



**HIST 113 - THE UNITED STATES
TO 1877
SPRING 2013**



Dr. James Paxton

Comenius 306

Office Hours: Wed. & Fri. 10:05-noon, 2:30-3:30, or by appointment.

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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).

Additional readings will be posted on Blackboard or distributed in class.

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.

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 use a variety of documentary sources to create an argument about the nature of the master-slave relationship. Details will be provided in class.

Tests & Quizzes

During the semester you will write two tests, a mid-term and a final exam, a several short quizzes. See the schedule for specific dates. 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. Quizzes are short and designed to test your knowledge of a specific chapter in the textbook.

Grade Distribution

Essay One	12%
Essay Two	15%
Quizzes	12% (4@3%)
Workshops	15% (5@3%)
Midterm Test	14%
Final Exam	20%
Participation	12%

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 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

Week 1	Introduction
Jan. 16	
Jan. 18	America Reading: <i>Give Me Liberty</i> 3 rd Brief Edition (<i>GML</i>), ch.1. Sky Woman (Blackboard) How did Native American societies differ from European ones?
Week 2	Virginia...
Jan. 23	Reading: <i>GML</i> , 38-52, 80-85, 104-116. Jamestown Maps (Blackboard) Census (Blackboard) Why did the English begin exploring and start colonies? What were the consequences of European exploration to indigenous societies?
Jan. 25	Workshop 1: Mohawk Demography Workshop 1 documents (Blackboard)
Week 3and the Origins of Slavery
Jan. 30	<i>GML</i> , 80-85, 104-116. Compare and contrast slavery in the different regions of colonial America. Reading Quiz 1 Workshop 1 due
Feb. 1	Workshop 2: Archaeology of a Mohawk Village
Week 4	New England...
Feb. 6	<i>GML</i> , 53-71. Compare and contrast New England and Virginia. Workshop 2 due
Feb. 8	...and the Origins of "American Exceptionalism"
Week 5	Two Great Awakenings
Feb. 13	<i>GML</i> , 116-138. What were the components of British liberty? Reading Quiz 2
Feb. 15	Mid-Term

Week 6 Feb. 20	Imperial Crisis <i>GML</i> , 139-157. If you were loyal to Britain, how would you persuade fellow colonists not to break with Britain in 1775-1776? Reading Quiz 3
Feb. 22	Workshop 3: The Boston Massacre Readings: a) Workshop 3 documents (Blackboard) Essay 1 due
Week 7 Feb. 27	A Revolution for Whom? Readings: <i>GML</i> , 158-166, ch. 6. Thinking in terms of how much the Revolution changed things for Americans, was it a revolutionary event? Workshop 3 due
Mar. 1	Workshop 4: A Midwife's Tale: Video Reading: Barbara Welter, "Cult of True Womanhood," 1-5. Workshop 4 due
Week 8 Mar. 6	Spring Recess - No Class
Mar. 8	Spring Recess - No Class
Week 9 Mar. 13	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?
Mar. 15	Slavery Readings: a) Michael Wayne, "Slavery," 79-88. (Blackboard) b) <i>GML</i> , Ch. 11. Reading Quiz 4
Week 10 Mar. 20	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?
Mar. 22	Workshop 5: Source Assessment: Reading Slave Narratives Reading: "How to Manage Negroes" 354-359. (Blackboard)
Week 11 Mar. 27	Market Revolution Readings: <i>GML</i> , ch. 9. Who benefited and lost as a result of the market revolution and why? Activity: The Transformation of Rochester Workshop 5 due
Mar. 29	Easter – No Class
Week 12 April 3	Workshop 6: Masters Reading: Keziah Brevard's Diary (Blackboard)
April 5	Religion and Reform Readings: <i>GML</i> , ch. 12. Was the United States democratic in the first half of the nineteenth century? Workshop 6 due

Week 13	Manifest Destiny and Expansion
April 10	Readings: <i>GML</i> , 366-376. Why have contemporaries and historians claimed that a strong, national two-party system would moderate sectionalism and prevent civil war? Activity: Compromising Slavery
April 12	Sectional Crisis of the 1850s Readings: <i>GML</i> , 377-398. Reading Quiz 5
Week 14	Secession & Civil War
April 17	Readings: <i>GML</i> , ch. 14. Assess African American participation in the Civil War. Essay 2 due
April 19	Civil War How did the Civil War transform the North and the South?
Week 15	Reconstruction
April 24	Readings: <i>GML</i> , ch. 15. Was Reconstruction a success or failure?
April 26	Conclusion and Review
April 30	Final Exam 1:30pm
