U.S. History, 1000-1877
HIST 1301-012

Dr. Aaron Coy Moulton
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Office: Liberal Arts North (LAN) 314
Office Hours: MoWeFr, 1:00p.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 1301, Section 012, Fall 2020
MoWeFr 9:00a.m. – 9:50a.m., Liberal Arts North (LAN) 102

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 Revolutions” 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 quizzes and assignments that together count for 20% of the semester grade.

Grading Policy

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grade Calculation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Examination</td>
<td>20%</td>
<td>___ x 0.20 = ___</td>
<td>Add the 6 calculations together to determine your Final Grade.</td>
</tr>
<tr>
<td>“American Colonies” Paper:</td>
<td>15%</td>
<td>___ x 0.15 = ___</td>
<td></td>
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<tr>
<td>“Who Is a Revolutionary?” Paper:</td>
<td>15%</td>
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<td></td>
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<tr>
<td>“Why Secession?” Paper:</td>
<td>15%</td>
<td>___ x 0.15 = ___</td>
<td></td>
</tr>
<tr>
<td>In-Class Quizzes &amp; Participation:</td>
<td>20%</td>
<td>___ x 0.20 = ___</td>
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</tbody>
</table>

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.

COVID-19/Coronavirus Mask Policy
Masks or shields (cloth or plastic face coverings) must be worn over the nose and mouth at all times in this class, and appropriate physical distancing must be observer. Students not wearing such face coverings and/or not observing appropriate physical distancing will be asked to leave the class. All related incidents will be reported to the Office of Student Rights and Responsibilities at https://cm.maxient.com/reportingform.php?SFAStateUniv. Students who are reported for multiple infractions may be subject to disciplinary actions.
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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**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.

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**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.

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**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 134 (United States History II) 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.

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The chart below indicates the core objectives addressed by this course, the assignment that will be used to assess the objectives in this course and uploaded to D2L this semester, and the date the assignment should be uploaded to D2L. Not every assignment will be collected for assessment every semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Course Assignment</th>
<th>Date Due</th>
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Critical Thinking Skills
To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Communication Skills
To include effective development, interpretation and expression of ideas though written, oral, and visual communication.

Empirical and Quantitative Skills
To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

Teamwork
To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Personal Responsibility
To include the ability to connect choices, actions and consequences to ethical decision-making.

Social Responsibility
To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Source Analysis Assignment
To measure the success of student acquisition of these mandated skills, one assignment during the semester will require critical analysis of an historical event in United States history from the period before 1877. Each student will be provided a selection of primary and/or secondary sources to interpret and evaluate, place in historical context, and utilize to answer a series of questions. This source analysis assignment will require that students think critically about the sources, examine how individual choices and decisions influenced the course of history, and consider the ways in which people engage with regional, national, or global communities. Completion of this assignment is required by the university and is an important component in the successful completion of this course.

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”*

*Mo, August 24: Introduction to the Course*
*  HIS 1301 012 Syllabus*
We, August 26: Into Spanish America

Fr, August 28: Spanish America
  - Juan de Oliván de Rebolledo’s Report, 1717

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

Mo, August 31: Into French America
  - A Micmac Indian Replies to the French, 1677

We, September 02: French America
  - A Micmac Indian Replies to the French, 1677

Fr, September 04: Into British America
  - Indenture Contracts for Three Boys, 1699
  - Advertisement for Two Run-Away Indentured Servants, 24 July 1769

Week 03: Foner, Chapter 3, “Creating Anglo-America, 1660-1750”

Mo, September 07: The Chesapeake
  - Nathaniel Bacon on Bacon’s Rebellion, 1676

We, September 09: Into New England
  - The Massachusetts Body of Liberties, 1641
  - Mary Dyer, October 1659

Fr, September 11: New England
  - Penn on Religious Tolerance, 1675

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

Mo, September 14: Southern Colonies
  - Stono Rebellion Report, 1739

We, September 16: Into the 1760s
  - Pontiac, Two Speeches, 1762 and 1763

Fr, September 18: 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”

Mo, September 21: Into the 1770s
  - Boston Massacre Article, 12 March 1770
- Public “Execution,” 1774

_We, September 23:_ The 1770s
- Patrick Henry’s “Give Me Liberty or Give Me Death” (March 23, 1775)
- Thomas Hutchinson Letter (August 30, 1775)

_Fr, September 25:_ Revolution
- Thomas Jefferson’s First Draft of the Declaration of Independence (1776)

“AMERICAN COLONIES” ESSAY DUE BY BEGINNING OF CLASS

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_Week 06:_ Foner, Chapter 6, “The Revolution Within”

_Mo, September 28:_ American Revolutionaries
- “Revolutionary Biographies”

_We, September 30:_ American Revolutionaries
- “Revolutionary Biographies”

_Fr, October 02:_ Defining American Independence
- Felix’s Petition for Freedom, 06 January 1773
- Ebenezer Fox, ca. 1776
- Washington Returns Slaves to their Owners, 25 October 1781
- The Memoirs of Ann Carson, 1828

_Week 07:_ Foner, Chapter 7, “Founding a Nation, 1783-1789”

_Mo, October 05:_ Outlining America
- Alexander Hamilton on the “Few and the Many,” 18 June 1787
- Thomas Jefferson on Shay’s Rebellion, 30 January 1787
- Patrick Henry on the Bill of Rights, 16 June 1788

_We, October 07:_ Early American Politics
- Vindication of the Rights of Women, 1792
- President George Washington to James McHenry, 18 July 1796

_Fr, October 09:_ Securing America
- Jefferson’s Secret Message to Congress Regarding the Lewis & Clark Expedition (January 18, 1803)

“WHO IS A REVOLUTIONARY?” ESSAY DUE BY BEGINNING OF CLASS

_Week 08:_ Foner, Chapter 8, “Securing the Republic, 1790-1815”

_Mo, October 12:_ Into the Market Revolution
- Harriet Martineau on Chicago (1837)


We, October 14: The Market Revolution
- Letter from a Lowell Operative (1834)

Fr, October 16: Debating American Democracy
- Thomas Dorr on Universal Suffrage (1824)
- Women’s Suffrage (1830)
- Universal Suffrage (1848)

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

Mo, October 19: Jacksonian Democracy
- Cherokee Memorial (1829)
- Andrew Jackson on Native Americans, Second Annual Message (December 6, 1830)

We, October 21: 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)

Fr, October 23: Cotton and Slavery
- Twelve Years a Slave (1853)
- Father Henson’s Story of His Own Life (1858)

Week 10: Foner, Chapter 10, “Democracy in America, 1815-1840”

Mo, October 26: 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)

We, October 28: The Politics of Manifest Destiny
- Alfred Robinson, “Life in California before the Conquest” (1846)

Fr, October 30: Into Mexico and the 1850s
- U.S. Grant, Memoir on the Mexican War (1885)

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

Mo, November 02: The 1850s
- Fugitive Slave Act (1850)

We, November 04: The Crisis Begins
Fr, November 06: The Crisis of the 1850s
  • Charles Sumner’s Speech on the Crime Against Kansas (19-20 May 1856)
  “MARKET REVOLUTIONS” ESSAY DUE BY BEGINNING OF CLASS

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

Mo, November 09: Declaring Secession

We, November 11: Secession
  • Secession Documents

Fr, November 13: Secession
  • Secession Documents

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

Mo, November 16: The Civil War Erupts
  • Martin T. Tupper to Abraham Lincoln (May 13, 1861)

We, November 18: Emancipation Arises

Fr, November 20: Emancipation
  • Final Draft of the Emancipation Proclamation (September 22, 1862)

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

Mo, November 23 – Fr, November 27: Thanksgiving Break – NO CLASS

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

Mo, November 30: Into Reconstruction
  • The 13th Amendment (1865)
  • The 14th Amendment (1868)
  • The 15th Amendment (1870)

We, December 02: Reconstruction
  • Oration by Frederick Douglass (1876)

Fr, December 04: 1876 and 1877
  • Uncivil Liberty (1871)
  “WHY SECESSION?” ESSAY DUE BY BEGINNING OF CLASS

Week 16

Mo, December 07: FINAL EXAM
8:00 a.m. – 10:30 a.m., Liberal Arts North (LAN) 102
BRING A BLUE BOOK