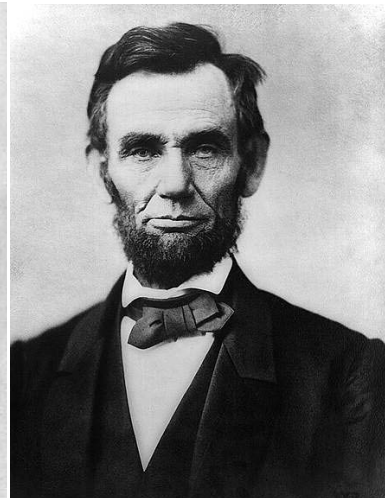
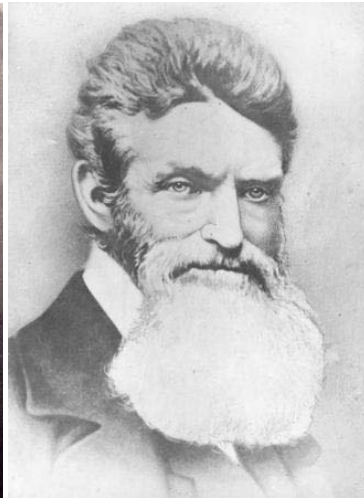
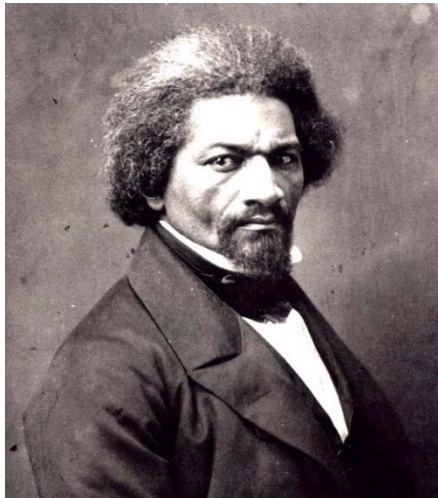




## **HIST 113 – The United States to 1877 Spring 2010**



**Dr. James Paxton**  
**Comenius 306**  
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## **Course Description**

Welcome to History 113: The United States to 1877. 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 traces the developments that allowed colonists from thirteen disparate colonies to see themselves as one people who should constitute one nation. The second half explores how 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. 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. We will pay close attention to the interactions between Native Americans, Africans, and Europeans.

## **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 to critically evaluate and interpret a variety of primary sources, including documents, archeological data, pictures, folk stories/music, and oral tradition.
- Learn to think historically and make arguments about the causes of change in history.
- Approach writing as a process, one that involves considerable ongoing reflection and revision.
- Use writing conventions appropriate to the discipline of history.
- Give and receive constructive criticism.
- Hone oral and written communications skills.

## **Required Texts**

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

Additional readings will be distributed in class or emailed to you.

## **Assignments**

During the course, you will write two 4-5 page papers using as a variety of primary sources. For the first paper you will utilize documentary sources and archeological data to assess whether continuity or changed characterized Mohawk Iroquois society in the decades immediately following contact with Europeans. As preparation, you will work collaboratively with other students in workshops to answer questions that will help you write the larger essay. Group work will be handed in at the end of the period or at the beginning of the next class. For the second

paper you will be asked to write historical fiction. You will assume the identity of a nineteenth-century slave who has escaped from their master. Although fictional, what you write must be based on your reading and interpretation of at least thirty runaway slave ads that appeared regularly in antebellum southern newspapers. As with the first essay, a series of workshops will prepare you to write this paper.

### **Tests and Quizzes**

There will be two major tests. The first, a mid-term exam will be held during a regularly scheduled class period. The final exam will be held during the exam period. As the exam schedule has been set, travel and other non-medical emergencies will not be accepted as a reason for missing or rescheduling the exam. In addition, you will write seven unannounced quizzes spaced throughout the semester.

### **Grade Distribution**

Essay Part One	15%
Essay Part Two	15%
Workshops	16 %
Quizzes (6)	12%
Term Test	12%
Final Exam	20%
Participation	10%

**Attendance:** If you have more than three unexcused absences during the semester, you will receive zero on your participation mark.

### **Late Policy**

- 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.
- Computer and printing problems are not acceptable reasons for handing in work late.
- Work outside of school, extracurricular activities, and having a number of assignments due in the same week are not acceptable reasons for handing in work late.
- Late papers will immediately be assessed a 5% late penalty and 2% will be deducted each day thereafter.
- Emailed essays will not be accepted.

### **Academic Dishonesty**

According to the Moravian College Student Handbook, the following constitutes plagiarism: “the use, deliberate or not, of any outside source without proper acknowledgment. While the work of others often constitutes a necessary resource for academic research, such work must be properly used and credited to the original author. This principle applies to professional scholars as well as to students....All work that students submit or present as part of course assignments or requirements must be their own original work....When students use the specific thoughts, ideas, writings, or expressions of others, they must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks...and be accompanied by an appropriate citation.” Plagiarism will 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. The Pre-Columbian World**

#### **Week 1**

Jan. 18 – Introduction

Jan. 20 – Europe and America

Reading: *Give Me Liberty (GML)*, ch.1.

#### **Week 2**

Jan. 25 – Europe and America Continued

Workshop 1: Mohawk Demography

### **II. Early America**

Jan. 27 – Slavery and Freedom in Early Virginia

Reading: *GML2*, 43-62, 94-102, 125-140.

Reading: *GML1*, 36-54, 110-24.

#### **Week 3**

Feb. 1 – The City Upon the Hill: Puritan New England

Reading: *GML2*, 62-84, 102-106.

Reading: *GML1*, 54-69, 89-95.

Feb. 3 – Cultures in Contact and Conflict: The View from Iroquoia

Workshop 2: The Archaeology of a Mohawk Village

Reading: *GML 2*, ch. 3.

Reading: *GML 1*, ch. 3.

#### **Week 4**

Feb. 8 – Awakenings: Eighteenth-Century American Cultures

Reading: *GML 2*, 140-166.

Reading: *GML 1*, 124-148.

Feb. 10 – Empires and Colonies

Reading: *GML2*, ch. 5.

Reading: *GML1*, ch. 5.

### **III. American Revolutions**

#### **Week 5**

Feb. 15 – Imperial Crisis

#### **Essay 1 Due**

Workshop 3: Three Accounts of the Boston Massacre

Feb. 17 – **MIDTERM**

### **Week 6**

Feb. 22 – The American Revolution

Reading: *GML2*, 190-200.

Reading: *GML1*, 170-178.

Feb. 24 – The Internal Revolution

Reading: *GML2*, ch. 6.

Reading: *GML1*, ch. 6.

## **IV. The Early Republic**

### **Week 7**

Mar. 1 – Federalists and Republicans

Reading: *GML2*, chs. 7-8.

Reading: *GML1*, chs. 7-8.

Mar. 3 – Women in the New Republic

Workshop 4: Mid-Wife's Tale

### **Week 8**

Mar. 8 – NO CLASS – SPRING RECESS

Mar. 10 – NO CLASS – SPRING RECESS

### **Week 9**

Mar. 15 – The Rise of Capitalism

Reading: *GML2*, ch. 9.

Reading: *GML1*, ch. 9.

Mar. 17 – Democracy for Who? Jacksonian America

Workshop 5: Reading Runaway Slave Ads

Reading: *GML2*, ch. 10.

Reading: *GML1*, ch. 10.

### **Week 10**

Mar. 22 – Jacksonian America Continued

Mar. 24 – The Old South and Slavery

Reading: *GML2*, ch. 11.

Reading: *GML1*, ch. 11.

## **V. Antebellum America**

### **Week 11**

Mar. 29 – Religion and Reform

Reading: *GML2*, ch. 12.

Reading: *GML1*, ch. 12.

Mar. 31 – The Struggle for the West

Reading: *GML2*, 441-460.

Reading: *GML1*, 397-415.

### **Week 12**

April 5 – NO CLASS - EASTER

April 7 – The Sectional Crisis of the 1850s

Reading: *GML (1&2)*, 460-79.

Reading: *GML (1&2)*, 415-435.

## **V. Civil War and Reconstruction**

### **Week 13**

April 12 – Secession Crisis

#### **Essay 2 Due**

Workshop 6: John Brown: Martyr or Terrorist

April 14 – Civil War

### **Week 14**

April 19 – Civil War Continued

Workshop 7: Civil War Photography

Reading: *GML2*, ch. 14.

Reading: *GML1*, ch. 14.

April 21 – Reconstruction

Reading: *GML2*, ch. 15.

Reading: *GML1*, ch. 15.

### **Week 15**

April 26 – **TBA**

April 28 – Conclusion and Review