

United States History Survey to 1877
Fall 2007
Hist 113 A, C
Tuesday-Thursday 7:30-8:40 am, 8:50-10:00 am

Moravian College
Comenius 309

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Course Introduction:

The task before us is quite large. In a course spanning several centuries, involving three continents and examining an array of people groups, many heralded historical events will inevitably slip through the cracks. Paul Revere's ride might go unheeded, Francis Scott Key's humming might be out of earshot, and Betsy Ross's sewing prowess might have to be acclaimed elsewhere. In their place we will select several new people and events to highlight, thus enlarging and reshaping the historical narrative for the period covered by our course.

Although much of our time will be spent examining sweeping movements and influential ideas, I intend to keep us grounded by devoting at least some time to the individual lives of several early Americans. My decision to integrate daily life with broad political and economic circumstances arises from two considerations. First, I know that many students find early American history frustrating because it seems irrelevant. I trust that uncovering real people doing and saying real things will enable you to better understand their world and its fundamental similarities to and differences from your own. Likewise, I hope that the past will become more than spectacle for you as you begin to see the seventeenth, eighteenth, and nineteenth centuries through the eyes of the people living during those years.

My second motivation for focusing on people draws attention to the overarching theme for the course. Colonial America was a face-to-face society, with individuals relying on personal connections to buy land, sell crops, run businesses, educate children, escape punishment, secure favor with the government, and operate churches. By 1877 newly expanded federal and state bureaucracies and institutions like railroad companies and investment banking houses had assumed control of many of these aspects of life that previously had been transacted between individuals. This course attempts to chart the transition from a face-to-face society to one governed increasingly by institutions and to measure this transition's impact on the lives of ordinary people.

Primary Sources:

To help you better understand what made these people tick, we will be examining many primary sources (i.e. memoirs, letters, newspaper accounts, transcripts of speeches). Most of these sources are part of the CD-Rom collection that accompanies your textbook, but I will supply several as separate handouts. I expect you to bring copies of these primary sources to class on the day they are assigned because you will need them for that day's discussion. Reading primary sources can be a tricky thing. You will have to adjust to unfamiliar language and even more creative spelling, but I have confidence that the more you read, the more comfortable you will become with the writings of your fellow Americans.

It is also my intent that handling primary sources will introduce you to the task of the historian. History is not simply a collection of facts that historians spend their life chasing. Rather historians carefully examine the existing evidence (primary sources) and present an argument about it, much like a lawyer appearing before a jury. The evidence, however, is often tricky, requiring historians to analyze rigorously before reaching any conclusions about the past. For example, what might seem like a straightforward essay or travel narrative has to be inspected: What audience did the author intend to reach? How might the author have misread a situation? By the end of the course, I trust that asking such questions will seem natural to you.

Writing:

Although you will certainly have ample opportunity to assess primary sources and the work of existing historians, you will also get the chance to be historians yourself through the written work of this course. Again, writing history means making an argument and then supporting your claim using evidence from the past. In the first two assignments for the course, I will give you the argument and you will provide the logical support. The last two assignments, however, will require you to first create an argument and then offer the evidence to back it up.

Assignments:

1. The first assignment will be on the book *The Indians' New South* and is due in class on **September 13**. In that book James Axtell raises the question of the inevitability of the European conquest of North America. Choose as your argument that European conquest was either inevitable or avoidable and write a **3-5 page paper** supporting your position. I will give you a more detailed assignment sheet during the first few days of class.
2. **Midterm Examination.** This will be an in-class exam and will occur on **October 4**. The format for this exam will be True/False/Justify. The entire exam will consist of several statements to which you will respond either true or false and then justify your answer. Points will be awarded only upon how completely and persuasively you justify your answer, not upon whether you select true or false.

3. Your final paper will require you to use the **Narrative of Frederick Douglass** and the primary sources from Part 13 on the CD-Rom. In **5-7 pages** you will make an argument about how Douglass's abolitionist appeal would have been received by the authors of the primary sources. More details will be given later in the semester. The paper is due in class on **November 20**.
4. **Final Examination.** The date for the final exam will be released by the registrar's office during the semester. The exam will consist of several short answer questions and one or two longer essay questions, covering material since the Midterm. For the longer essays, I will expect your answers to contain an argument and appropriate support for that argument. You will be given three hours to take this exam.

Quizzes:

There will also be five quizzes scheduled throughout the semester (see the course outline for the dates). Unless I have specified otherwise, the quizzes will be on the reading due for that day and will usually consist of several short answer questions. I will allot approximately 15 minutes for each of these quizzes. Your lowest quiz score will be dropped at the end of the semester. **No missed quizzes may be made up unless arrangements have been made with me before class.**

Grades:

Quizzes	10%
First paper	20%
Midterm	20%
Final paper	25%
Final exam	25%

Policies:

1. **Participation:** I have not included participation as a specific percentage of your grade, but it will significantly affect my overall evaluation of your performance in this course. Participation will affect your grade by as much as one third (ex: good participation will move your grade from a B+ to an A-; poor participation will reduce your grade from a B+ to a B). I realize that some of you are more reticent than others, so participation in discussion will not be the only basis for my evaluation, but your insightful comments and questions are the easiest way to indicate to me that you have thought about the material and are prepared for class. Each class will include both lecture and discussion so there will be plenty of opportunities to make your voice heard. For those of you who are naturally shy, I suggest that you come to class having already thought about what you can

contribute ahead of time. I prefer to not randomly call on students, but I will resort to that tactic if you are persistently silent.

2. **Attendance:** Attendance will also factor into my evaluation of your class participation. **Missing more than two classes without written permission from the health center or the dean will automatically result in a lowering of your grade.** Should you be absent for health or personal reasons, your written excuse should be delivered to me on your first day back. Any absence (even those without good excuse) should be reported or explained to me.
3. **Late assignments** will be accepted but will be reduced by a third of a grade for every day that the assignment is late (including weekends and breaks). **Papers receiving a grade lower than a C- must be rewritten unless the low grade is a result of being late. The student must also consult with me before rewriting.** Students receiving a grade of C+, C, or C- have the option to rewrite (again, unless the grade has been altered by lateness). In both cases, I will average the two grades together. No rewrites will be accepted for the first paper after **November 6.**
4. **Plagiarism** will not be tolerated. Plagiarism occurs whenever you use someone else's words or ideas without putting them in quotation marks and citing their work in a footnote. The most egregious forms of plagiarism occur when students copy entire paragraphs or sentences from another source and try to pass them off as their own, but copying short phrases is just as illegal. Simply changing a few words from another author's paragraph or sentence does not get you off the hook for plagiarism—you have still pilfered words and ideas. Moravian's plagiarism policy is that you will either fail the entire course or fail the assignment. I have found that most students who have resorted to plagiarism in the past did so out of desperation, fearing that their paper would be poor or late. Please remember, however, that both of these conditions would be preferable to academic dishonesty, which affects not only your grade but your overall academic record as well.
5. I reserve the right to alter this syllabus should the need arise during the semester.

Readings:

The schedule of readings accompanies the course outline listed below. Readings are to be completed by class time on their scheduled date. Most of the quizzes will be on these readings, and I will expect you to be able to converse in class about them. The assigned articles are available on reserve at Reeves Library, in an envelope on my office door, and on blackboard. I encourage you to make copies of these articles so you can bring them to class. The following books are also required reading and are available at the bookstore:

Out of Many: A History of the American People, John Mack Faragher, et al.

The Indians' New South, James Axtell
Narrative of the Life of Frederick Douglass, Henry Louis Gates, ed.

Course Outline

Aug. 28: Course Introduction

Aug. 30: European Overseas Expansion

Reading: **Out of Many, chapter two** (optional)
Document 1-4 on CD-Rom

Sept. 4: Indians of North America

Reading: **The Indians' New South
Documents by Sagard, Rogel, Charlevoix, et al.** (handouts)
Out of Many, pp. 4-5, 12-18

Sept. 6: The Chesapeake from 1607-1660

Reading: **The Rise and Fall of the Powhatan Empire**, James Axtell (on reserve)
Documents by George Percy and John Smith (handouts)
Quiz #1

Sept. 11: Puritan Outsiders in New England

Reading: **Document 2-10 on CD-Rom**
Out of Many, pp. 66-top of 72

Sept. 13: King Phillip's War and Bacon's Rebellion

Reading: **Out of Many, pp. 74-76**
First Paper due.

Sept. 18: Eighteenth-century slavery and the settlement of the Deep South

Reading: **Documents 3-12, 3-13 on CD-Rom**
Out of Many, pp. 82-110

Sept. 20: Mid Atlantic Colonies: Urban Centers, Poverty, Religion, and Family Life

Reading: **Out of Many, pp. 131-142**
Documents by Whitefield, Woodmason, and Osborn (handouts)

Sept. 25: Expansion into the Backcountry and the Seven Years War

Reading: **Out of Many, pp. 148-154**

Sept. 27: The Causes of the American Revolution

Reading: **“Rebel Against Rebel,”** by Woody Holton (on reserve)

“Lord Dunmore as Liberator,” by Benjamin Quarles (on reserve)

Out of Many, pp. 154-174

Quiz #2

Oct. 2: A Revolution for Whom?

Reading: **Out of Many, pp. 178-204**

Oct. 4: **Midterm Exam**

Oct. 9: Fall Break: **No Class**

Oct. 11: Forming the Constitution

Reading: **Documents 6-1, 7-1 on CD-Rom**

Out of Many, pp. 208-216, A-3-A-10

Oct. 16: A Midwives’ Tale (movie)

Reading: **The Modernization of Greenleaf and Abigail Patch: Land, Family, and Marginality in the New Republic,** Paul Johnson (on reserve)

Oct. 18: The Early Republic: Republicanism, Hamilton vs. Jefferson

Reading: **Document 7-5 on CD-Rom**

Quiz #3 (on Midwives’ Tale and Greenleaf Patch reading)

Oct. 23: Internal and External Threats to the New Nation

Reading: **Out of Many, pp. 244-257**

Oct. 25: Industrialization, mill culture, and labor movements

Reading: **Out of Many, pp. 328-331, 335-354, 360-373**

Documents 9-8, 9-9, 9-11, 11-6 on CD-Rom

Oct. 30: The Market Revolution: transportation, industrialization, politicization

Reading: **Out of Many, pp. 260-264, 301-308, 331-334**

Document 9-5 on CD-Rom

Nov. 1: Andrew Jackson and the Second Party System

Reading: **Out of Many, pp. 309-324**

Nov. 6: Westward expansion and Cherokee removal

Reading: **The Cherokee Nation**, by Mary Young (on reserve)

Document: Cherokee constitution (handout)

Quiz #4

Last day to turn in rewrites for the first paper

Nov. 8: Nineteenth-century slavery and the Plantation South

Reading: **Out of Many, pp. 270-296**

Documents: Part 13 on CD-Rom

Nov. 13: Second Great Awakening and Reform Movements

Reading: **Documents 11-2, 11-4, 11-7 on CD-Rom**

Out of Many, pp. 373-379

Nov. 15: Abolitionism and Women's Rights

Reading: **Narrative of Frederick Douglass**

Documents 11-10, 11-13 on CD-Rom

Out of Many, pp. 379-386

Nov. 20: The Politics of Manifest Destiny

Reading: **Out of Many, pp. 405-417**

Second Paper Due

Nov. 22: Thanksgiving. **No Class**

Nov. 27: The Union Dissolves

Reading: **Out of Many, pp. 422-448**

Nov. 29: Civil War

Reading: **Documents: Valley of the Shadow website**

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

Out of Many, pp. 452-478

Quiz #5

Dec. 4: Whose Reconstruction?

Reading: **Out of Many, pp. 482-509**

Dec. 6: Conclusion and Review

Rewrites for the second paper due

Final Exam: TBA