

HIST 113

United States History Survey to 1877

Dr. Jennifer Fry
Spring 2012

United States History Survey: to 1877 (3) - American society, politics, and culture from the first settlements through Reconstruction, including the colonial experience, the Revolutionary War, the new political order, transformation of economic and social systems in the Jacksonian age, and the crisis of the republic in the Civil War. Designed to give overall perspective and an introduction that can be followed by more specialized coursework. (M1)

This semester we will focus our study on the question “What does it mean to be an American?” The answer to this question often depends on issues such as class, gender, ethnicity, era, place of origin, and socialization. Through the analysis of primary documents and a variety of secondary sources, we will focus on this and other broad questions. The liberally-educated person should have a critical understanding of the American experience in order to better interpret the world around them and comprehend how the past plays a role in their daily life.

Objectives:

- To identify the political, social, economic, and cultural forces that have produced a common U. S. heritage
- To identify major events, persons, ideas, and circumstances that contributed to the development of American attitudes and institutions.
- To analyze concepts that give meaning and order to the primary sources and raw data of the past and present of the United States.
- To identify and analyze significant problems and situations pertaining to the continuing issues of contemporary life.
- To effectively navigate the various scholarly resources of American Studies.
- To apply interdisciplinary strategies for defining and critiquing notions of U. S. identity and culture.

Goals:

- To improve understanding of significant events and issues that influenced the development of the United States.
- To better recognize the social, cultural, economic, political, geographic and technological interdependence of all persons in the United States.

General Learning Outcomes for the Student:

In addition to the more content-related objectives described above, this course has some general liberal-learning goals of developing academic skills. It is expected that successful completion of this course will help you improve your ability:

- To manage information, which involves sorting data, ranking data for significance, synthesizing facts, concepts and principles.
- To understand and use organizing principles or key concepts against which miscellaneous data can be evaluated.
- To differentiate between facts, opinions, and myths and how we use them.
- To frame questions so as to better clarify a problem, topic, or issue.
- To compare and contrast the relative merits of opposing arguments and interpretations, moving between the main points of each position.
- To organize thoughts and communicate them clearly and concisely in written and/or oral form.

COURSE METHODOLOGY AND PROCEDURES:

Texts:

1. **Give Me Liberty**; Seagull Edition (3rd), Volume 1, Eric Foner. ISBN: 978-0-393-91190-9
2. **Major Problems in American History: Volume 1: to 1877**; Third Edition, Elizabeth Cobbs Hoffman and Jon Gjerde eds. ISBN: 978-0-495-91513-3
3. **All students must enroll in this course on Blackboard. This must be completed by 8 am 1/19/2012.**

Examinations:

Three exams will be given during the semester and will be scheduled at least one week in advance. The final will have a comprehensive essay portion which discusses a theme developed throughout the semester. All tests will be essay in structure, including short answer and primary source interpretation questions. Students will complete a minimum of one essay on each exam. Study guides will be provided to each student in advance of the exam. Students will be allowed a 5 minute open note period in the last 10 minutes of each exam. Textbooks or photocopies of textbooks are prohibited during this note period.

Writing Assignments:

The course schedule below lists weekly reading assignments (to be completed by the entire class every week.) Students will complete three response papers based on these readings. All papers will be a typed(double spaced, 12 pt type with one inch margins), in Microsoft Office format (.doc) and submitted via Blackboard dropbox created by the professor. These papers will be focused on developing a thesis and defending an argument by utilizing primary source materials and short articles by historians. These materials will be from the *Major Problems* text. (A separate handout will be provided later in the week)

Extra Credit:

Students will be able to earn extra credit points by completing online quizzes on Blackboard. These quizzes will help the student review material, personally assess their progress, and aid in preparation for the exam. Questions will be taken from the entire chapter, not just the material focused on in class. Students can take these quizzes from any computer with internet access but all quizzes must be completed by announced deadlines. (no exceptions) Depending on performance, students can receive up to 14 bonus points on each of the three exams. Students receiving a 9/10, or 10/10 will receive 2 bonus points for each quiz. Students receiving a 8/10, 7/10, or 6/10 will receive 1 bonus point. Those students who receive 5/10 or lower will not receive any bonus points.

Academic Dishonesty:

Any form of academic dishonesty, as discussed in the Student Handbook, can result in a failing grade in the course and additional action by college officials. Any student caught plagiarizing will receive a 0 for the assignment. Any student caught cheating on an exam will receive a zero for the exam. For the detailed policy see:

<http://www.moravian.edu/studentlife/handbook/academic/academic2.html>

Attendance Policy:

Attendance is required and will play a part in the determination of the final grade. **No student will receive a higher grade than the percentage of classes attended.** This applies to all class levels; seniors and upperclassmen are not excluded from this policy. Students who arrive after roll is taken will be marked as absent, and must meet with the professor after class if they wish to have this absence changed. After twice arriving late, students who continue this practice will be marked absent. **After three absences the professor will deduct 5 points from your final grade for each additional absence.**

Inclement Weather or Class Cancellation Policy

Please note that I may cancel classes if I cannot make the trip to campus because of inclement weather. ALL classes cancelled by the college or myself will have alternate assignments on Blackboard. If class is cancelled, I will attempt to post the information on the web site by 8 AM on the day of class. Students are responsible for checking Blackboard and completing the assignment before the next class meeting. Failure to complete the assignment will lead to a student being marked absent for the class time.

Grade Scale:

A = 94- 100	C = 74- 76
A- = 90- 93	C- = 70- 73
B+ = 87- 89	D+ = 67-69
B = 84- 86	D = 64-66
B- = 80- 83	D- = 60-63
C+ = 77- 79	F = Below 60

Grade Formula:

Exam 1	15%	Attend/Class Part	5%
Exam 2	20%	Response Paper 1	10%
Exam 3	25%	Response Paper 2	10%
		Response Paper 3	15%

Essays in examinations and papers should be well organized, with a strong thesis in the introduction, a marshalling of historical evidence that proves your point, and a strong conclusion that summarizes the argument. Grammar, syntax, spelling and vocabulary will be included as part of paper grades, as poorly written essays cannot communicate sophisticated ideas.

Make-up Policy:

All scheduled exams and assignments must be completed on the scheduled date. **Response Papers turned in late will not receive a grade higher than a B- (80). For each additional day late, 10 pts will be deducted. (Second day late 70 pts highest possible, third day 60 pts highest possible....etc)** “Late” is defined as any time past the normal start of class or assigned time. “Day” is defined as each 24 hour period, not as each class period. Exceptions can be made only with prior approval by myself and in emergency cases with a valid excuse from a college official or medical professional. Upon acceptance of this excuse and verification, new exam dates or timetable for assignment completion will be rescheduled at the earliest convenience of all parties involved. Papers and assignments will not be accepted via email, they must be submitted via Blackboard.

Classroom Accommodations:

All students who have a documented learning disability or a physical handicap should schedule an appointment with the instructor during the first week of class to discuss accommodations for the classroom and/or assignments and/or examinations.

Class Participation:

As learning to express ones self is part of the college experience, students are required to actively participate in classroom discussions. Active participating means thoughtfully participating in discussion on a regular basis, mere attendance does not count as adequate participation. Students will be expected to read the assigned material and arrive at class prepared. Many questions will be posed to the class as avenues for discussion. The professor will keep a running total of who is participating in each discussion. Excessive absences and failure to participate will result in a low grade in this category. If a student is absent for the announcement it is their responsibly to check with their classmates to see what is missed.

Electronic Device Policy

Cell phones and other communication devices should be placed on silent (not vibrate) during class time. Students will be allowed to briefly glance at their phones, but receiving and placing calls, texting, internet surfing, watching videos, listening to music, etc... is prohibited.(No TYPING) The privilege of checking your phone will be revoked if it is abused. All phones must be turned off during exams. If you have an emergency situation that necessitates access to your phone, you must discuss it with me before the class begins. Laptop computers are allowed in class but ONLY word processing programs are allowed. Students who are observed at using any other program during class will be asked to leave and will lose the privilege for the rest of the semester.

Online Materials:

Blackboard will be utilized for the online grade book and instructional support features. Students will have real time access to their grades and additional study materials relating to the textbook. Powerpoint slides and a copy of the syllabus are also available on Blackboard.

Email Etiquette:

The easiest way to contact me is via email. **fryj@moravian.edu** It is my policy to respond to all email within 24 hours on weekdays and 48 hours on weekends. Please do not expect an immediate response. Students should conduct themselves in a professional manner when emailing professors, providing a subject and using proper grammar, spelling, punctuation and capitalization. Emails from Moravian accounts without a subject will not be opened.

Office Hours and Contact Information:

Classroom: Comenius 309

Office: Comenius 409

Office Hours: Tuesday and Thursday 11:30 to 12:30 and by appointment

E-mail: fryj@moravian.edu

Course Outline:

1. Cultures Collide (Foner Chapter 1) (Hoffman Chapter 1)
2. Regional Development of the American Colonies (Foner Chapters 2-4) (Hoffman Chapters 2 and 3)
3. America at 1750 and the Approach of the Revolution (Foner Chapter 5) (Hoffman Chapter 4)
4. The American Revolution (Foner Chapter 5) (Hoffman Chapter 4)

Exam 1

5. Impact of Revolution and Framing a Constitution (Foner Chapter 6-7) (Hoffman Chapter 5)
6. The Early National Period (Foner Chapter 8) (Hoffman Chapter 6)
7. The War of 1812 and the "Era of Good Feelings" (Foner Chapters 8)(Hoffman Chapter 7)
8. Jacksonian Democracy and the Changing Economy (Foner Chapters 9-10) (Hoffman Chapter 7- 9,11)

Exam 2

9. Reform Movements: Abolitionism, Women's Rights, Native American Removal (Foner Chapters 10, 12) (Hoffman Chapter 8, 10)
10. Manifest Destiny: An Empire for Liberty-or Slavery (Foner Chapter,13) (Hoffman Chapter 12,13)
11. The Civil War (Foner Chapter 14) (Hoffman Chapter 14)
12. Reconstruction (Foner Chapter 15) (Hoffman Chapter 15)

Final Exam (as scheduled by the registrar's office)

Please note, syllabus details subject to change. Changes to the syllabus will be distributed in writing.

First Exam Study Guide Part 1

Each examination will contain an essay portion worth 45% of the exam grade. The essay questions will be chosen from the questions below. On each exam there will be two questions, and you are required to answer one. As I am providing the questions in advance, I will expect a well written answer that addresses all aspects of the question.

1. Compare and contrast the development of the_____ and the_____ colonies. Discuss the following topics in your essay- founding, population, life experiences, religion, growth of government and economy, type of labor utilized and legacy of the colonies. Be sure to discuss other colonies in each region. (I will choose either North-Massachusetts, South- Virginia, Middle-Pennsylvania)
2. Discuss the importance of the French and Indian War in causing the American Revolution. How did this war and the acts of 1763 and 1764 move the country closer to revolution? (be aware of dates)
3. Discuss the American reaction to British activities from 1765 through the *Declaration of Independence*. How did this series of events lead to war? (again, be aware of dates)
4. Discuss the American Revolution focusing on the strengths and weaknesses of each side, the challenges of utilizing “citizen soldiers,” and the major theatres of action.

Tips for Success

- Write out essays in advance. Email them to me at least one week before the exam for feedback.
- Read essay questions before each class—keep in mind the question while taking notes.
- Be sure to answer the entire question.
- Prepare a brief outline of the question in advance, use key words to jog your memory. Take two minutes to outline before writing essay to maintain focus.
- To achieve the highest score on essays add and describe people, places, and events. Details = more points!
- Exams are structured to take the entire class period. Expect to spend at least twenty-five minutes writing the essay.

First Exam Study Guide Part 2

Short answer essays and multiple choice questions will compose thirty five percent of your exam grade. Short answers could consist of a description of the item AND a sentence summarizing the item's importance. In the case of broad concepts, ("subsistence agriculture," cultural imperialism...etc....) a solid example should be included.

Twenty percent of your exam grade will be based on your analysis of primary documents taken from the assigned readings in *Major Problems*. You will be presented with a document and will need to write a paragraph that describes the document and links the document to an event or individual. Points will be earned for description and the use of outside information.

Renaissance	Reformation	Scientific Revolution
Primogeniture	Prince Henry the Navigator	Powhatan Confederacy
Enlightenment	Christopher Columbus	Hernan Cortes
Bartoleme de las Casas	Virginia Company	Jamestown
Francisco Pizzaro	Walter Raleigh	Captain John Smith
John Rolfe	Headright System	Indentured Servant
John Winthrop	Anne Hutchinson	Patrick Henry
Mayflower Compact	William Penn	Noblesse Oblige
<i>City Upon A Hill</i>	Salem Witch Trials	Prince Henry the Navigator
Subsistence Agriculture	Triangle Trade	Mercantilism
Roger Williams	"southern strategy"	"Remember the Ladies"
Quakers	First Great Awakening	William Pitt
Bacon's Rebellion	Paxton Boys	Stono Rebellion
Salutary Neglect	French and Indian War	Treaty of Paris 1763
Proclamation of 1763	Sugar Act	Sons/Daughters of Liberty
Declaratory Act	Albany Plan of Union	Townshend Acts
Boston Tea Party	Gaspee Incident	Stamp Act Congress
Loyal Nine	Stamp Act	Benjamin Franklin
Boston Massacre	Coercive Acts	First Continental Congress
Second Continental Congress	Quartering Act	Galloway Plan
Suffolk Resolves	Thomas Paine	Olive Branch Petition
Battle of Saratoga	Battle of Yorktown	James Madison
<i>Common Sense</i>	Richard Henry Lee	Treaty of Paris 1783

Tips for Success

- Print out slides and highlight terms.
- Read over list before class and make sure you take good notes on each topic.
- Write out definitions each term that includes who, what, when, where and why this item is important.
- Do not wait until the last minute to start preparing, write out definitions each class or week.