



**HIST 113A - THE UNITED
STATES TO 1877
FALL 2011**



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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. Broadly speaking, the first half 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 even though racism and legal discrimination persisted. In this course, you will also learn how historians think and 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, 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.
- 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 by email.

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. For that reason, check your email regularly.

Note Taking

You will have to work on your note taking ability. Lectures are not simply a listing of facts and dates. Nor do they stand alone. Like book chapters, each lecture has its own topic but they work together to contribute to a larger understanding of American history. Therefore, do not try to write everything down and memorize the minutia of each class. Use your outlines as a guide to

what is important. Pay careful attention to my introduction in which I lay out the big theme or argument for the day. Much of the lecture content elaborates on and demonstrates the significance big theme or argument. As I talk, note the most important information and arguments. Try to make connections between material within a class and between lectures. Organize your notes under headings. 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 interpret events differently. 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

Essays

During the course, you will write two 4-page papers using a variety of primary sources. For the first paper, you will utilize documentary sources to determine what qualities the Iroquois most valued in their leaders. The second essay will have you evaluating a number of sources in or to determine the nature of the relationship between masters and their slaves. I will provide more information about the essay assignments as the semester progresses.

Workshops

Several times during the semester you will do workshops in which you will work collaboratively with other students to analyze and answer questions about a variety of primary sources. Some workshop will be stand alone assignments while others will help you prepare for the essays. As you may not complete the workshop by the end of the class, be prepared to meet with group members outside of class.

Tests & Quizzes

During the semester you will write two tests and two quizzes. Quizzes are short and designed to test your knowledge on a specific subject ie. geography or a particular reading. 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. **The final exam for this class will be held on Friday December 9 at 8:30am.**

Grade Distribution

Essay One 15%
Essay Two 15%
Quizzes 6% (3% each)
Workshops 18%
Midterm Test 12%
Final Exam 22%
Participation 12%

Attendance and Participation

It is your responsibility to attend every class prepared. While I do not check attendance every class, three unexcused absences will result in the lowering of final grade by a third of a letter grade ie. a B to a B-. Attendance and participation are **not** the same thing. While you must be in class to participate, I will calculate your participation grade based only on your active and thoughtful contributions to class.

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. If for some reason you cannot print your paper, email it to me before class and then turn in a hard copy before the end of the day.
- Work outside of school, extracurricular activities, and having a number of assignments due in the same week or on the same day 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 except under the circumstances described above.

Academic Honesty

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

Mon. Aug. 29	Introduction
Wed. Aug. 31	America to 1492 Readings: a) <i>Give Me Liberty (GML)</i> , 1-16. b) Sky Woman Explain how Native American societies differed from European ones?
Mon. Sept. 5	Labor Day - No Class

Wed. Sept. 7	Workshop 1: Contact and Consequences Readings: a) <i>GML</i> , 16-41. b) Workshop 1 documents (handout)
Mon. Sept. 12	Exploration and the Founding of Virginia Readings: a) <i>GML</i> , 43-62. What were the causes and consequences of European exploration? Workshop 1 due
Wed. Sept. 14	Workshop 2: Native American Leadership Readings: Documents in handout. Colonial Geography Quiz
Mon. Sept. 19	Origins of Slavery Readings: <i>GML</i> , 94-102, 125-140. Compare and contrast slavery in the different regions of colonial America. Workshop 2 due
Wed. Sept. 21	New England Readings: <i>GML</i> , 62-94. Compare and contrast New England with the Chesapeake and Middle Colonies.
Mon. Sept. 26	Awakenings Workshop 2 due Readings: <i>GML</i> , 102-124, 140-154. In what ways were colonists more like Britain in the eighteenth century than they had been in the seventeenth?
Wed. Sept. 28	Test
Mon. Oct. 3	Empires and Confederacies Readings: <i>GML</i> , 154-166. How did the Seven Year's War affect Native peoples?
Wed. Oct. 5	Workshop 3: The Boston Massacre Readings: a) Workshop 3 documents (handout) Essay 1 due
Mon. Oct. 10	Fall Recess - No Class
Wed. Oct. 12	Imperial Crisis and Revolution Readings: <i>GML</i> , ch. 5. If you were someone loyal to Britain, how would you persuade fellow colonists not to break with Britain in 1775-1776? Workshop 3 due
Mon. Oct. 17	A Revolution for Whom? Readings: <i>GML</i> , ch. 6. Thinking in terms of how much the Revolution changed things for Americans, was it a revolutionary event?
Wed. Oct. 19	Workshop 4: A Primary Source: A Midwife's Tale
Mon. Oct. 24	Workshop 5: A Midwife's Tale: Video Reading: Barbara Welter, "Cult of True Womanhood," 1-5. Workshop 4 due
Wed. Oct. 26	The Constitution and the New Nation Readings: a) <i>GML</i> , ch. 7. b) The Constitution on pages A-13-A28 at the end of your text.

	What do you believe is most important provision of the Constitution? Why? Workshop 5 due
Mon. Oct. 31	Workshop 5: Slavery Readings: a) Michael Wayne, "Slavery," 79-88. (handout) b) <i>GML</i> , Ch. 11. Reading Quiz
Wed. Nov. 2	Liberty and Power in the Early Republic Readings: <i>GML</i> , ch. 8. If you lived during the early republic would vote Federalist or Republican?
Mon. Nov. 7	Workshop 6: Source Assessment: Reading Slave Narratives Reading: "How to Manage Negroes" 354-359. (handout)
Wed. Nov. 9	Market Revolution Readings: <i>GML</i> 1 & 2, ch. 9, 349-374. Who benefited and lost as a result of the market revolution and why? Workshop 6 due
Mon. Nov. 14	Workshop 7: Masters Reading: Keziah Brevard's Diary (handout)
Wed. Nov. 16	Religion and Reform Readings: <i>GML</i> , 338-348, ch. 12. Was the United States democratic in the first half of the nineteenth century? Workshop 7 due
Mon. Nov. 21	Expansion and the Sectional Crisis of the 1850s Readings: <i>GML</i> , ch. 13. Why have contemporaries and historians claimed that a strong, national two-party system would moderate sectionalism and prevent civil war?
Wed. Nov. 23	Thanksgiving – No Class
Mon. Nov. 28	Secession & Civil War Readings: <i>GML</i> , ch. 14. Assess African American participation in the Civil War. Essay 2 due
Wed. Nov. 30	Civil War
Mon. Dec. 5	Reconstruction Readings: <i>GML</i> , ch. 15. Was Reconstruction a success or failure?
Wed. Dec. 7	Conclusion and Review
Fri. Dec. 9	Final Exam