

Syllabus: HIST-113-D The United States to 1877

Spring 2009

Credits: 3

Lecturer: Jim Higgins

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Meetings: By Appointment

Texts: Foner, Eric. *Give Me Liberty: An American History, Volume I*. New York: WW Norton, 2006. ISBN: 0-393-92783-0

Foner, Eric. *Voices of Freedom: A Documentary History*. New York: WW Norton, 2008. ISBN: 13: 978-0-393-93106-8

Students will also receive handouts throughout the term, all of which are every bit as important as the formal texts.

Drum Roll Please: Hello and welcome to your colonial history class, everyone. Our study of American history this semester will carry us to the shores of Tidewater Virginia as it was four hundred years ago, on the very eve of British expansion in North America before sweeping us forward to the French and Indian War, the American Revolutionary Age, the Civil War, and Reconstruction. Along the way, we will examine slavery, the role of women, early industrialization, disease and medicine, technology, warfare, and political development. Though this course is registered as a 100 level history class, it includes a great deal of critical reading and class discussion. I'm your professor and I believe you should expect ALL your professors to be honest with you. To that end, I can not stress enough that those who do not read and participate are doomed to failure in our course. With few exceptions, **Each and Every** class will revolve around discussion. That said, I aim to construct, with your help, a fun atmosphere where we can explore our shared past and hopefully learn a little something along the way.

Student Learning Outcomes: By the close of the course, students are expected to:

1. Define exactly what is meant by "colonial" and "imperial" in the lexicon of historical thought.
2. Relate at least some of the implications of life in the pre-antibiotic/vaccine world as well as the exchange of microbes between and among cultures who had no contact prior to 1492.
3. Identify major instances of cultural exchange.
4. Identify some instances of 'contagion' between groups...and contagion is not limited to disease, but also thought, ideologies, and religion.
5. Come to some kind of grip with how we weave the past into this structure we call history.

Exams: A final (30%), in standard essay format.

Papers: Two papers, each 8-10 pages in length, the parameters of which will be discussed later, are required. 40%

Class Participation: My dear friends, we have a morning class, and I understand if it is tough for some to be wide awake and ready for intellectual combat. So drink coffee or energy elixirs if you must. Regardless, understand that you are not a bipedal seat warmer nor a simple machine that turns oxygen into carbon dioxide. You are human beings with brains, wonderful gray and white matter that I expect to hear from constantly. 30%

Attendance: You will attend class, there is simply no way around “being there.” Let’s be clear about it...I will know you by face in two weeks and by name in three. I will be quite put out if you skip. And my sadness will turn into consequences for you...on your third unexcused absence, I reserve the right to drop your final score by ten percentage points.

Disabilities: Students with a documented learning disability who wish to request course accommodations should contact me as soon as possible. As well, I pledge to personally accommodate students in any reasonable manner.

Academic Honesty: Cheating is a remarkable slap in the face to your classmates and your professor and will be punished per the Moravian College regulations on academic honesty found in your student handbook. On a personal note, if the simple disgrace of cheating does not dissuade you, I hope the penalties will.

Readings: Readings will be announced daily, so you must pay attention and attend every class. In the case of an excused absence, please feel free to inquire about missed assignments and class progress.