Course Description

This course provides an introduction to the political, economic, ideological, and social developments in the United States from contact to 1877. The first part of the course 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; they argued how best to protect state interests in a federal system of government; they negotiated the competing political ideologies of republicanism and liberalism and economic ideologies of agrarianism and capitalism that shaped American society. 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. This course will provide students with an opportunity to examine and discuss the significance of the American Revolution, Market Revolution, Jacksonian Democracy, and other important issues in American history as they explore the roots of sectionalism and Civil War. We will pay close attention to the interactions between Native Americans, Africans, and Europeans.
Course Objectives
Students will
- become familiar with the main themes in American history from contact to 1877.
- consider human agency, causality, and contingency in historical change.
- identify the roles and contributions of Native Americans, Africans, and Europeans to the development of the United States.
- learn how critically evaluate and interpret a variety of primary sources.
- develop clear and effective oral and written communications skills.

Class Organization
The class will meet twice a week. Most classes will consist of a combination of lecture and discussion. Lectures provide the background and context for the discussions. In order to keep up with the course material, it is important that you complete the assigned reading before class. Days marked “tutorial” on the schedule will be devoted to class discussions of the readings.

Required Texts

Additional readings will be emailed to you or placed on reserve in Reeves Library.

Attendance
While there is no formal penalty for missing classes, you are strongly encouraged to attend all classes. Success in the course depends upon comprehension of the lecture material and participation in class discussions. Lateness will not be tolerated.

Please turn off or mute all electronic devices in the classroom.

Grade Distribution
<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Essay One</td>
<td>10%</td>
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<tr>
<td>Essay Two</td>
<td>12%</td>
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<tr>
<td>Essay Three</td>
<td>15%</td>
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<tr>
<td>Unscheduled Quizzes (5)</td>
<td>12%</td>
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<tr>
<td>Mid-Term</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
<td>24%</td>
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<tr>
<td>Participation</td>
<td>12%</td>
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The participation grade reflects the quality of your participation. It is not an attendance grade.
Assignments

In addition to attending lectures, you will be required to write three essays, two exams, five unscheduled quizzes, and prepare for and participate in discussions. In each of the three papers students will analyze primary documents. More detailed instructions will be handed out in class.

Essay One due Feb. 6.
Essay Two due Mar. 22.
Essay Three due April 12.

All assignments are to be handed in at the beginning of the class in which they are due unless you have a doctor’s note. Essays handed in at the end of the class will be considered late. Computer and printing problems are not acceptable reasons for lateness. 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 of the instructor.

Academic Dishonesty

According to the Moravian College Student Handbook, the following constitutes plagiarism: “as the use, deliberate or not, of any outside source without proper acknowledgment.” Plagiarism shall 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.

NOTE: Additional readings may be assigned throughout the semester.

Class Schedule

I. Colonial America

Week 1
Jan. 16 – Introduction
Jan. 18 – Invasions of America
Readings: Foner, ch.1.
Week 2
Jan. 23 – Virginia
Readings: Foner, ch. 2.
Census of the Jamestown Settlement (email)

Jan. 25 – New England
Readings: John Winthrop, “A Model of Christian Charity” (email)
Foner, ch. 3.

Week 3
Jan. 30 – South Carolina
Feb. 1 – Colonial Society in the Eighteenth Century
Readings: Foner, ch. 4.

II. The Revolutionary Era

Week 4
Feb. 6 – No Class
Essay One Due
Feb. 8 – Tutorial – The Boston Massacre
Readings: Readings: Three Accounts of the Boston Massacre (email)
Foner, pp. 149-170.

Week 5
Feb. 13 – Imperial Crisis
Readings: Thomas Paine, “Common Sense” (email)
Feb. 15 – Revolution
Readings: Foner, 170-178, ch. 6.

Week 6
Feb. 20 – Confederation and Constitution
Readings: Foner, ch. 7.
Feb. 22 - MID-TERM

III. The Early Republic

Week 7
Feb. 27 – Tutorial – Constitutional Convention
Reading: The Constitution, textbook A39-A47
Mar. 1 – Video – A Midwife’s Tale  

**Week 8**  
Mar. 6 **Spring Recess – No Class**

Mar. 8 **Spring Recess – No Class**

**Week 9**  
Mar. 13 – Federalists and Republicans  

Mar. 15 – The Era of Good Feelings and Bad, 1815-1828  

**Week 10**  
Mar. 20 – The Age of Jackson  
Readings: Foner, ch. 10.

Mar. 22 – Tutorial – Indian Removal – **Essay Two Due**  
Readings: Theda Perdue and Michael Green, eds., *Cherokee Removal*.

**IV. Antebellum America**

**Week 11**  
Mar. 27 – The Second Great Awakening and Reform  
Readings: Foner, ch. 12.

Mar. 29 – The South and Slavery  
Readings: Foner, ch. 11.

**Week 12**  
April 3 – Mexican War and Compromise of 1850  

April 5 – Tutorial – TBA

**Week 13**  
April 12 – Slavery and Freedom – **Essay Three Due**
Reading: Frederick Douglass, *Narrative of the Life of Frederick Douglass*.

**Part V: Civil War and Reconstruction**

**Week 14**
April 17 – The Civil War

April 19 – Tutorial – Three Experiences of War
Reading: The diary of Nancy Emerson
The letters of Mary Jane Demus and David Demus
The letters of Cynthia and Clyde Potter
The letters and diaries are available on the “Valley of the Shadow” website.
http://valley.vcdh.virginia.edu

**Week 15**
April 24 – Reconstruction
Readings: Foner, ch. 15.

April 26 – Conclusion and Review

The instructor reserves the right to change the syllabus with appropriate notification.