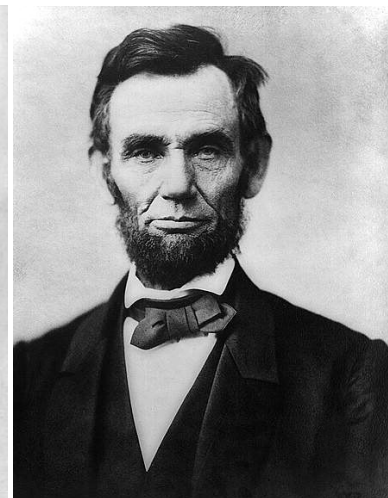
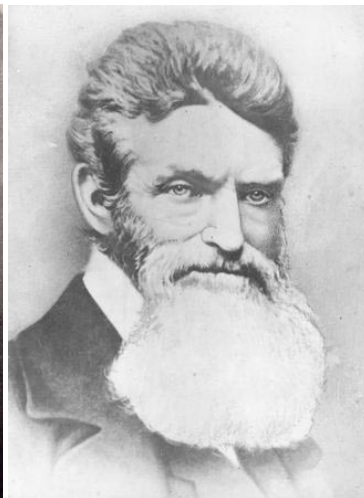
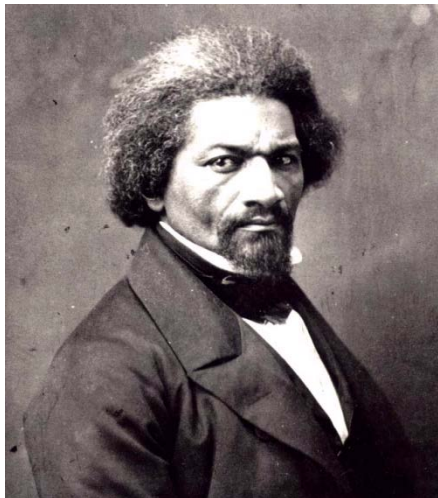




# **HIST 113A - THE UNITED STATES TO 1877 SPRING 2011**



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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 half 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. You will also learn how historians work. Because this course is a 100-level history course that fulfills the M1 LinC requirement, we will be focusing on the methods historians use to assess, utilize, and interpret primary sources (the documents, images, artifacts, and architecture that historians use to know about and interpret the past).

## **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**

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. 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.

### **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 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 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

<b>T Jan. 18</b>	<b>Introduction</b>
<b>Th Jan. 20</b>	<b>America</b> Reading: <i>Give Me Liberty (GML1&amp;2)</i> , ch.1.
<b>T Jan. 25</b>	<b>Workshop 1: Mohawk Demography</b>
<b>Th Jan. 27</b>	<b>Europe</b>
<b>T Feb. 1</b>	<b>Early Virginia</b> <i>GML1</i> , 36-54, 110-24. <i>GML2</i> , 43-62, 94-102, 125-140.
<b>Th Feb. 3</b>	<b>Workshop 2: Archaeology of a Mohawk Village</b>
<b>T Feb. 8</b>	<b>Slavery and Freedom</b> <i>GML1</i> , 36-54, 110-24. <i>GML2</i> , 43-62, 94-102, 125-140.
<b>Th Feb. 10</b>	<b>Puritan New England</b> <i>GML1</i> , 54-69, 89-95. <i>GML2</i> , 62-84, 102-106.
<b>T Feb. 15</b>	<b>Eighteenth-Century America</b> <i>GML 1</i> , 124-148. <i>GML 2</i> , 140-166.
<b>Th Feb. 17</b>	<b>Imperial Crisis</b> <b>Essay 1 Due</b> <i>GML1&amp;2</i> , ch. 5.
<b>T Feb. 22</b>	<b>Workshop 3: Three Accounts of the Boston Massacre</b>
<b>Th Feb. 24</b>	<b>The American Revolution</b> <i>GML1</i> , 170-178. <i>GML2</i> , 190-200.
<b>T Mar. 1</b>	<b>Midterm</b>
<b>Th Mar. 3</b>	<b>A Revolution for Whom?</b>

	<i>GML1&amp;2</i> , ch. 6.
<b>T Mar. 8</b>	<b>Spring Recess</b>
<b>Th Mar. 10</b>	<b>Spring Recess</b>
<b>T Mar. 15</b>	<b><i>Workshop 4: Masters and Slaves</i></b> <i>GML1&amp;2</i> , ch. 11.
<b>Th Mar. 17</b>	<b><i>Workshop 5: Mid-Wife's Tale</i></b>
<b>T Mar. 22</b>	<b>Liberty and Power in the Early Republic</b> <i>GML1&amp;2</i> , chs. 7-8.
<b>Th Mar. 24</b>	<b><i>Workshop 6: Reading Runaway Slave Ads</i></b>
<b>T Mar. 29</b>	<b>The Rise of Capitalism</b> <i>GML1&amp;2</i> , ch. 9.
<b>Th Mar. 31</b>	<b>Democracy and Slavery</b> <i>GML1&amp;2</i> , ch. 10.
<b>T Apr. 5</b>	<b>Religion and Reform</b> <i>GML1&amp;2</i> , ch. 12.
<b>Th Apr. 7</b>	<b>War, Expansion, and Sectionalism</b> <i>GML1</i> , 397-435, 460-479. <i>GML2</i> , 415-435, 441-460-79.
<b>T Apr. 12</b>	<b>Secession Crisis</b> <b>Essay 2 Due</b>
<b>Th Apr. 14</b>	<b>Civil War: The War for the Union</b> <i>GML1&amp;2</i> , ch. 14.
<b>T Apr. 19</b>	<b>Civil War and Reconstruction</b> <i>GML1&amp;2</i> , ch. 15.
<b>Th Apr. 21</b>	<b>Conclusion and Review</b>
<b>T Apr. 26</b>	<b>Easter – No Class</b>
<b>Th Apr 28</b>	<b>TBA</b>