

HIST 113 – The United States to 1877

Winter 2006

Instructor: James Paxton

Office Hours: Tuesday 1:00–2:30 and Thursday 2:00–3:30, Comenius 306

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Course Description

This course provides an introduction to the political, economic, ideological, and social developments in the United States from contact to 1877. The first part of the course will trace the developments that allowed colonists from thirteen disparate colonies to see themselves as one people that should constitute one nation. Following independence Americans struggled with the meaning and consequences of their Revolution. They debated the contradiction between the ideals of liberty and equality and the existence of slavery and other forms of dependence; they argued how best way to protect state interests in a federal system of government; and they negotiated the competing political ideologies of republicanism and liberalism and economic ideologies of agrarianism and capitalism that shaped American society. Within a hundred years of the Revolution, these issues had so polarized the North and South that the election of a Republican president, Abraham Lincoln, in 1860 prompted the secession of eleven slaveholding states. Only four years of bloody civil war restored the Union and destroyed slavery. This course will provide students with an opportunity to examine and discuss the significance of the American Revolution, Market Revolution, Jacksonian Democracy, and other important issues in American history as they explore the roots of sectionalism and Civil War. Particular attention will be paid to the interactions of America's Native American, African, and European.

Course Objectives

Students will

- become familiar with the main themes in American history from contact to 1877.
- consider human agency, causality, and contingency in historical change.
- identify the roles and contributions of Native Americans, Africans, and Europeans to the development of the United States.
- learn how critically evaluate and interpret a variety of primary sources.
- develop clear and effective oral and written communications skills.

Class Organization

The class will meet twice a week. Most classes will consist of a combination of lecture and discussion. Lectures provide the background and context for the discussions. In order to keep up with the course material, it is important that you complete the assigned reading before class. Days marked “seminar” on the schedule will be devoted to class discussions of the readings.

Required Texts

Eric Foner, *Give Me Liberty, Vol. I.* (W.W. Norton, 2006)

Kenneth S. Greenberg, ed., *The Confessions of Nat Turner: A Brief History with Documents* (1996).

Frederick Douglass, ed. *Narrative of the Life of Frederick Douglass*, eds. William L. Andrews and William S. McFeely (New York: W.W. Norton, 1996).

Michael D. Green and Theda Perdue, eds., *The Cherokee Removal: A Brief History with Documents* (1995).

Additional readings will either be emailed to the students or be placed on reserve in Reeves Library.

Attendance

While there is no formal penalty for missing classes, you are strongly encouraged to attend all classes. Success in the course depends upon comprehension of the lecture material and participation in class discussions. Lateness will not be tolerated.

Please turn off or mute all electronic devices in the classroom.

Grade Distribution

Essay One	10%
Essay Two	13%
Essay Three	15%
Quizzes (4)	12%
Mid-Term	15%
Final Exam	20%
Participation	15%

The participation grade is based on the quality of your participation. It is not an attendance grade.

Assignments

In addition to attending lectures, you will be required to write three essays, two exams, four unscheduled quizzes, and prepare for and participate in discussions. In each of the three papers students will analyze primary documents. More detailed instructions will be handed out in class. (1) The first will be a three to four-page essay on Cherokee removal. (2) The second essay will be a four to five-page paper comparing the lives of two slaves, Nat Turner and Frederick Douglass. The essays will be discussed in more detail in class.

Essay One due Feb. 2.

Essay Two due Mar. 23.

Essay Three due Apr. 13.

All assignments are to be handed in at the **beginning** of the class in which they are due unless you have a doctor's note. Essays handed in at the end of the class will be considered late. Computer and printing problems are not acceptable reasons for lateness. Late papers will immediately be assessed a 10% late penalty and 2% will be deducted each day thereafter. Emailed essays will not be accepted without prior permission of the instructor.

Academic Dishonesty

According to the Moravian College Student Handbook, the following constitutes plagiarism: "as the use, deliberate or not, of any outside source without proper acknowledgment." Plagiarism shall result in the offender receiving zero in the course. Please consult the Student Handbook for fuller details.

Students with Disabilities

Students with physical, learning, or medical disabilities should speak to me and contact Laurie Roth, Director of the Learning Center, to arrange the appropriate accommodations. Please make these arrangements in the first weeks of the semester.

Class Schedule

I. Colonial America

Week 1

Jan. 17 – Introduction

Jan. 19 – Invasions of America

Reading: Sky Woman

Week 2

Text: Foner, Chs. 1-2.

Jan. 24 – Settling the South: Virginia and South Carolina

Reading: Foner, "Voices of Freedom," 34

Jan. 26 – Settling the North: New England

Reading: John Winthrop, "A Model of Christian Charity" (emailed)

Week 3

Text: Foner, Ch. 3.

Jan. 31 – Awakenings: Religious and Political

Reading: Foner, "Voices of Freedom," 147.

Feb. 2 – **Essay One** – Using Historical Sources: Runaway Slave Advertisements

Reading: Read at least fifteen advertisements for runaway slaves and fifteen for indentured servants

Week 4

Text: Foner, Ch. 4.

Feb. 7 – Imperial Crisis

Feb. 9 – Seminar – Common Sense

Reading: Thomas Paine, “Common Sense”(Library Reserve)

Week 5

Text: Foner, Chs. 5-7.

Feb. 14 – Revolution

Reading: Foner, “Voices of Freedom,” 201.

Feb. 16 – Confederation and Constitution

Reading: Federalist No. 10; Anti-Federalist Brutus (1787) (Library Reserve)

Week 6

Feb. 21 – Seminar – Constitutional Convention

Reading: The Constitution, textbook A39-A47

Feb. 23 **MID-TERM EXAM**

II. The Early Republic

Week 7

Text: Foner, Chs. 8, 9.

Feb. 28 – Federalists and Republicans

Reading: Jefferson, “Manufacturers”; Hamilton “Report on Manufactures.” (emailed)

Mar. 2 – The Era of Good Feelings and Bad, 1815-1828

Reading: Washington Irving, “The Devil and Tom Walker,” 437-48. (Library Reserve)

Week 8

Mar. 7 **Spring Recess – No Class**

Mar. 9 **Spring Recess – No Class**

Week 9

Mar. 14 – Video – A Midwife’s Tale

Reading: Barbara Welter, “The Cult of True Womanhood,” *The Many-Faceted Jacksonian Era: New Interpretations*, ed. Edward Pessen (1977), 47-69.

Mar. 16 – Video – A Midwife’s Tale

Week 10

Text: Foner, Ch. 10.

Mar. 21 – The Age of Jackson

Reading: Foner, “Voices of Freedom,” 306.

Mar. 23 – Seminar – Indian Removal – **Essay Two**

Reading: Theda Perdue and Michael Green, eds., *Cherokee Removal*.

III. Antebellum America

Week 11

Text: Foner, Chs. 11, 12.

Mar. 28 – The Second Great Awakening and Reform

Reading: Foner, “Voices of Freedom,” 391.

Mar. 30 – The South and Slavery

Reading: Foner, “Voices of Freedom,” 346.

Week 12

April 4 – **No Class – Service Learning Day**

April 6 – Mexican War and Compromise of 1850

Week 13

Text: Foner, Ch. 13.

April 11 – The Collapse of the Second Party System and the Rise of the Republicans

Reading: “Voices of Freedom,” 420.

April 13 – Seminar – Slavery and Freedom – **Essay Three**

Reading: Frederick Douglass, *Narrative of the Life of Frederick Douglass*.

Reading: Kenneth S. Greenberg, ed., *The Confessions of Nat Turner: A Brief History with Documents* (1996).

Part VI: War and Reconstruction

Week 14

Text: Foner, Ch. 14.

April 18 – Lecture – The Civil War

April 20 – Seminar – Two Experiences of War

Reading: The diary of Nancy Emerson

The letters of Mary Jane Demus and David Demus

The letters and diaries are available on the “Valley of the Shadow” website.

<http://valley.vcdh.virginia.edu>

Week 15

Text: Foner, Ch. 15.

April 25 – Lecture – Reconstruction

Reading: Foner, "Voices of Freedom," 484.

April 27 – Conclusion

The instructor reserves the right to change the syllabus with appropriate notification.