



## 2015\*\*\* *Winter on the Web* \*\*\*2016

"The past is not dead. In fact, it's not even past." ~ William Faulkner



### History 103-0

# American History to 1877

Winter on the Web 2014/15: December 16–January 7

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History 103 provides a survey of American history from the founding of the Jamestown colony to the end of the Civil War. The course aims to give you a greater appreciation of how the United States developed its particular institutions, ideas, social bonds, and customs by examining the founding of the nation and its often painful early gestation. Through four separate modules, we will examine the early European settlement of North America and the impact of the early English colonies on indigenous societies. We will then explore how the culture and ideas that evolved formed a new and distinctive American civilization. The course will then examine the events that led to the American Revolution and will analyze the social and political character of the post-revolutionary United States. Finally, we will explore the causes (hint: it was slavery) and tumultuous consequences of America's Civil War era. Throughout the class, particular emphasis will be given to how such factors as race, gender, and ethnicity affected group experiences and also dictated who was included in the new-found freedoms many Americans enjoyed after gaining independence.

Beyond content knowledge, the class also aims to provide you with a greater ability to make informed decisions about current social, political, economic, ethical, and environmental issues. Much is written in today's media about how the nation was founded, what values the founders embodied, and how America developed a unique and distinct character. By the end of this course you will be able to analyze critically contemporary statements made about the past and will have a more solid understanding of what being an American means, both in a historical context and today. In addition, through the various assignments, you will learn skills that can be applied to your everyday life. These include improved written communication skills, the ability process complex and sometimes contradictory information, and the ability to argue a case clearly and with supporting evidence.

\*\*\*This class fulfills part of the TIER II Historical Perspectives general education requirement at Westminster College.

### Course Objectives:

Upon successful completion of this course, students should possess the ability to:

- Identify the origins and development of key events, ideas, customs, and political institutions of American society up to 1877.
- Explain how race, class, and gender have shaped a diverse and uneven American experience.
- Critically analyze contemporary statements made about the past.
- Engage in informed discussions that connect historical understanding of the American past to current social, political, economic, and ethical issues.
- Demonstrate skills that can be applied to everyday life such as: improved written and communication skills, the ability to process complex and sometimes contradictory information, and the ability to argue a case clearly and with supporting evidence.

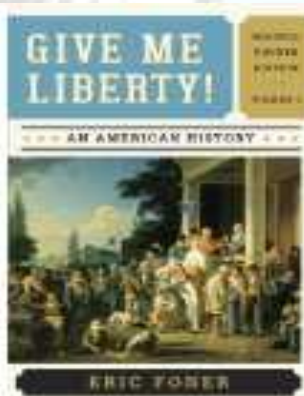
### Course Organization and Format:

The course is taught entirely online. All course information is posted on the Moodle course website. All students must have regular and reliable access to the Internet. You must check both the website and your email regularly to keep up with the announcements and to make sure that you are keeping up with the assigned activities.

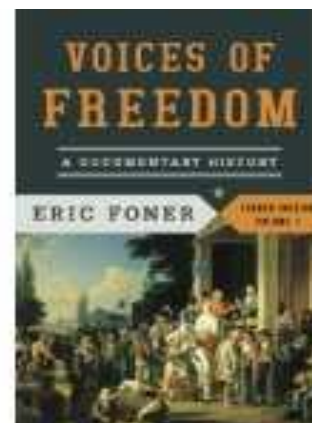
Remember, that the lack of time spent in class does NOT mean less work. You may find that the time spent reading will be considerable. You are expected to manage your time so that you complete assigned reading and assignments within the designated timeframes. Because this course is compressed, you cannot afford to fall behind in these assignments. The expertise you develop in self-discipline and online learning will carry over into other areas of your personal and professional life.

Required Course Texts (please make sure that you get the correct editions – there are several variations out there):

Eric Foner: Give Me Liberty!: An American History (Vol. 1) (Seagull Fourth Edition)



Eric Foner: Voices of Freedom: A Documentary History (Vol. 1) (Fourth Edition)



## Requirements for Successful Completion of the Course:

1. **EXAMS:** To help you become a more informed citizen in the global community you will have the opportunity to study historical events and to demonstrate your acquired knowledge through four examinations in this course (one at the end of each module). All four exams are worth 15% each. In total, your exams worth 60% of your final grade in total. The exams will be mostly multiple choice. Exams will cover the readings from BOTH books: Give me Liberty! and Voices of Freedom. The exams are not comprehensive.
2. **ESSAYS:** In order to fulfill the course goals of helping you to construct informed arguments and to assist you with your writing skills, you will write two two-page essays. All papers will be graded not just for content; they must follow closely the writing and style guides posted on Moodle with a strong thesis, supporting evidence, and a high degree of technical accuracy. The two papers are each worth 15% of your final grade, 30% total.  
  
\*\*\*The essays will be based ONLY on the documents from the Eric Foner book Voices of Freedom—no outside readings or websites are allowed.  
  
\*\*\*You have to choose TWO essays out of a possible three options (choose the ones that best fit your interests and schedule): See the list of options on the COURSE SCHEDULE below.  
  
\*\*\*All essays must be uploaded to Moodle.
3. **FILM REVIEW:** Hollywood has a long tradition of using and abusing history for dramatic reasons. In order to examine popular culture depictions of early American history, you will have the chance to write a two-page film review of a historical movie of your choosing. This exercise encourages you to be more critical of the ways in which history can be misrepresented--in addition to giving you the chance to watch some pretty good films. The film review is worth 10% of your grade.

## DEADLINES/IMPORTANT DATES:

- ~ Four exams: Worth 15% each, 60% total
  - Dates: December 20; December 26; December 31; January, 7
- ~ Two two-page essays: Worth 15% each, 30% total
  - Choose from two of the following deadlines: December 19, 24, or 30
- ~ Film review: Worth 10%
  - Due any time before January 5

## Course Grading Scale:

A (100-94); A- (93-90); B+ (89-87) B (86-84) B- (83-80); C+ (79-77) C (76-74) C- (73-70); D+ (69-67) D (66-64) D- (63-60); F (59 or lower).

Your Grade Tracker:

Exam 1 15%	Exam 2 15%	Exam 3 15%	Final Exam 15%	Essay 1 15%	Essay 2 15%	Film Review 10%

\*\*\*There will be no extra credit or curves in this course.

#### Academic integrity:

Unfortunately, cheating has become a far more frequent problem on campuses in recent years. I trust you all, but in order to be fair to students that take the time and effort to produce their own work, no amount of plagiarism or any other form of cheating will be tolerated in this course. Remember that this syllabus is your contract for this course. By agreeing to undertake this course you are agreeing not to cheat in any way.

#### Illness and Disability:

If you suffer from any kind of illness or disability that requires special accommodations, please inform the instructor at the beginning of the course and inform the Learning Opportunities Center.

#### Late Work:



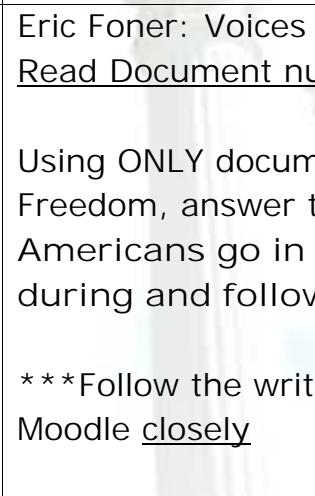
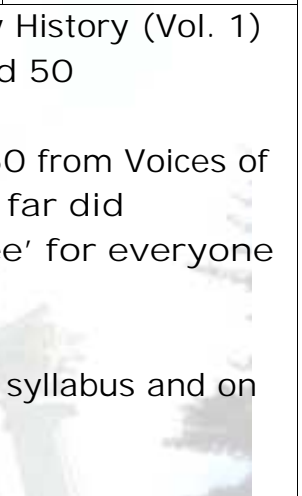



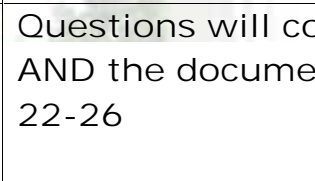
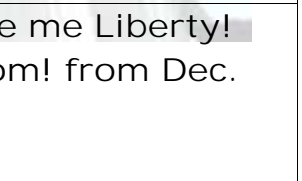
In order to be fair to other students in the class, no assignments will be accepted after the scheduled submission date. Remember that COMPUTERS FAIL with alarming regularity, so save regularly and make frequent hard copies as you type.



TENTATIVE COURSE SCHEDULE, DECEMBER 16-JANUARY 7:


<p><b>MODULE 1:</b></p>	<p><b>From Settlement to Revolution</b></p>		
<p>Dates/Tasks</p>	<p>TOPIC</p>	<p>GUIDING QUESTIONS From Give me Liberty!</p>	<p>READINGS</p>
<p>December 16–18:</p> <p>***Read over the syllabus and course documents <u>closely</u> before starting the course</p> <p>Read Give me Liberty!</p>	<p>The Rise of English North America</p>	<p><u>For Chapter 2:</u></p> <p>What were the main features of the English colonies in America?</p> <p>What obstacles did the English settlers in the Chesapeake overcome?</p> <p>How did Virginia and Maryland develop in their early years?</p> <p>What made the English settlement in New England distinctive from Virginia and Maryland?</p> <p>What were the main sources of discord in Early New England?</p> <p>How did the English Civil War affect the colonies in America?</p> <p><u>For Chapter 4:</u></p> <p>What were the meanings of British liberty in the eighteenth century?</p> <p>How did the Great Awakening challenge the religious and social structure of British North America?</p> <p>What was the impact of the Seven Years' War on imperial and Indian-white relations?</p>	<p>Eric Foner: Give Me Liberty!: An American History (Vol.1)</p> <p>Chapter 2, pp. 45-87 and Chapter 4, pp. 140-172</p>
<p>December 19:</p> <p>Read Voices of Freedom.</p>	<p>Read Eric Foner: Voices of Freedom: A Documentary History (Vol. 1): <u>Read Document numbers: 8, 10, 11, 16, 19, and 20</u></p>		



<p><u>Turn in Optional Essay One Due</u></p>	<p>ESSAY ONE: Using ONLY documents 8, 10, 11, 16, 19, and 20 from Voices of Freedom, answer the following question: In what ways was North America a land of opportunity for some settlers, and in what ways was freedom still a distant dream for others?</p> <p>***Follow the writing guide at the back of this syllabus and on Moodle <u>closely</u></p>		
<p>December 20: <u>EXAM ONE</u></p>	<p>Questions will cover the readings from Give me Liberty! AND the documents from Voices of Freedom! from Dec. 16-19</p>		
<p><b>MODULE 2:</b></p>	<p><b>The Causes and Consequences of the American Revolution</b></p>		
<p>Dates/Tasks</p>	<p>TOPIC</p>	<p>GUIDING QUESTIONS: From Give me Liberty!</p>	<p>READINGS</p>
<p>December 21-23:  Read Give me Liberty!</p>	<p>The American Revolution and the meaning of freedom in the new republic</p>	<p><u>For Chapter 5:</u></p> <p>What were the roots and significance of the Stamp Act controversy?</p> <p>What key events sharpened the divisions between Britain and the colonists in the late 1760s and early 1770s?</p> <p>What key events marked the move toward American independence?</p> <p>How were American forces able to prevail in the Revolutionary War?</p> <p><u>For Chapter 6:</u></p> <p>How did equality become a stronger component of American freedom after the Revolution?</p> <p>How did the expansion of religious</p>	<p>Eric Foner: Give Me Liberty!: An American History (Vol. 1)</p> <p>Chapters 5 and 6</p>

		<p>liberty after the Revolution affect the American ideal of freedom?</p> <p>How did the definition of economic freedom change after the Revolution, and who benefitted from the changes?</p> <p>How did the Revolution diminish the freedoms of both Loyalists and Native Americans?</p> <p>What was the impact of the Revolution of Slavery?</p> <p>How did the Revolution affect the status of women?</p>	
<p>December 24:</p> <p><u>Optional Essay Two Due</u></p> <p>Read Voices of Freedom.</p>		<p>Eric Foner: Voices of Freedom: A Documentary History (Vol. 1)  <u>Read Document numbers:</u> 31, 33, 37, 43, and 50</p> <p>Using ONLY documents 31, 33, 37, 43, and 50 from Voices of Freedom, answer the following question: How far did Americans go in creating a 'land of the free' for everyone during and following the Revolution?</p> <p>***Follow the writing guide at the back of this syllabus and on Moodle <u>closely</u></p>	
<p>December 25:</p> <p>Enjoy the day off!</p>			
<p>December 26:</p> <p><u>EXAM TWO</u></p>		<p>Questions will cover all readings from Give me Liberty!  AND the documents from Voices of Freedom! from Dec. 22-26</p>	
<p>MODULE 3:</p>	<p><b>Creating a New Nation: A Land of the Free, but Not for Everyone</b></p>		

Dates/Tasks	TOPICS	GUIDING QUESTIONS: From Give me Liberty!	READINGS
<p>December 27-29:</p> <p>Read Give Me Liberty!</p>	<p>The Founding Fathers and the Constitution</p> <p>Slavery in Antebellum America</p>	<p><u>For Chapter 7:</u></p> <p>What were the achievements and problems of the Confederation government?</p> <p>What major disagreements and compromises molded the final content of the Constitution?</p> <p>How did Anti-Federalist concerns raised during the ratification process lead to the creation of the Bill of Rights?</p> <p>How did the definition of citizenship in the new republic exclude Native Americans and African Americans?</p> <p><u>For Chapter 11:</u></p> <p>How did slavery shape the social and economic relations in the Old South?</p> <p>What were the legal and material constraints of slaves' lives and work?</p> <p>How did family, gender, religion, and values combine to create distinct slave culture in the Old South?</p> <p>What were the major forms of resistance to slavery?</p>	<p>Eric Foner: Give Me Liberty!: An American History (Vol. 1)</p> <p>Chapters 7 and 11</p>
<p>December 30:</p> <p>Read Voices of Freedom</p> <p><u>Optional Essay Three Due</u></p>	<p>Eric Foner: Voices of Freedom: A Documentary History (Vol. 1):  <u>Read Document numbers: 35, 42, 44, 65, and 68</u></p> <p>Using ONLY documents 35, 42, 44, 65, and 68 from Voices of Freedom, answer the following question: What kind of society did the revolutionary generation hope to create for the United States, and how did the institution of slavery either support or challenge their ideals?</p>		



	***Follow the writing guide on Moodle <u>closely</u>		
December 31: <u>EXAM THREE</u>	Questions will cover all readings from Give me Liberty! AND the documents from Voices of Freedom! from Dec. 27-30		
January 1: Enjoy the day off, and HAPPY NEW YEAR!!!			
<b>MODULE 4:</b>	<b>Expansion, Sectional Tension, and the Slide toward War</b>		
Dates/Tasks	TOPICS	GUIDING QUESTIONS: From Give me Liberty!	READINGS
January 2-4:  Read Give Me Liberty!	Westward Expansion and "Manifest Destiny"  Sectional Strife and the Slide toward War	<u>For Chapter 13:</u>  What were the major factors contributing to U.S. territorial expansion in the 1840s?  Why did the expansion of slavery become the most divisive political issue in the 1840s and 1850s?  What combination of issues fuelled the creation of the Republican Party in the 1850s?  What enables Lincoln to emerge as president from the divisive party politics of the 1850s?  What were the final steps on the road to secession?  <u>For Chapter 14:</u>	Eric Foner: Give Me Liberty!: An American History (Vol. 1)  Chapter 13 and Chapter 14

		<p>Why is the Civil War considered the first modern war?</p> <p>How did a war to preserve the Union become a war to end slavery?</p> <p>What were the military and political turning points of the war?</p>	
January 5: Film Review Due			
January 6: Enjoy the day off!	 <p style="text-align: right;"><b><i>Relax, we're almost done!</i></b></p>		
January 7: <u>FINAL EXAM</u>	<p>Questions will cover all readings from Give me Liberty! from January 2-4</p>		

**A NOTE ON CREDIT HOURS/TIME EXPECTATIONS:**

*Federal credit hour policies require that students complete a total of 45 hours of work for each academic credit they receive. For a 3-credit course, that means a total of 135 hours. For a 1-credit course, that means a total of 45 hours. Winter term consists of three weeks, so students completing a three-credit course should be working 45 hours/week, while students completing a one-credit course should be working 15 hours/week.*

Week	Class Time	Reading	Discussion	Assignments and Written Work	Exams	Other	Other	Other	Total Student Time
12/16-12/22	0	25		10	10				45
12/23-12/29	0	25		10	10				45
12/30-1/7	0	25		10	10				45
Totals									135



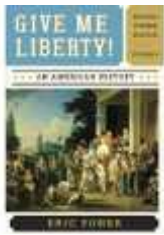
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## History 103

# HOW TO READ THE TEXTS

## American History to 1877



## ***GIVE ME LIBERTY!***

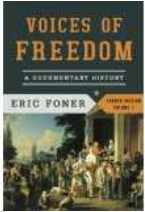
Online courses necessitate the use of textbook readings to give students the necessary content to master a subject. Although some courses may rely on PowerPoint, this method does not promote deep learning or understanding. For that reason, your information for History 103 will come from Eric Foner's book *Give me Liberty!* Foner is one of America's leading historians and this book is the most accessible textbook on the market. It is written around the theme of American freedom which makes it an ideal choice for this course.

By their nature, textbooks contain a wealth of information – usually too much. Therefore, to guide your reading, there are broad reading questions posted on your syllabus (and taken directly from the book) that you need to look at before reading every chapter. They will help you make sense of the material AND will form the basis of your exam questions.

This may sound like an obvious point, but it is an essential one for this course: reading is not just the act of running your eyes over the words on a page—it is about understanding. Too often we find that we've just read over a page or two, and then find that our minds have drifted and we can't tell you a thing about what we've just read: I still do it myself, but we must try to avoid

this. Make sure that you engage with the material. Take time over it, think about it, and underline all of the key points that will help you answer the guiding questions.

The exams are open book, but you will need to have a solid understanding of the material before you start each test; you will have little time to look up specifics during the exam and will need knowledge of the broader historical trends and events to make sense of it all.



# VOICES OF FREEDOM

The second book for the course is a documentary reader *Voices of Liberty*. This is a primary source book, which means it is written by the actual participants in the historical events—often hundreds of years ago. Primary sources are excellent learning tools because they allow us to see what people are thinking and doing at the time, without having an author or a teacher analyzing the past for us. This means that you will be able to form your own opinions and questions on the material.

\*\*\*These documents are short and might not make much sense on their own, so read the chapters in *Give me Liberty* first, and make sure that you read the short introductions to each document.\*\*\*



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## History 103

# SHORT ESSAY GUIDELINES

## American History to 1877

Your 2-page essays are exercises in technical writing. You will be evaluated as much for technical accuracy as for your thoughts and ideas, so FOLLOW THE INSTRUCTIONS CLOSELY

For all of your 2-page essays, please follow the following instructions:

~Use ONLY the assigned readings from Voices of Freedom for that week to answer the essay questions. ABSOLUTELY NO WEBSITES. Include as many of the relevant documents as possible to support your argument, do not just concentrate on one or two.

~FOLLOW THE GUIDELINES on the attached essay rubric– these are the criteria upon which your work will be evaluated.

~Your essay should be 2 pages in length, no more, no less. This forces to you refine both your thoughts and your writing.

~Use 12-point Times New Roman font, Double Spaced, 1 inch margins all around

~Put just your name, class number, and the essay question you are answering at the top of the paper in no more than two lines (save as much space as possible for your essay)

CRITERIA	A Excellent	B Above Average	C Average	D Below Average	F Poor
<p>1. CONTAINS A STRONG ACCURATE THESIS THAT ANSWERS THE QUESTION <u>DIRECTLY</u></p> <ul style="list-style-type: none"> <li>- <u>Give a straight answer to a straight question</u>: avoid broad sweeping statements like "Throughout time" or "Man has always"</li> <li>- Gives specifics about the paper's argument</li> <li>- Ground your thesis in the SOURCES – not just in your opinion</li> <li>- Clearly lay out the direction the paper is going</li> </ul>					
<p>2. IS HISTORICALLY ACCURATE</p> <ul style="list-style-type: none"> <li>- Is free of factual errors</li> <li>- Demonstrates a thorough understanding of the main historical events being analyzed</li> </ul>					
<p>3. IS WELL WRITTEN AND FREE OF STYLISTIC ERRORS</p> <ul style="list-style-type: none"> <li>- Proofreading is essential for this</li> <li>- Avoid passive voice!!! – be clear as to who is doing what</li> <li>- Paper must not be too wordy – be clear in your points – do not just write until you have filled the required page length</li> </ul>					
<p>4. GIVES SPECIFIC EXAMPLES FROM THE READINGS TO SUPPORT CONCLUSIONS</p>					

<ul style="list-style-type: none"> <li>- History papers are not thought pieces – we were not there, so we need EVIDENCE from primary and secondary sources</li> <li>- Do not just write your opinion: Always <u>back up your points with specific examples</u></li> <li>- As a general rule, two pieces of supporting evidence per paragraph should suffice</li> <li>- Tell the reader from where you got your information</li> </ul>					
<p>5. UTILIZES A WIDE ARRAY OF THE DOCUMENTS THAT BEST ANSWER THE QUESTION</p> <ul style="list-style-type: none"> <li>- There is a reason that you are assigned more than one source for most papers – the sources contain information vital to answering the question fully. So do not skip over some sources because they are long, or might not fit your argument</li> <li>- Do not over rely on one source because that can preclude other equally valid opinions</li> </ul>					
<p>6. HAS GOOD ORGANIZATION THROUGHOUT</p> <ul style="list-style-type: none"> <li>- Essay has a strong overall flow and does not just jump randomly from point to point</li> <li>- Drafting and outlines are essential to getting this right</li> <li>- Paragraphs should be generally not less than three sentences, no more than 2/3 of a page</li> </ul>					

<ul style="list-style-type: none"> <li>- Use topic sentences at the start of a paragraph to help the paper flow</li> <li>- Keep quotes SHORT – generally no more than one line</li> <li>- NO BLOCK QUOTES</li> </ul>					
<p>7. EACH PARAGRAPH CONTAINS ANALYSIS AND INFORMATION THAT SUPPORTS THE THESIS AND ANSWERS THE QUESTION</p> <ul style="list-style-type: none"> <li>- Topic sentences are essential</li> <li>- Set up what you are going to write about in every paragraph</li> <li>- All points within that paragraph should relate to your topic sentence</li> <li>- Make sure that you topic sentences relate to your opening thesis – do not just write an ‘information paragraph’ without showing its relevance to answering the question</li> </ul>					
<p>8. HAS PROPER CITATIONS FOR ALL SOURCES USED</p> <ul style="list-style-type: none"> <li>- Use parenthetical citations e.g. : (Wilson,5)</li> <li>- For the Foner book – give the name of the author of the document and a page number</li> <li>- For these short papers, there is no need for a works cited page – I will know it comes from Foner</li> </ul>					





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## History 103

# FILM REVIEW GUIDELINES

## American History to 1877

Hollywood has a long tradition of using and abusing history for dramatic reasons. In order to examine popular culture depictions of early American history, you will have the chance to write a two-page film review of a historical movie of your choosing. This exercise encourages you to be more critical of the ways in which history can be misrepresented--in addition to giving you the chance to watch some pretty good films.

\*\*\*For your review, watch the movie AND read one reputable online film review from a national newspaper or academic website (not a blog or fanboy site). If you just Google your movie title and "New York Times film review" you should find one easily. Incorporate the review into your analysis - but make sure that you provide proper citations for any opinions or information you get from the review.

Then write a two-page (minimum) review of your movie that contains the following elements:

Adapted from: [www.pascack.k12.nj.us/cms/lib5/NJ01000238/.../PIPER\\_Sheet.doc](http://www.pascack.k12.nj.us/cms/lib5/NJ01000238/.../PIPER_Sheet.doc)

1. In your introduction, give the name and year of the film being analyzed. Give the main point of the film in your introduction. i.e. don't just say what the film is about - analyze why you think the film was made.
2. What is the point of view of the film? Was it favorable or critical of a particular group or individual?

3. What inferences were made in the film? Were there parts of the film that the filmmakers must have made up because they couldn't have known this from the available evidence?
4. What techniques are used in the film to persuade the audience to the filmmaker's point of view? Note camera angle, specific dramatic scenes, music, character, portrayal, etc.?
5. Based on the course readings, what relevant information do I know? Does it contradict or support the story presented in the film?
6. Overall, how strong are the historical arguments in this film? Is it historically accurate?

Select one of the films from the list below or email me if you have alternative suggestions. Any or all of them should be available through Netflix, Amazon-on-demand, or Google Play.

New World (2005) - John Smith and the Jamestown Colony

Pocahontas (1995) - A sanitized view of John Smith and Pocahontas

The Crucible (1996) – Salem witch trials; Puritans

The Patriot (2000) – An ideologically biased view of the Revolutionary War

Last of the Mohicans (1992) – The French & Indian War

The Alamo (2004) – An infamous 1836 battle of the Texas Revolution

Amazing Grace (2006) – The anti-slavery movement in England

12 Years a Slave (2013) - The brutality of slavery

Django Unchained (2012) - An innovative look at slavery ... to say the least

Gone With the Wind (1939) – Antebellum and Civil War South

Gangs of New York (2002) – Civil War era cities and immigrants

Amistad (1997) – The 1839 slave ship uprising and trial

Glory (1989) – Civil War; African-American regiment 54th Massachusetts

Gods & Generals (2003) – The rise and fall of Stonewall Jackson

Gettysburg (1993) – The decisive battle of the Civil War

Abraham Lincoln, Vampire Hunter (2012) – Yeah, why not.

Dances With Wolves (1990) – Civil War era relations with Native Americans

Lincoln (2012) – Excellent depiction of the 16<sup>th</sup> president and the passing of the thirteenth amendment