>Attendance/ Participation</td>
<td>40/10</td>
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<tr>
<td>Writing exercises</td>
<td>50</td>
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<td>Essay</td>
<td>300</td>
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<td><strong>TOTAL</strong></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 each session.

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 and participation grade (40 and 10 points, respectively) 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.

The use of personal phone in class is unprofessional, constitutes a distraction to your colleagues and your instructors, and can result in a drop of an entire grade and/or dismissal at the instructor’s discretion. Talking in class or any other disruptive behavior will result in a warning; subsequent offenses can result in the lowering of the final score (5% penalty) or immediate dismissal (“F” grade).
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.

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.

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 134 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
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/.

COURSE CALENDAR

Part I. Origins (30%)

Week 1 – January 23
1. The year 1491
   • Give Me Liberty, Chapter 1: A New World
   • Voices of Freedom documents: Bartholomew de las Casas (1528), “Declaration of Josephe” (1681)
2. The Spanish conquest

Week 2 – January 28 & 30
3. Outposts and colonies in the New World
4. King Philip’s War
   • 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

Week 3 – February 4 & 6
6. 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)
7. The Salem witchcraft trials

Week 4 - February 11 (1st SHORT EXAM) & 13
8. The Atlantic world in the 18th century  
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 (20%)  

**Week 5 – February 18 & 20**  
10. Pirates and the spirit of ‘76  
   - *Give Me Liberty*, Chapter 5: The American Revolution  

**Week 6 – February 25 & 27**  
12. 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)  
13. The shoppers’ revolt  

**Week 7 – March 4 (2nd SHORT EXAM) & 6**  
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 8 – March 11 & 13 (Spring break begins on March 15)**  
16. Life in the Early Republic  
   - *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 9 – March 25 & 27**  
19. The engineers  
20. Immigration in the antebellum era  
21. The cult of domesticity  

**Week 10 – April 1 (3rd SHORT EXAM) & 3**  
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 11 – April 8 & 10**
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 12 – April 15 & 17 (Easter Break begins on April 18)**
26. 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
27. Jolly men and masculinity in the 19th century

**Part IV. Civil War and Reconstruction (20%)**

**Week 13 – April 22 (4th SHORT EXAM) & 24 (1st prompt essay due April 26)**
28. The Mexican War, 1846-1848
29. 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 14 – April 29 & May 1 (2nd prompt essay due May 3)**
30. 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)
31. The curious case of “Confederate emancipation”

**Week 15 – May 6 & 8 (5th SHORT EXAM) (3rd prompt essay due May 13)**
32. 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)
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 by Feb. 1 a picture of an ice cream truck to show me that you did what you were supposed to do.