



**HIST 113A - THE UNITED
STATES TO 1877
FALL 2012**



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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. 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: An American History, Brief 3rd Edition, Vol. I.* (W.W. Norton, 2012).

Theda Perdue and Michael D. Green, *The Cherokee Removal: A Brief History with Documents* (Boston: Bedford/St. Martin's, 2005).

Additional readings will be distributed via email or Blackboard

Assignments

During the course, you will write two 5-page papers using a variety of primary sources. Each paper should be written in 12 point with one inch margins. Papers must follow academic conventions for citing sources. Historians use the Chicago Manual of Style format. The following http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch10_s1-0001.html links to an online CMS style guide.

Workshops

Several times during the semester you will participate in 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 standalone assignments while others will help you prepare for the essays described below. As you may not complete the workshop by the end of the class, be prepared to meet with group members outside of class.

Essay 1: Runaway Slaves and Servants in the Eighteenth-Century Chesapeake

For the first assignment, you will write the history of a fictional eighteenth-century slave or indentured servant. In order to get an idea about how slaves and servants lived, you will consult a minimum of thirty runaway slave/servant ads that appeared regularly in colonial newspapers. Compiling information you glean from these advertisements, construct a composite life story. Your story should explain who your protagonist is, where they were from (i.e. born into slavery, captured in Africa, purchased in England or Ireland), their work, clothing, food, relationships on and off the plantation, why they ran away and how. Most importantly, your paper must make an argument about some aspect of slavery or servitude. You might for example compare the conditions of slaves and servants. Did their treatment differ appreciably? Did one have more opportunities than the other? Were men or women more likely to run away? Was slave society homogenous or was it varied and diverse? Among slaves, who was most likely to run away? Why? While this exercise gives you considerable creative leeway, the story you tell must be both plausible and supported by primary documents. That means whatever details you put in the story must come from the advertisements. Like any other history paper, you need to footnote your sources. We will work on this essay in stages during workshops.

To find the advertisements, go to the Geography of Slavery website at <http://www.vcdh.virginia.edu/gos/>. I will explain how to search the database in class.

Essay 2: Cherokee Culture and Resisting Removal

Read all of Theda Perdue and Michael Green's, *The Cherokee Removal: A Brief History with Documents* and then choose one of the essay topics below.

1. In the early decades of the nineteenth century, Cherokee culture came under immense pressure to change. To what extent did the Cherokee live a "traditional" lifestyle in the years just prior to removal? One thing to keep in mind is that cultural change almost never totally transforms Native American cultures; rarely do people shed all aspects of their society and remake themselves anew. Your answer to this question, therefore, should attempt to explain why certain aspects of Cherokee culture changed and others did not.
2. During these same years, the Cherokee also faced repeated attempts to deprive them of their lands. What strategies/arguments did the Cherokee employ to defend their lands and explain why they pursued these strategies?
3. Since the end of the American Revolution, the United States coveted Cherokee lands. How and why did U.S. strategies for obtaining Cherokee land change from the late

eighteenth to the nineteenth century? For this essay you will need to obtain from me documents outlining Washington's and Jefferson's Indian policies.

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 21% (7@3%)

Midterm Test 15%

Final Exam 22%

Participation 12% (This grade reflects your active participation and is NOT an attendance grade.)

Attendance

Your grade in this course correlates directly to your attendance in class, active participation, and the amount and quality of the work you produce. By missing class, you miss information that is critical to your success. While I do not grade attendance it is impossible to do well if you miss classes. Please keep in mind that I do not accept emailed assignments without prior permission.

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 homework and 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 who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Class Schedule

Week 1 M Aug. 27	Introduction
W Aug. 29	America Reading: <i>Give Me Liberty</i> 3 rd Brief Edition (<i>GML</i>), ch.1. Sky Woman (Blackboard)
Week 2 M Sept. 3	Labor Day - No Class
W Sept. 5	Virginia... Reading: <i>GML</i> , 38-52, 80-85, 104-116.
Week 3 M Sept. 10and the Origins of Slavery <i>GML</i> , 80-85, 104-116.
W Sept. 12	Workshop 1: Reading Runaway Slave Ads
Week 4 M Sept. 17	New England... <i>GML</i> , 53-71.
W Sept. 19	Workshop 2: Using Sources to Make Interpretations <i>GML</i> , 72-80 (Middle Colonies).
Week 5 M Sept. 24	...and the Origins of "American Exceptionalism" <i>GML</i> , 116-127.
W Sept. 26	Middle Colonies, Empires, and Confederacies <i>GML</i> , 127-138.
Week 6 M Oct. 1	Mid-Term Test
W Oct. 3	Imperial Crisis <i>GML</i> , 139-157.
Week 7 M Oct. 8	Fall Recess - No Class
W Oct. 10	Workshop 3: Three Accounts of the Boston Massacre Read, print, and bring to class the following: Three accounts of the Boston Massacre (Blackboard)
Week 8 M Oct. 15	A Revolution for Whom? <i>GML</i> , 158-166, ch. 6. Essay 1 Due
W Oct. 17	Workshop 4: African Americans and Native Americans in the New Nation Read, print and bring to class the following readings: Thomas Jefferson on Race and Slavery (Blackboard) Thomas Jefferson to Benjamin Hawkins (Blackboard)
Week 9	The Constitution and the New Nation

M Oct. 22	<i>GML</i> , ch. 7.
W Oct. 24	The Early Republic <i>GML</i> , ch. 8.
Week 10	<i>Workshop 5: Accommodating Change: The Cherokee</i>
M Oct. 29	Read and bring to class the following: John Ridge to Albert Gallatin, 1826 in <i>Cherokee Removal: A Short History with Documents</i> , 35-44. Elizabeth Taylor to Abigail Parker, 1828 in <i>Cherokee Removal: A Short History with Documents</i> , 47-48.
W Oct. 31	Market Revolution <i>GML</i> , ch. 9.
Week 11	<i>Workshop 6: Arguing for Removal</i>
M Nov. 5	Read and bring to class the following: Lewis Cass, Removal of the Indians, 1830 in <i>Cherokee Removal: A Short History with Documents</i> , 115-121. State of the Union Address, 1830 in <i>Cherokee Removal</i> , 127-128.
W Nov. 7	How Democratic Was Jacksonian America <i>GML</i> , ch. 10.
Week 12	The Benevolent Empire
M Nov. 12	<i>GML</i> , ch. 12.
W Nov. 14	<i>Workshop 7: Masters and Slaves in the Old South</i> Readings: <i>GML</i> , ch. 11. Instructions to an Overseer (Blackboard) WPA Slave Narrative (Blackboard)
Week 13	Expansion and the Sectional Crisis of the 1850s
M Nov. 19	<i>GML</i> , ch. 13. Essay 2 Due
W Nov. 21	Thanksgiving – No Class
Week 14	Secession & Civil War
M Nov. 26	<i>GML</i> , ch. 14.
W Nov. 28	Civil War
Week 15	Reconstruction
M Dec. 3	<i>GML</i> , ch. 15.
W Dec. 5	Conclusion and Review

The instructor reserves the right to change the syllabus with appropriate notice.