

HIST 113A – The United States to 1877

Fall 2014



Thomas Hart Benton, Slavery



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Dr. Jamie Paxton
306 Comenius Hall
610-625-7897
paxtonj@moravian.edu

Twitter @MoCoHistory

Office Hours: Tuesdays & Thursdays 11:30-1:00

Mondays & Wednesdays 1:00-2:00

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

Carol Berkin, et al., *Making America: A History of the United States* (Stamford, CT: Cengage Learning, 2015).

Harmen Myndertsz van den Bogaert and George O'Connor, *Journey into Mohawk Country* (New York: First Second, 2006).

Additional readings will be distributed throughout the semester.

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 font 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.

Quizzes, Tests & Exams

During the semester you will write six to eight short quizzes, two tests, and a final exam. Quizzes are unannounced and test your comprehension of the assigned reading. 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 either missing or rescheduling.

Grade Distribution

Group Presentation	5%
Essay One	10%
Essay Two	12%
Quizzes	12% (6-8 in number. The lowest grade will be dropped)
Workshops	18% (7 in number. The lowest grade will be dropped)
Midterm Test	14% (2@7%)
Final Exam	19%
Participation	10%

Late Policy

- Unless otherwise stated, all assignments are to be handed in at the **beginning** of the class in which they are due.
- Because I accept papers by email or Google Drive printing problems, including having a zero printing balance, are not acceptable reasons handing work in late.
- 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.

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 must contact Ms. Elaine Mara, assistant director of academic support services for academic and disability support, at the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

Week 1 Tues. Aug. 26	Introduction
Th. Aug. 28	Encounters Reading: Berkin, <i>Making America</i> , ch. 1. Reading: Sky Woman
Week 2 Tues. Sept. 2	Spain, France, and the Netherlands in America Reading: Berkin et al., <i>Making America</i> , ch. 2. Reading: <i>Journey into Mohawk Country</i> , 3-16.
Th. Sept. 4	Early English Colonies: The Chesapeake Reading: Berkin et al., <i>Making America</i> , 48-57. Reading: "Jamestown" Documents on Blackboard
Week 3 Tues. Sept. 9	Workshop 1: Using Primary Sources: Journey into Mohawk Country Reading: <i>Journey into Mohawk Country</i> , 3-88. (pages 3-16 will be review) Share your answers via Google Drive or email by 4pm Friday Sept 12.
Th. Sept. 11	Convocation - No Class
Week 4 Tues. Sept. 16	Workshop 2: How Many Iroquois Were there in 1634-1635?: Journey into Mohawk Country Reading: <i>Journey into Mohawk Country</i> , 61-141. Share your answers via Google Drive or email by 4pm Friday Sept. 19. Reminder: Essay 1 is due Oct. 7 so be sure to start working on it.
Th. Sept. 18	Early English Colonies: New England Reading: Berkin, <i>Making America</i> , 57-76.
Week 5 Tues. Sept. 23	Eighteenth-Century America Reading: Berkin et al., <i>Making America</i> , ch. 4.
Th. Sept. 25	Presentations
Week 6 Tues. Sept. 30	Test - Pre-Contact and Colonial America

Th. Oct. 2	<p>Imperial Crisis Reading: Berkin, <i>Making America</i>, ch. 5.</p> <p>NOTE: You and your group will need to watch and respond to a video for workshop 4 due on Friday Oct. 17 (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. Before watching, read both Barbara's Welter's "Cult of True Womanhood" and the questions 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.</p>
Week 7 Tues. Oct. 7	<p>Revolution Reading: Berkin et al., <i>Making America</i>, ch. 6.</p> <p>Due: Essay 1. Share via Google Drive or email to me by the beginning of class period.</p>
Th. Oct. 9	<p>Constitution Reading: Berkin et al., <i>Making America</i>, 166-184.</p>
Week 8 Tues. Oct. 14	<p>Fall Recess - No Class</p>
Th. Oct. 16	<p>Liberty and Power Reading: Berkin et al., <i>Making America</i>, 184-197.</p>
Week 9 Tues. Oct. 21	<p>Workshop 5: Masters Reading: Michael Wayne, "Paternalism." Reading: A Planter's Instructions to His Overseer Share via Google Drive or email to me on Fri. Oct. 24 by 4pm.</p>
Th. Oct. 23	<p>Early Republic Reading: Berkin et al., <i>Making America</i>, ch. 8.</p>
Week 10 Tues. Oct. 28	<p>Workshop 6: Slaves Reading: Slave Narratives Share via Google Drive or email by Fri. Nov. 31 at 4pm.</p>
Th. Oct. 30	<p>War of 1812 Reading: Berkin et al., <i>Making America</i>, ch. 9.</p>
Week 11 Tues. Nov. 4	<p>Jacksonian America Reading: Berkin et al., <i>Making America</i>, ch. 10.</p>
Th.	<p>Market Revolution</p>

Nov. 6	Reading: Berkin et al., <i>Making America</i> , ch. 11.
Week 12 Tues. Nov. 11	Test - The Early Republic and Jacksonian America
Th. Nov. 13	Resistance and Reform Reading: Berkin et al., <i>Making America</i> , 316-331.
Week 13 Tues. Nov. 18	Second Two Party System Reading: Berkin et al., <i>Making a America</i> , 331-345.
Th. Nov. 20	War and Expansion Workshop 7: Averting the Civil War Reading: Berkin et al., <i>Making a America</i> , 346-352. Share via Google Drive or email by Friday Nov. 25 at 4pm.
Week 14 Tues. Nov. 25	Sectionalism and Secession Reading: Berkin et al., <i>Making America</i> , ch. 352-381.
Th. Nov. 27	Thanksgiving - No Class
Week 15 Tues. Dec. 2	Civil War Reading: Berkin et al., <i>Making America</i> , ch. 14.
Th. Dec 4	Reconstruction Reading: Berkin et al., <i>Making America</i> , ch. 15.
HIST 113A Dec. 12 8:30am HIST 113B Dec. 11 1:30pm	Final Exam