

Experiencing Colonial Pennsylvania

Spring 2016

Linc 101A

Tuesday-Thursday, 10:20-11:30 am

Moravian College

PPHAC 330

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Office: Comenius 401

Office Hours: Tues./Thurs. 11:45 am-1:00 pm and by appointment

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Course Introduction:

We have three goals for this course: learning how to write more clearly and effectively, wrestling with big picture questions in a liberal arts context, and examining the history and culture of eighteenth-century Pennsylvania. Since each of these objectives warrants a course of its own, we will have to judiciously share our time and find as many ways as possible to make the three intersect. Using colonial Pennsylvania as our backdrop serves us well because many of the central questions in today's society (ex: how do individuals and governments respond to poverty and inequality?) were also pressing issues 250 years ago. Pennsylvania was an incredibly diverse colony with people of many races, ethnicities, and religious preferences all hoping to carve out a unique and usually expanding space for themselves. As we look at this world through the written word as well as through visits to historic sites, we can gain a clearer understanding of historians' interpretations of the past and how we make sense of our communities today.

Moravian College's FYS program:

The First-Year Seminar introduces writing as a process that is central to college learning and to life. First-Year Seminar focuses on college-level reading and writing, so students will begin to sharpen the critical reasoning skills needed for success in any academic discipline at Moravian College. The subject area focus of each section of First-Year Seminar entails reading and discussing ideas and styles from various academic disciplines, but all sections are the same in their general approach: students will practice both speaking and writing and will work collaboratively in workshop settings.

The program has the following goals regarding academic and writing skills. Students will:

- Demonstrate a process approach to writing.
- Use writing as a way to discover new information and insights—in short, to learn.
- Demonstrate competency in writing, including framing questions, posing problems, and synthesizing information to write an academic paper.
- Write effectively for a variety of audiences.
- Gather information for assignments through the use of appropriate technology and evaluate the credibility of sources needed to write an academic paper.
- Read critically and comprehensively to integrate others' ideas with their own.

The program has the following expectations for students' transition to college life. Students will:

- Articulate an understanding of a liberal arts education as it affects one's life now and prepares the individual for the future.
- Practice behaviors for successful learning including effective study habits, time management, goal setting, and coping skills.
- Collaborate with faculty and student advisors and engage with the College community—students, faculty, and staff—to promote the students' success at Moravian College.

Each student enrolled in First-Year Seminar will complete several pieces of writing, formal and informal, graded and/or ungraded. Students should expect to receive suggestions from their instructor or classmates as they develop writing assignments through multiple drafts. Individual conferences, written comments, small group workshops, the College Writing Center—all may be used to help you as you plan, draft, revise, and edit a piece of writing. At least one writing assignment should involve substantial use of Reeves Library. Students will develop information literacy as they learn to identify and investigate a research topic. By the time students complete First-Year Seminar, therefore, they should be proficient in the following “basic competencies” of information literacy:

- Define a research need
 1. Formulate a research topic
 2. Determine an information need
- Plan and execute a search for information
 1. Identify key terms and concepts
 2. Identify the most appropriate sources of information
 3. Use Boolean operators and truncation where appropriate
 4. Impose limiters (e.g., scholarly vs. popular, date, language)
 5. Modify the search based on search results.
- Know how and where to find the sources discovered in the search process
 1. Determine which sources the library owns or provides access to and retrieve them.

2. Request material not owned by the library on Interlibrary Loan
 3. Locate material faculty may have put on reserve in the library
- Understand the obligation to credit sources and be able to do so in an appropriate citation style.

Since this is a writing-intensive course, you may wish to avail yourself of the College Writing Center, located on the second floor of Zinzendorf Hall, which is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.

Assignments:

1. Essays: You will write three essays during the course of the semester. In keeping with the FYS focus on writing as a process, each of these assignments will involve multiple drafts. Crafting a strong thesis, marshalling evidence to support the thesis, and prioritizing clarity will be your primary objectives for each assignment. The first two papers will be shorter (5 pages), but the third paper will be a longer research paper (10 pages) that you will work on throughout the semester.
2. Field trip journal: For each of our field trips you will need to write a site analysis in which you talk about what you learned and witnessed and connect that experience with the readings for our course. I don't expect formal writing, but I do want you to produce thoughtful work that examines the broader themes of our study of Colonial Pennsylvania.
3. Participation: Our goal in this course is to learn together, so that means everyone should always come to class expecting to share their ideas or work and to listen to the ideas and work of others. Participation will most often take the form of discussing readings, site visits, or "big picture" ideas, but since we will do so much writing, it will also involve draft workshops and other writing exercises designed to improve your written communication.
4. Presentations: The final two days of class will be devoted to presentations of the work you have done for your research paper. Each student will have 5-7 minutes to give a formal presentation of your findings and conclusions to the class.
5. Extracurricular learning: One of the goals of FYS is to encourage students to be a part of the broader academic opportunities that Moravian offers. Throughout the semester you will be required to attend three lectures, music or drama productions, or academic workshops. You will write a short summary of the content and your response, and email it to me after the event. I will do my best to keep you informed about opportunities to meet this requirement, but you can feel free to alert me to events on the college calendar as well.

Grades:

First Essay	20%
Second Essay	20%
Third Essay	20%
Field trip blog	20%
Participation	10%
Presentation	5%
Extracurricular	5%

Policies:

1. **Attendance:** Since you can't participate if you aren't in class, attendance will factor into your participation grade. **Missing more than two classes without written permission from the health center or the dean will automatically result in a lowering of your grade.** Should you be absent for health or personal reasons, your written excuse should be delivered to me on your first day back. Any absence (even those without good excuse) should be reported or explained to me.
2. **Plagiarism** will not be tolerated. Plagiarism occurs whenever you use someone else's words or ideas without putting them in quotation marks and citing their work in a footnote. The most egregious forms of plagiarism occur when students copy entire paragraphs or sentences from another source and try to pass them off as their own, but copying short phrases is just as illegal. Simply changing a few words from another author's paragraph or sentence does not get you off the hook for plagiarism—you have still pilfered words and ideas. Moravian's plagiarism policy is that you will either fail the entire course or fail the assignment. I have found that most students who have resorted to plagiarism in the past did so out of desperation, fearing that their paper would be poor or late. Please remember, however, that both of these conditions would be preferable to academic dishonesty, which affects not only your grade but your overall academic record as well.
3. **Late work:** I will accept assignments after their due date, but their grade will be reduced by a third of a grade for every day that they are late (including weekends and breaks). For example, a paper that would receive a B if turned in on time would receive a C+ if turned in two days late. **No late work will be accepted after April 28!**
4. You are responsible for keeping **hard copies** of all of your work. Electronic submissions that fail to reach me in a compatible form will still be counted late. In general I discourage electronic submissions, but if for some reason you do send me an assignment via e-mail, I will always acknowledge the message. **If you don't get a response from**

me, it means I haven't received your work and have started to apply the late penalty, and I will expect a hard copy of the assignment the next class period.

5. There is no final exam for this course.
6. The password for our course blackboard shell is ColonialPA.
7. All electronic devices should be turned off and remain invisible for the duration of the class period unless permission is granted by the professor.
8. I reserve the right to alter this syllabus should the need arise during the semester.
9. There will be some entrance and transportation fees associated with our field trips. Your grades will not be released until all fees have been paid.
10. If you are struggling in this class or with coursework in general, please don't hesitate to talk to me about it. If you wish to request accommodations in this class for a disability, contact the Academic Support Center, located in the lower level of Monocacy Hall or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Field Trips:

Three times throughout the semester we will meet on Saturdays for field trips. The general schedule will be: departure fairly early in the morning (specific times will depend on our destination), tour of the site in the morning, lunch on site (not provided by the course—packing a lunch is the safest bet because not all of these places have food easily available), discussion, and return to campus by mid-late afternoon (again depending on the location).

Throughout the semester we will also be visiting parts of Historic Bethlehem. On those days you should plan to meet at the designated site at 10:20. Some of you have class that doesn't end until 10:05, and it might be cutting it a little close to catch the shuttle to be downtown by 10:20. No problem—just come as quickly as you can.

Readings:

The schedule of readings accompanies the course outline listed below. **Readings are to be completed by class time on their scheduled date**, and I will expect you to be able to converse in class about them. The book, *The Academic Writer*, by Lisa Ede is available at the bookstore. Other readings can be found on blackboard, on reserve in the library, or via JSTOR.

Course Outline

Jan. 19: Course Introduction

Jan. 21: Introduction to Colonial Pennsylvania

Reading: **Alan Taylor, American Colonies, pp. 246-248, 262-272 (handout)**

Jan. 26: Big Questions: What does it mean to get a liberal arts education?

Reading: **Academic Writer, chs. 5, 6**

Jan. 28: Field Trip: the Nain Schober House

Reading: **Jane Merritt, "Mission Community Networks" in At the Crossroads, 129-166 (blackboard)**

Feb. 2: First paper draft workshop

Feb. 4: William Penn and the Quakers

Reading: **Richard Dunn, "William Penn and the Selling of Pennsylvania, 1681-1685" Proceedings of the American Philosophical Society (Oct. 14, 1983), 322-329, JSTOR**

Saturday, Feb. 6: Field Trip to Pennsbury Manor

Feb. 9: Introduction to the Second Essay

Reading: **Academic Writer, chs. 9, 14**

Feb. 11: Field Trip: the Gemeinhaus and Single Sisters' House

Reading: **Katherine Engel, "Moravians in the 18th-century Atlantic World," Journal of Moravian History (Spring 2012), 1-19, JSTOR**

Feb. 16: Big Questions: Poverty and Inequality, then and now

Reading: **Billy G. Smith, The Lower Sort, 7-39 (blackboard), John K. Alexander, Render them Submissive, 4-10 (handout)**

Feb. 18: Field Trip: Apothecary tour

Final draft of the First Paper due

Feb. 23: Introduction to the Third Paper

Reading: **Academic Writer, ch. 7**

Feb. 25: Ethnicity in Colonial PA

Reading: **Rosalind J. Beiler, “Caspar Wistar,” pp. 161-179 (blackboard)**

March 1: Second paper draft workshop

March 3: Introduction to library resources

March 8, 10: **No Class: Spring Break**

March 15: Big Questions: Race, then and now

Reading: **Gary Nash, “Slaves and Slaveowners in Colonial Philadelphia,” WMQ (April 1973), 223-256, JSTOR**

March 17: Daniel Boone and the Pennsylvania backcountry

Reading: **John Mack Faragher, Daniel Boone, 9-39 (blackboard)**

Saturday, March 19: Field Trip to the Daniel Boone Homestead and Hopewell Forge

March 22: Field Trip to the Colonial Industrial Quarter

Reading: **Jerome Reich, Colonial America, 166-176 (blackboard)**

March 24: **No Class**

March 29: TBD

Final Draft of Second Paper due

March 31: The Seven Years War transforms the Backcountry

Reading: **Matthew Ward, “The ‘Peaceable Kingdom’ Destroyed,” Pennsylvania History (Summer 2007), 247-279, JSTOR**

April 5: Third Paper draft workshop

April 7: The American Revolution in PA

Reading: **Benjamin Carp, Rebels Rising, pp. 172-212 (blackboard)**

April 9: Saturday Field Trip to Philadelphia

April 12: American Revolution in PA part two

Reading: **Barbara Clark Smith, "Food Rioters and the American Revolution," WMQ, (Jan. 1994), 3-38, JSTOR**

April 14: Visit God's Acre

April 19: Big Questions: Election Politics, then and now

Reading: **Joan de Lourdes Leonard, "Elections in Colonial Pennsylvania," WMQ (July 1954), 385-401**

April 21: The Constitution

Final draft of Third Paper due

April 26: Research presentations

April 28: Research presentations

No late work accepted after this day