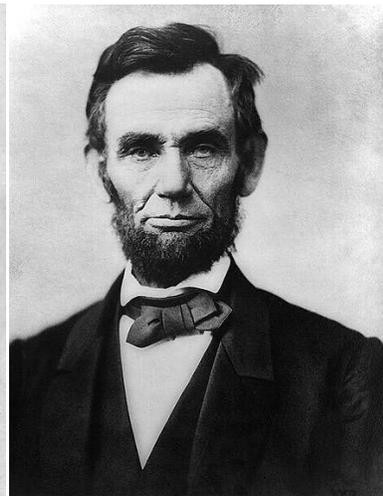
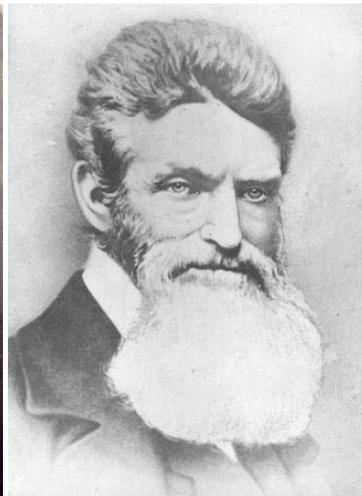
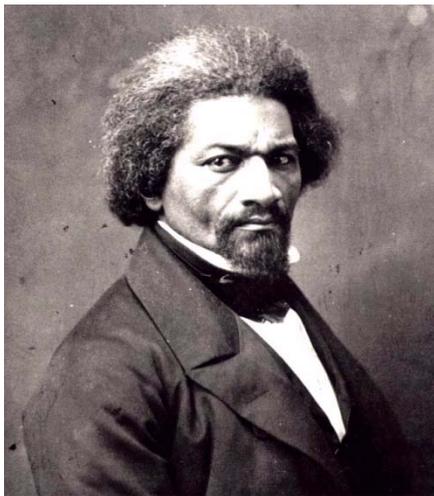




HIST 113A - THE UNITED STATES TO 1877 SPRING 2010



Dr. James Paxton
Comenius 306
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Course Description

We will meet for two seventy minute periods each week. There are two types of classes. Many days I will spend much of the time lecturing. For those days you will have received an outline via email the day before or a handout at the beginning of class. You will have to work on your note taking ability. Do not try to write everything down. Instead, note the most important information and arguments. Organize your notes under headings. Pay careful attention to my introduction in which I will lay out the big theme or argument for the day. During the lecture, there will be opportunities to discuss specific issues and explore problems. I encourage you to participate, ask questions, and make comments. Consider the textbook as a supplement to the class. While I often cover the same content as the text, I may emphasize different points or make different arguments about the past. Use the text to reinforce and expand on what you have learned in class. You will find the text helpful when it comes time to write your papers. Several times each semester class will be devoted to workshops. Workshops are structured assignments that require you to work in a group to analyze primary sources. Most workshops contribute directly to the completion of one of two major papers. While you will have an entire class period to work on the assignment, you may need to meet with your group on your time to complete the assignment.

Course Objectives

By the end of the course you should have improved your ability to

- identify and discuss major themes and issues in American history from contact to 1877.
- understand the chronology of American history. You need not memorize dates but in order to understand certain developments, the establishment and destruction of slavery for example, you will need to know the chronological sequence of events.
- critically evaluate and interpret a variety of primary sources, including documents, archeological data, pictures, folk stories/music, and oral tradition. You should be aware of the issues involved in interpreting primary sources.
- think historically and make arguments about the causes of change in history. You should be able to formulate arguments about how and why things have changed in the past.
- use writing conventions appropriate to the discipline of history.
- speak and write clearly.

Required Texts

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

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

Class Organization

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Assignments

During the course, you will write two 5-page papers using a variety of primary sources. For the first paper you will utilize documentary sources and archaeological data to assess whether continuity or change 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 write a piece of historical fiction. You will assume the identity of a nineteenth-century slave who has escaped from his or her master. Although fictional, what you write must be based on your reading and interpretation of the slaveholding schedules of the US census and 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

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.

Grade Distribution

Essay One 15%
Essay Two 15%
Workshops 20%
Midterm Test 15%
Final Exam 25%
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.
- Computer and printing problems, including having a zero printing balance, are not acceptable reasons for handing work in late.
- Work outside of school, extracurricular activities, and having a number of assignments due in the same week are not acceptable reasons for handing work in 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 without prior permission from the instructor.

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

T Aug. 31	Introduction
Th Sept. 2	Cultures in Contact Reading: <i>Give Me Liberty (GML1&2)</i> , ch.1.
T Sept. 7	Workshop 1: Mohawk Demography
Th Sept. 9	Early Virginia <i>GML1</i> , 36-54, 110-24. <i>GML2</i> , 43-62, 94-102, 125-140.
T Sept. 14	Instructor Away – No Class
Th Sept. 16	Workshop 2: Archaeology of a Mohawk Village
T Sept. 21	Slavery and Freedom <i>GML1</i> , 36-54, 110-24. <i>GML2</i> , 43-62, 94-102, 125-140.
Th Sept. 23	Puritan New England <i>GML1</i> , 54-69, 89-95. <i>GML2</i> , 62-84, 102-106.
T Sept. 28	Eighteenth-Century American Cultures <i>GML 1</i> , 124-148. <i>GML 2</i> , 140-166.
Th Sept. 30	Imperial Crisis Essay 1 Due <i>GML1&2</i> , ch. 5.
T Oct. 5	Midterm
Th Oct. 7	Workshop 3: Three Accounts of the Boston Massacre

T Oct. 12	Fall Recess – No Class
Th Oct. 14	Instructor Away – No Class
T Oct. 19	The American Revolution <i>GML1</i> , 170-178. <i>GML2</i> , 190-200.
Th Oct. 21	A Revolution for Whom? <i>GML1&2</i> , ch. 6.
T Oct. 26	Workshop 4: Mid-Wife's Tale
Th Oct. 28	Workshop 5: Masters and Slaves <i>GML1&2</i> , ch. 11.
T Nov. 2	Liberty and Power in the Early Republic <i>GML1&2</i> , chs. 7-8.
Th Nov. 4	Workshop 6: Reading Runaway Slave Ads
T Nov. 9	The Rise of Capitalism <i>GML1&2</i> , ch. 9.
Th Nov. 11	Democracy and Slavery <i>GML1&2</i> , ch. 10.
T Nov. 16	Religion and Reform <i>GML1&2</i> , ch. 12.
Th Nov. 18	War, Expansion, and Crisis <i>GML1</i> , 397-435, 460-479. <i>GML2</i> , 415-435, 441-460-79.
T Nov. 23	Secession Crisis Essay 2 Due
Th Nov. 25	Thanksgiving - No Class
T Nov. 30	Civil War: The War for the Union <i>GML1&2</i> , ch. 14.
Th Dec. 2	Civil War and Reconstruction <i>GML1&2</i> , ch. 15.
T Dec. 7	Conclusion and Review
Fri. Dec. 10 1:30-4:30	Final Exam