

Dr. Nancy Hillman
Email: hillmann@moravian.edu
Phone: 757-408-1186
Office: TBD; available to meet in Comenius 300
Office time: W 5:30-6:30 and by appt.

UNITED STATES HISTORY TO 1877—HIST 113PM
Moravian College—Spring 2016
W 6:30-9:30PM
Comenius 305

COURSE DESCRIPTION: This semester, we will embark on a journey throughout early America and the emergent United States. Some familiar events will no doubt appear—colonization, the Revolution, the Civil War—and as well as some famous “greats”—Abigail Adams, George Washington, Frederick Douglass. Yet the course will also explore some topics and figures that might surprise you—the relationship between slavery and freedom, backcountry rebellions, and Nat Turner, for instance.

This survey is meant to provide you with a broad understanding of events and movements in American History up until the end of Reconstruction in 1877. Particular themed pairings will appear throughout the semester: expansion & tension; labor & status; centralization & marginalization. The course will also seek to situate American History within its proper global context. In class discussions and writing assignments, you will obtain an invaluable understanding about *how* to study history by developing a working knowledge of how to read sources critically and construct coherent arguments. These are skills that will serve you well in any field of study.

As this course only meets once a week, we will need to cover a lot of material at each session. You should think carefully about how you spread your reading and assignments out over each week. We will also spend a sizeable portion of each class studying and discussing primary sources, particularly in groups. America’s history is full of fascinating stories of individual lives and dramatic events. Join me in unpacking this adventure!

LEARNING OBJECTIVES: By the end of the course, you should have gained:

- 1) A firm grasp on the timeline of major events in American History to 1877.
- 2) An ability to identify and discuss significant themes in American History and to trace these themes across various events, movements, and places in the American story.
- 3) An appreciation of history from both the global and local perspectives.
- 4) A better understanding of how to analyze primary sources responsibly and to connect them to the larger timeline and themes of the course.
- 5) An improved ability to engage secondary works by identifying main arguments and critically discussing their contribution to the historical narrative.
- 6) A stronger sense of how to construct sound arguments to describe historical events and movements and their relationship to one another.
- 7) An ability to cite historical sources correctly.
- 8) A solid skillset for writing and speaking clearly and effectively.

REQUIRED TEXTS:

Schaller, Michael et al. *American Horizons: U.S. History in a Global Context. Volume I: To 1877*. 2nd edition. New York: Oxford University Press, 2014. ISBN# 9780199389315.

Henretta, James A. et al. *Sources for America's History. Volume 1: To 1877*. 8th edition.

Boston: Bedford/St. Martin's, 2014. ISBN# 9781457628900.

All other readings will be posted on Blackboard. Please print them or at least take detailed notes.

A NOTE ON PRIMARY SOURCES: This course will focus heavily on primary sources—essentially the “heart” of history. A primary source is any document, image, or object produced during the period of study. Reading primary sources can be challenging but also fascinating, as it gets us as close as possible to the people and issues of the past.

POLICIES AND ACCOMODATIONS:

- **Weather policy:** Please check your email regularly in the event of inclement weather.
- **Scheduling changes:** The professor reserves the right to alter the schedule listed on this syllabus if needed due to weather cancellations, etc.
- **Reading assignments:** Please complete all reading assignments by the dates indicated. Falling behind will hinder your performance in all areas of the course.
- **Attendance:** Regular and punctual attendance is crucial, particularly because this course only meets once a week. If you do need to miss more than one session, please discuss this with me, and a doctor's note may be required. Since a large portion of your grade is based on active participation, and since much of the exam material is covered in class, missing multiple sessions would dramatically affect your grade. Arriving late on more than one occasion will also affect your participation grade.
- **Late work:** Late papers will lose one half of a letter grade per day. No assignment will be accepted more than two weeks after its deadline.
- **Plagiarism:** When a writer copies the language of another source without using quotation marks and without providing a citation, he/she commits plagiarism. Closely imitating the wording of another source without giving a citation also constitutes an offense. If a student commits plagiarism or copies the work of another student, the policy of the college is to fail the assignment, and, in some cases, the entire course. Please consult Moravian's Academic Honesty Policy in the Student Handbook:
<http://www.moravian.edu/static/studentLife/handbook/academic/academic2.html>
- **Academic accommodations:** Please do not hesitate to contact me if you are struggling in this course—I am happy to help. Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

GRADING:

First Paper: 15%

Mid-term Exam: 20%

Second Paper: 20%

Final Exam: 25%

Reading Quizzes: 5%

Participation (including Blackboard posts): 15%

READING QUIZZES: At the beginning of each class, I will give a very short quiz on that week's reading assignments. The purpose of these quizzes is to hold you accountable to do the reading. I will drop your lowest quiz grade at the end of the semester.

PARTICIPATION: This component of the course is more than a simple attendance grade. You will be evaluated on how often and how thoughtfully you engage in class discussions, which will occur in large groups, small groups, and online via Blackboard.

EXAMINATIONS: The mid-term and final exams will be composed of short answer and essay questions. The mid-term will cover all material from the first half of the course, and the final will cover the second half. The final exam may include a cumulative, broad essay question, but its focus will be the latter half of the course. All course material is game for the exams—textbook, articles, primary sources, lectures, and discussions. Mid-term—Mar. 2; Final—May 4

WRITING ASSIGNMENTS: You are welcome to meet with me to discuss your writing. You will be graded on style as well as content in your papers. Please see the Writer's Guide at the back of this syllabus.

Weekly Blackboard Posts: Post your reactions to the week's reading. This will demonstrate your understanding of the material, as well as give a "jump-start" to our discussions.

Questions to consider: 1) Are you surprised by anything you read? If so, why? 2) How well does the historian defend his or her argument? Are you convinced? Why or why not? 3) Why is the primary source significant? Or do you consider it unimportant?

Your posts should be no longer than a paragraph or two. You do not need to present your most polished writing here either—save that for the papers. Think of them as part of an "online discussion" among your classmates. You are welcome to reply directly to the posts of your classmates as well. Blackboard not working? Email your post to me.

Due date: Each Wednesday by 12:00pm

Note: You do not need to submit a Blackboard post on the days you submit a paper.

(February 10 OR February 24; and April 20)

First Paper: Historical Analysis—Write a short analytical review of either Morgan's or Breen's article. This assignment is an opportunity for you to evaluate the work of an historian. We will work on identifying the thesis of these articles in class discussions. Please address at least some of the following questions in your essay:

1) Do you agree with the author's argument? Why or why not? 2) What makes the article's thesis convincing? 3) What sources did the author use, and why were these effective (or not)? 4) What other sources might the author have considered? 5) How effective is the author's writing and style of presenting the information? Explain. 6) Is this an article to recommend to someone with no background in American History? Why or why not?

Citations: footnotes (See Writer's Guide at the back of this syllabus). You only need to use one source—the article—for this paper. You may use the textbook and lectures for background information if needed. A bibliography is not required.

Length: 3-4 pages, hard copy required

Due date: Morgan option—Wednesday, February 10

Breen option—Wednesday, February 24

Second Paper: Using Primary Sources—Select a substantial primary source (from American History, 1492 to 1877) and complete your own historical analysis. Questions to consider: 1) What is the significance of this source? 2) What does it reveal about a particular event, place, person, or idea? 3) How does this source relate to the larger historical events of its era? 4) Should the author be trusted? Why or why not? 5) What might be the author's or publisher's biases? 6) Who was the intended audience? 7) What other kinds of sources might supplement this source in order to develop an accurate analysis of the topic? Use lectures and textbook reading as background. You may use other secondary sources as well to bolster your paper. Please see the last page of this syllabus for further instructions. You must discuss your topic with me by Wed. Mar. 23.
Citations: footnotes
Length: 5-7 pages, hard copy required
Due date: Wednesday, April 20

APPROXIMATE CLASS SCHEDULE (WITH BREAKS):

6:30-7:15 Lecture
7:25-7:55 Primary source activity and discussion
8:00-8:45 Lecture
8:50-9:20 Primary source activity and discussion

SEMESTER SCHEDULE AND READING ASSIGNMENTS:

- **Wednesday, January 20—Getting Acquainted**

- **Wednesday, January 27—Worlds Collide (1565-1700)**

Textbook: Schaller, *American Horizons*, Chapter 2 (all) and Chapter 3 (pp. 84-109)
Documents: Henretta, *Sources for America's History*, 2-2; P1-3

- **Wednesday, February 3—The Costs of Expansion (1690-1730)**

Textbook: Schaller, *American Horizons*, Chapter 4
Article: Edmund S. Morgan, "Slavery and Freedom: The American Paradox,"
Journal of American History 59 (1972): 5-29 (on Blackboard)
Documents: Henretta, *Sources for America's History*, P1-4; 3-3; P2-2

- **Wednesday, February 10—Colonial Lives (1730-1763)**

*****FIRST PAPER due—Morgan option**

Textbook: Schaller, *American Horizons*, Chapter 5
Documents: Henretta, *Sources for America's History*, 4-1; 4-5; 4-6

- **Wednesday, February 17—The Colonies Heat Up (1763-1776)**

Textbook: Schaller, *American Horizons*, Chapter 6

Article: T.H. Breen, “‘Baubles of Britain’: The American and Consumer Revolutions of the Eighteenth Century” *Past and Present* 119 (1988): 73-104 (on Blackboard)

Documents: Henretta, *Sources for America’s History*, 5-1; 5-5; 5-6

- **Wednesday, February 24—Liberty, Death, and Birth (1776-1789)**

- ***FIRST PAPER due—Breen option**

- Textbook: Schaller, *American Horizons*, Chapter 7

- Documents: Henretta, *Sources for America’s History*, 6-2; 6-3; P3-2; 6-5

- **Wednesday, March 2—MID-TERM EXAMINATION**

Exam during first hour; primary source activity during second hour

- **Wednesday, March 9—BREAK**

- **Wednesday, March 16—A New Republic (1789-1824)**

Textbook: Schaller, *American Horizons*, Chapters 8 and 9

Documents: Henretta, *Sources for America’s History*, 7-1; 7-2; 7-6; P3-4

- **Wednesday, March 23—Transformations: Markets and Democracy (1789-1832)**

- ***DEADLINE for discussing your second paper topic with me**

- Textbook: Schaller, *American Horizons*, Chapter 10

- Documents: Henretta, *Sources for America’s History*, 9-1; 9-2; 9-5; 10-2; 10-3; 10-6

- **Wednesday, March 30—Freedom and Chains (1820-1856)**

Textbook: Schaller, *American Horizons*, Chapter 11

Articles: Excerpts from works by Genovese, Frederickson, and Levine (Blackboard)

Documents: Henretta, *Sources*, 12-1; 12-2; 12-3; 12-4; 12-5; 12-6

- **Wednesday, April 6— Revival, Reform, and Resistance (1820-1850)**

Textbook: Schaller, *American Horizons*, Chapter 12

Documents: Henretta, *Sources*, 11-1; 11-2; 11-3; 11-4; 11-5; 11-6; P5-1

- **Wednesday, April 13—An “Irrepressible Conflict?” (1844-1860)**

Textbook: Schaller, *American Horizons*, Chapter 13

Articles: Excerpts from works by Gienapp and Fehrenbacher (on Blackboard)

Documents: Henretta, *Sources for America’s History*, 13-2; 13-3; 13-4

- **Wednesday, April 20—“This Fiery Trial” (1860-1865)**

- *****SECOND PAPER due**

- Textbook: Schaller, *American Horizons*, Chapter 14

- Documents: Henretta, *Sources for America's History*, 14-1; 14-2

- **Wednesday, April 27—Devastation and Reconstruction (1865-1877)**

- Textbook: Schaller, *American Horizons*, Chapter 15

- Article: Drew Gilpin Faust, “Altars of Sacrifice: Confederate Women and the Narratives of War” *Journal of American History* 76 (1990): 1200-1228 (on Blackboard)

- Documents: Henretta, *Sources for America's History*, 15-1; 15-2; 15-4; P5-6

- *****FINAL EXAM: Wednesday, May 4, 6:30-8:30PM**

WRITER'S GUIDE:

Assignment policies:

- Late papers will be penalized one half of a letter grade per day. **No assignment will be accepted more than two weeks after its deadline.** Extensions will be granted only for emergencies (physician's or dean's note needed).
- Papers must be typed, double-spaced, in 12-point font, with 1 to 1.25-inch margins.
- Footnotes must be properly formatted (see point on citations below).
- Papers must have titles. Be creative!
- Pages must be numbered and stapled.
- Papers may *not* be submitted electronically unless special permission is given.
- Keep extra copies of your papers on file. If one of your essays is misplaced, you should be prepared to turn in a replacement copy.
- Plagiarism: See policy at the beginning of this syllabus. I can easily spot stolen material in an essay. Do not give up your academic integrity and risk failing this course.

Some pointers:

- Organization is key. Outlining your ideas beforehand will save you time and will keep your ideas in focus. It is obvious when an author skipped the outline stage.
- Avoid wordiness. State your ideas clearly and with style, but do not use unnecessary words.
- Avoid the passive voice. Use action verbs. “The Confederates fired on Fort Sumter” is a more interesting sentence than “Fort Sumter was attacked.”
- I would prefer that you avoid ending sentences with prepositions. “John Smith was a leader in whom the early Virginians could place their trust,” rather than “John Smith was a leader the early Virginians could depend on.”
- Avoid use of the first person in formal writing (no “I,” “my,” or “me”).
- Avoid contractions in formal writing.

- Write out numbers fewer than 101, as well as round numbers, in formal writing. “One thousand” rather than “1000.” But “1,421” NOT “one thousand...etc. etc.”
- Indent (1/2 inch) and single space direct quotes that are more than four lines.
- Watch out for tense shifts in your writing. Be consistent with your tenses.
- Mastering the “hook” sentence is a great skill. Starting a paper with “In 1831, the fiery abolitionist newspaper, the *Liberator*, printed its first issue,” entices the reader much more than. “The *Liberator* was an abolitionist newspaper that began in 1831.” I am waiting for some great hooks—entice me!
- Proofread carefully. An excellent way to proofread is to read your paper out loud. You will catch more errors this way.
- Citations are a *must*. Any time you draw a direct quote or summarize an author’s argument or research, you need to cite your source. Failing to do so constitutes plagiarism. When in doubt, play it safe and cite your source.
 - Please see the following website for a helpful guide to citing books, journals, and websites correctly: http://www.chicagomanualofstyle.org/tools_citationguide.html

NOTES ABOUT PRIMARY SOURCE PAPER (due Wednesday, April 20):

Select a substantial primary source for your paper. By “substantial,” I mean a source that you can analyze deeply and discuss in five to seven pages. Thus, using a longer source might be wiser than using a source of only a page or two. A historically adept mind can sometimes spend a great deal of time discussing a short document, so I am giving you a degree of freedom in your choice. You will need to clear your topic and source with me by Wednesday, March 23.

You can access some primary source documents via our textbook publisher’s website. Google “Oxford University Press American Horizons Companion Website,” click on “For Students,” select a chapter of interest, click “Further Reading,” and scroll down to find available websites that include primary documents. Many of these documents are short, but you can find some in there that are longer and more detailed.

To cite a source found on the web, first look on the document’s website to see if it contains any citation information (especially at the bottom of the page). The site may list the source from which the excerpt was drawn. See the citation guide link provided above for proper formatting. If you still need help, please contact me. Web citations can be tricky, and I would be glad to help you.

Another good place to find primary sources is in the *Norton Anthology of American Literature, Vol. I*, edited by Nina Baym. You can find this at Reeves Library or via Inter-Library Loan. Many published primary sources are available at the library or in online databases.

You may choose one primary source for your paper. If you find two or more that seem to match up well and might provide an interesting comparison or contrast in your paper, you are welcome to select more than one, but be conscious of reading amounts and time constraints. Keep in mind that you might not need to read the *entire* source to form an analysis. Skimming might work, but it is your responsibility to pull out the source’s important points.

Secondary sources should be used for background and historical context. The lectures and textbook reading might suffice, but additional secondary monographs would provide perspectives that could improve your paper.

Additional suggestions for primary sources:

- Accounts of exploratory voyages or settlements, such as those of Samuel de Champlain, Thomas Harriot, or John Smith
- Captivity narratives, such as Mary Rowlandson's *The Sovereignty and Goodness of God*
- Sermons or religious writings, such as those of Jonathan Edwards or Nathan Cole
- Journals, such as those of John Winthrop, Sarah Kemble Knight, or William Byrd
- Autobiographies, such as that of Benjamin Franklin
- Slave narratives, such as Harriet Jacobs' *Incidents in the Life of a Slave Girl* or Frederick Douglass' *Narrative of the Life of Frederick Douglass, an American Slave*
- Travel narratives such as that of Alexis de Tocqueville, Fanny Kemble, or Harriet Martineau
- Political speeches, such as those of Daniel Webster or John C. Calhoun
- See me if you need help finding a source!