



**HIST 113A - THE UNITED  
STATES TO 1877  
SPRING 2014**



**Dr. James Paxton**  
Comenius 306

Office Hours: Mon. 2:20-3:00, Wed. 10:00-12:00; Thurs. 10:15-12:00, or by appointment.

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610-625-7897

## 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

Alan Taylor, *Colonial History: A Very Short Introduction* (New York: Oxford University Press, 2013).

Bruce Levine, *Half Slave and Half Free: The Roots of the Civil War* (New York: Hill and Wang, 2005).

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](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 oral traditions to assess the qualities of a good Iroquois leader. As preparation, you will work collaboratively with other students to answer questions that will help you with the larger essay. The due dates for group work are listed in the syllabus. For the second paper, you will use documentary and statistical sources to evaluate the ability of slaves to create stable families and communities. Again, this paper will be written in stages through group work assignments. Details will be provided in class.

### **Quizzes, Tests & Exams**

During the semester you will write eight short quizzes, two tests, and a final exam. The schedule provides for specific dates everything except the quizzes, which are unannounced. As the dates for the tests and the final exam have been set, travel and other non-medical emergencies will not be accepted as a reason for missing or rescheduling.

### **Grade Distribution**

Essay One	12%	
Essay Two	12%	
Quizzes	12%	You will have between six and eight quizzes, but I will drop the lowest grade
Workshops	18%	(6@3%)
Midterm Test	14%	(2@7%)
Final Exam	20%	
Participation	12%	

### **Late Policy**

- Unless otherwise stated, 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 late work. 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.
- Unless otherwise stated, emailed essays and assignments 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.

### Accommodation

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

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<b>Week 1</b>	<b>Introduction</b>
Mon. Jan. 13	
Wed. Jan. 15	<b>Encounters</b> Reading: Alan Taylor, <i>Colonial America</i> , 1-21 (intro and ch. 1). Sky Woman (Blackboard)
<b>Week 2</b>	<b>Martin Luther King Day – No Class</b>
Mon. Jan. 20	
Wed. Sept. 22	<b>Spain and France in America</b> Reading: Taylor, <i>Colonial America</i> , 22-50 (chs. 2-3).
<b>Week 3</b>	<b>Workshop 1</b>
Mon. Jan. 27	Workshop 1 documents (Blackboard) Share via Google Drive or Email to me by 4pm Jan. 31
Wed. Jan. 29	<b>Chesapeake</b> Reading: Taylor, <i>Colonial America</i> , 51-65, 77-89 (ch. 4 & 6).
<b>Week 4</b>	<b>Workshop 2</b>
Mon. Feb. 3	Share via Google Drive or Email to me by 4pm Feb. 7 Reminder: Essay one is due <b>Feb. 24</b> so be sure to start working on it.
Wed. Feb. 5	<b>New England</b> Reading: Taylor, <i>Colonial America</i> , 66-76 (ch. 5).
<b>Week 5</b>	<b>British America</b>
Mon. Feb. 10	Reading: Taylor, <i>Colonial America</i> , 90-107 (ch. 7).
Wed. Feb. 12	<b>Empires</b> Reading: Taylor, <i>Colonial America</i> , 108-123 (ch. 8).
<b>Week 6</b>	<b>Test on Early America</b>
Mon. Feb. 17	
Wed. Feb. 19	<b>Origins of the Imperial Crisis</b>
<b>Week 7</b>	<b>Workshop 3: The Boston Massacre</b>
Mon. Feb. 24	<b>Readings:</b> a) Workshop 3 documents (Blackboard) Share via Google Drive or Email to me by 4pm Feb. 28 <b>Due: Essay 1</b>
Wed. Feb. 26	<b>From Resistance to Revolution</b> <b>NOTE:</b> You and your group will need to watch and respond to a video for workshop 4 <b>due on Mar. 14</b> (see instructions below). I strongly recommend you do not put off watching the

	video. Note that this workshop is to be done outside of class. Read Barbara's Welter's "Cult of True Womanhood" first and then watch the video <i>A Midwife's Tale</i> with your group. Both are available on blackboard. Answer the questions provided at the bottom of Welter article.
<b>Week 8</b>	<b>Spring Recess - No Class</b>
Mon. Mar. 3	
Wed. Mar. 5	<b>Spring Recess - No Class</b>
<b>Week 9</b>	<b>Aftermath and Backlash</b>
Mon. Mar. 10	<b>Reminder:</b> Workshop 4 is due on Mar. 14.
Wed. Mar. 12	<b>Liberty and Power in the Early Republic</b> Bruce Levine, <i>Half Slave and Half Free</i> , 3-16 (Intro)
<b>Week 10</b>	<b>Test on the Revolution and Early Republic</b>
Mon. Mar. 17	
Wed. Mar. 19	<b>Workshop 5</b> Read Peter Kolchin, <i>American Slavery, 1613-1877</i> (Hill and Wang, 1993) Bruce Levine, <i>Half Slave and Half Free</i> , ch 1. Share via Google Drive or Email to me by 4pm Mar. 25.
<b>Week 11</b>	<b>Free Labor</b>
Mon. Mar. 24	Bruce Levine, <i>Half Slave and Half Free</i> , chs. 2.
Wed. Mar. 26	<b>The Market Revolution, North and South</b> Bruce Levine, <i>Half Slave and Half Free</i> , 3-4.
<b>Week 12</b>	<b>Workshop 6: Slave Narratives</b>
Mon. Mar. 31	<b>Reading:</b> (Blackboard) Share via Google Drive or Email to me by 4pm Apr. 4.
Wed. Apr. 2	<b>Liberty and Slavery</b> Bruce Levine, <i>Half Slave and Half Free</i> , chs. 5-6.
<b>Week 13</b>	<b>The Nation in 1830</b>
Mon. Apr. 7	Bruce Levine, <i>Half Slave and Half Free</i> , chs. 7.
Wed. Apr. 9	<b>Western Expansion and Sectional Conflict</b> Bruce Levine, <i>Half Slave and Half Free</i> , chs. 8-9. <b>Due: Essay 2 due Fri. Apr. 11 by 4pm via email</b>
<b>Week 14</b>	<b>Secession and Civil War</b>
Mon. Apr. 14	Bruce Levine, <i>Half Slave and Half Free</i> , ch. 10.
Wed. Apr. 16	<b>Civil War</b>
<b>Week 15</b>	<b>Easter Recess – No Class</b>
Mon. Apr. 21	
Wed. Apr. 23	<b>Reconstruction</b>
Apr. 28 1:30pm	<b>Final Exam</b>

