This course will survey United States history up to 1877 with a focus on the evolving meaning of freedom. We will also explore the foundations of the country and its governmental structure as well as how and why American identity and citizenship changed over time in the young nation. Other themes that will be addressed include the nature of power relations in the United States throughout the period, the impact of pluralism, and the role of regional and sectional differences on the country’s past. Students will utilize critical thinking and analytical skills while learning about and employing methods of historians.

**Course Outcomes (in no particular order):**

1. Students will explain key political and economic developments in the period.
2. Students will identify social and cultural characteristics of periods in the U.S. past.
3. Students will describe how diverse individuals and groups, with varying political power, have acted as historical agents of change (and continuity) in the U.S. past.
4. Students will analyze the changing relationship of the U.S. to the rest of the world.
5. Students will evaluate the past by critically examining primary and secondary sources and considering the importance of perspective.
6. Students will write about the relevance of historical study and demonstrate an appreciation for the past.

**Required Readings:**

In 1863, these teachers taught former slaves, who had been forbidden by law from reading and writing before the Civil War, in Norfolk, which was part of Union occupied Virginia. Slaves were eager for education following emancipation. Some, including Frederick Douglass, learned to read and write as slaves despite the law. Follow their example and make sure you keep up with the class reading!

Requirements and Assignments at a Glance:

- Attendance/Participation/Behavior/In-Class assignments: 30 points [Assesses outcomes 1-5.]
- Reading quizzes: 100 points [Assesses outcomes 1-4.]
- Two simulation debate assignments worth 30 points each: 60 points [Assesses outcomes 1-5.]
- For the Record paper: 50 points [Assesses outcomes 1-5.]
- Creating an American Culture paper: 100 points [Assesses outcomes 5-6.]
- Three exams worth 100 points each: 300 points [Assesses outcomes 1-4.]

Though certainly not the same as James Mahoney’s indenture (March 31, 1773) depicted above, you agree to the terms set out by this syllabus by enrolling in and attending class. An indenture was a contract that bound an individual to labor for a certain amount of time. Indentured servitude was a widespread institution in colonial America. Many individuals agreed to an indenture to secure passage to British North America.

Grading Scale:

- A+ 640 – 627 points
- A 626 – 595 points
- A- 594 – 576 points
- B+ 575 – 563 points
- B 562 – 531 points
- B- 530 – 512 points
- C+ 511 – 499 points
- C 498 – 467 points
- C- 466 – 448 points
- D+ 447 – 435 points
- D 434 – 403 points
- D- 402 – 384 points
- F 383 and below
Accessibility Statement:
Students with documented or suspected disabilities that prevent full access to course resources and/or facilities should contact Faith Craig, Disability Resources Director. Find the Disability Resource Office in 209 Thompson-Clark Hall or call 724-946-7192 for more information and assistance.

Learning and Writing Services:
If you are having trouble in class, you are always welcome to contact me for additional help. Learning and Writing Services is another helpful resource. See https://www.westminster.edu/academics/learning-writing-services.cfm.

Academic Integrity:
An explanation of the Academic Integrity Policy is listed in your Westminster Catalog. You must submit your own work and properly acknowledge anyone else’s work you use. If I determine that a student has violated this policy, they will – at a minimum – fail the assignment. (You should know that I, like most college instructors, am pretty good at detecting cheating or plagiarism. I do make use of “Turn It In.”) In addition, the following might result:

“After reviewing the instructor’s explanation of the violation and penalty, as well as the student’s record of previous offenses, the VPAA (Vice President for Academic Affairs) will take the following additional action:

“a. FOR A FIRST OFFENSE, the VPAA may supplement the instructor’s penalty with further action, up to and including suspension and permanent dismissal. . .

“b. FOR A SECOND OFFENSE, the VPAA will impose a one-semester suspension. . .

“c. FOR A THIRD OFFENSE, the VPAA will impose a penalty of permanent dismissal from the College.”

Learning Environment and Professional Behavior:
The following guidelines revolve around respecting others’ thoughts and ideas. Offenses will result in a penalty to the attendance/behavior grade or in a penalty on a relevant assignment.

- Do not speak when someone else is speaking. (That includes speaking to a neighbor during the lecture.)
- There will be no name-calling or interrupting.
- Please respect everyone’s right to participate in class.
- Do not pack up your things before class is over.
- Try to arrive on time. If you know you will be habitually late, please let me know.
- Plagiarism, using another’s words or ideas without acknowledging them, is unacceptable. It could result in a failing grade for an assignment or for the class. See the section on academic integrity above.
- You may use a laptop or other electronic devices to take notes in class, but you must be taking notes. I reserve the right to ask you to turn it off if you are using it inappropriately or disturbing other students.
- Please turn off your cell phones and keep them out of your reach. Do not engage in text-messaging during class.
- Walking in and out of the room during class is disruptive. Avoid it.
- Please avoid making appointments (etc.) that will require you to leave class early.
- Use common sense. If you disrupt class repeatedly, your grade will be impacted.

Attendance:
Your attendance grade will be assessed alongside your participation and behavior. To receive full credit, you should try not to miss more than one class. Missing more than five sessions could be detrimental to your grade. If you know you will be absent for faith-based holidays, etc., please let me know now. Unless an arrangement has been made with Disability Services, doctor’s appointments, etc. will not be excused. If you know you will be absent for a college-sponsored event, you will need to let me know well in advance. Absences will not only negatively impact your attendance grade, but you will also miss out on quite a bit of course material, making it much more difficult to learn the material and to receive a good grade. Please make every effort to attend every class.

Class participation:
Attendance, class participation, and professional behavior will be assessed together and that grade is worth 30 points. You are encouraged to participate with relevant and appropriate questions and comments. We might also do in-class assignments that will be graded and will affect your participation grade. If you are absent on these days, you will lose points. Please note that class participation will be assessed for quality as well as quantity. Comments that do not add to the overall discussion or that are habitually disruptive will hurt your grade. I do NOT negotiate attendance/participation grades.

In-Class Reading Quizzes:
I will occasionally ask you to complete brief (multiple choice questions for the most part) reading quizzes on the current day’s required readings. These quizzes are meant to help you better retain the material and prepare for class, enhancing your learning experience and making class time more engaging. If you have done the reading carefully, you should have no trouble getting full credit. If you have not done the reading, you will probably not know the answers. There will be twelve
of these quizzes and I will count your ten highest scores. Since I will be dropping your two lowest quiz scores, you will not be allowed to make-up any missed quizzes. Please do not ask. If you have been excused because of the reasons listed in the “Attendance” section above, I will allow you to make up a quiz, but the format will probably be different. These assignments are worth a total of 100 points.

Exams:
You will receive a study guide prior to all three exams. The study guide will include a list of terms and a list of essay questions that will reappear on the exam. You will be able to choose which essay question to answer, but I will be expecting thoughtful essays that demonstrate that appropriate time has been spent in preparation. In addition to the essays, I will choose a few terms from the list on the study guide. These will be short answer/identification. You should identify and discuss the significance of each term in a few sentences. The exams will also include a section of multiple-choice questions and a question that will ask you to analyze an excerpt from a primary source relevant to a topic we have studied. You will not be allowed to bring in note cards, etc. I strongly discourage students from leaving during the exam. If an emergency arises, I will of course allow you to use the restroom, but a penalty might be applied. The exams are all worth 100 points.

** Make-up exams will be scheduled at my discretion for any student who participates in a college-sponsored event or who produces a doctor’s note. However, a student who takes a make-up exam should expect a more difficult test (with a different format) in order to take into account the additional study time not granted to the other students in the class. Make-up exams will not have any multiple-choice questions. They will include only short answer/ids and an essay.

Exam Format:
10 Multiple-Choice Questions worth three points each = 30 points
1 question asking you to evaluate a primary source = 10 points
2 Short Answer/Identification worth fifteen points each = 30 points
1 essay worth thirty points = 30 points

Simulation Assignment:
We will hold two simulated debates on Friday, February 9 and Friday, April 27. Each student will be assigned a perspective on independence for the first debate and a perspective on secession for the second. After research your perspective, prepare a statement that reflects that individual’s position on independence/secession and the issues that led up to it. Complete guidelines are posted on D2L. If you miss the simulations, your grade will be penalized unless you have been formally excused for reasons outlined in this syllabus. You must turn in your typed assignments on the days of the simulation. (Upload a copy to D2L as well.) Each is worth 30 points.

URAC Extra Credit Assignment:
Write a paper that incorporates the Undergraduate Research and Arts Celebration (URAC), which is scheduled for Wednesday, April 18, for up to five extra credit points. Attend a presentation and/or interview someone presenting a poster at URAC. Whatever you attend should help you address the “so what” question: why does history matter? Write a 1-3-page paper that answers this question using something that you observed or learned at URAC. You may answer the question by applying it to a specific topic (Jane Doe’s presentation on Thomas Paine revealed that studying revolutionary texts help us better understand …) or by drawing conclusions about the importance of history in general. It is due on Friday, May 4, but note that you will need to attend URAC on April 18, too.

Other Extra Credit Opportunities:
I will sometimes announce extra credit opportunities in class or via email, but I do not offer extra credit to individuals that I do not also make available to everyone else. (Please do not ask.)

Written assignments:
As these are formal writing assignments, grammar, style, spelling, etc. will be considered. Use footnotes or endnotes to cite outside sources in your research. For those of you who have never used this type of citation, we will go over it in class. I have also posted a detailed handout on D2L that explains how to insert superscripted notes and provides specific examples of format. If you do not at least try to use notes, your essay will automatically be deducted. You should avoid using EasyBib and similar programs to generate your notes and/or bibliography. I would much rather you learn how to do this yourself and come to me with questions. Details matter to me, since I believe that learning to pay attention to details will only improve your work not only in this class, but throughout your lives. This means that I will note errors of footnote format on your paper, but I don’t take off points for this. Those comments are only meant to help you improve.

I am willing to look at drafts but only if you get them to me a full week before the paper is due. If you do submit a draft, understand that that does not guarantee you a particular grade. A late essay will be docked one letter grade. You may choose to revise the For the Record and the Creating an American Culture assignments; revisions are due on Friday, May 4. (Consult the “Revision Guide” handout on D2L, and please remember to turn in your original paper with revisions.)
Double-space your work and use “normal” font size and margins. You may print all writing assignments on both sides of the page to save paper if you would like. Please turn in a paper copy AND an electronic copy. To post your papers, log-on to D2L, go to the History 105 page, select “Dropbox” on the gray tool bar, select the appropriate assignment, and upload your essay by following the instructions. Remember to select “Submit” to finalize your submission. If you are having trouble uploading a file, try to save it as a pdf file first. Then upload that file. (Note: While I will penalize an essay that does not reach the minimum page length, if you need to go over the maximum length that is fine with me.)

The image above shows an early draft of the Declaration of Independence. Even Thomas Jefferson made corrections! Remember to edit your papers.

For the Record Paper:
Choose one document in your sourcebook (For the Record) on a topic that interests you and answer the following questions in complete sentences in a 2-4-page paper. The only document you should not choose is Henry Clay’s “On the Election, the Court, and Improvements (1823)” since it is the document used in the sample essay. Type your answers and organize them in paragraph form. (Do not enumerate your answers.) Your answers should flow together nicely, but you do not have to answer them in any particular order. Use footnotes/endnotes to cite your sources (both when you quote and when you paraphrase). You should cite at least one secondary source in your paper, but you may use the textbook to do so. Finding secondary sources that are not part of the class material is not a requirement, but you might want to find some scholarly, peer-reviewed secondary sources that go into greater detail on your topic. It will only help you understand the material better. A sample paper on D2L is available for you to consult. Before turning in your assignment, read “Dr. Lahr’s Pet Peeves,” posted on D2L, and copyedit your paper.

1. Who is/are the author[s]? (Do some research to best identify the author and his or her perspective. See number six below for a related question.)
2. What is the nature of the document? (Is it an article in a newspaper, a speech, a letter, etc.?)
3. When was the document written or constructed?
4. Who was the probable intended audience?
5. What are the author’s/authors’ main points? (Be thorough.)
6. What is the author’s/authors’ perspective? (Does/Do the author[s] have any biases?)
7. Why is the document significant to the period from which it came?

This assignment is worth 50 points and is due at the beginning of class on Monday, January 29.

Requirements at a glance:
1. Page length: 2-4 pages (with “normal” font size and margins, double-spaced)
2. Sources: One document from For the Record: A Document History of America
3. Sources: One secondary source
4. Footnotes or endnotes to cite your sources (See the file on D2L for instructions and examples.)

Due: Monday, January 29

Optional revisions due: Friday, May 4

Creating an American Culture Paper
Can learning to spell unite a country? Some early Americans believed so, and this assignment will ask you to consider how Americans during and in the immediate aftermath of the Revolution worked to establish a shared American culture in the new nation. You will read Eve Kornfeld’s Creating an American Culture, 1775-1800: A Brief History with Documents and do some additional research to complete this assignment. Write a 5-7-page paper after choosing one of the following themes: religion, George Washington, education, republicanism, women, the memories and early histories of the American Revolution, language and literature, and Native Americans. (Other themes may be acceptable, but they should be approved by me first. If you would like to pursue researching
an alternate theme, propose your plan to me no later than one week before the paper is due.) How did Americans’ ideas about your theme work toward (or against) establishing a common culture in the early years of the United States? Develop a thesis that directly answers the question. Your thesis should reflect your ARGUMENT, which you should construct after you complete your research. (Note that you are examining what Americans at the time thought and believed about your theme. While you will want to research the theme more objectively as well, your primary source evidence will incorporate ideas about your theme from the period – accurate or not. It is your job to assess what those ideas meant and what they tell us about the early history of the country.)

Follow the instructions below.

1. Read. Read the book closely keeping the assignment in mind as you do so. Take notes as you go along, jotting down page numbers so that you can find your evidence easily when it comes time for you to write your paper. If it helps, I find post-it notes useful. I simply mark pages that I might use and write brief comments on them as reminders of the significance of the passages. You will need to cite the introduction of Creating an American Culture at least twice in your paper. You will also need to incorporate at least three of the documents (not the introductions to those documents) in the book.

2. Gather in-class and primary sources. You will need to cite your textbook at least once in addition to citing the introduction of Creating an American Culture at least twice. As is explained above, you will need to cite at least three of the documents (not the introductions to those documents) in Creating an American Culture. You might find other primary sources on the Internet. Before using them, email me the links (at least a week before the paper is due) so that I can approve them. Please consult the “Citation Help” handout posted on D2L for examples of citations for the introduction and the documents.

[Review: Primary sources are materials that often come from the period being studied, but they can also include eyewitness accounts collected later. Primary sources are those sources that have not been filtered through interpretation or analysis. Letters, diary entries, legal briefs, laws, photographs, advertisements, etc. might all be primary sources. First-hand accounts are primary sources. Secondary sources are those sources that use primary sources and other secondary sources to present an analysis of a particular topic in the past. Textbooks, historians’ monographs about a particular topic, and scholarly journal articles are all examples of secondary sources.]

3. Find some outside secondary sources. You will need to cite at least two outside secondary sources. See “Requirements at a Glance” below to make sure you incorporate all the required sources. The library will have many appropriate books about the early history of the United States that will help you. Your textbook is a good place to begin looking for quality secondary sources. In the back of your textbook, there is a “Further Readings” section that can give you suggestions. There is also a selected bibliography beginning on page 265 in Creating an American Culture. Locate peer-reviewed, academic secondary sources. This means library books (print books or ebooks) and scholarly journal articles found on library databases like JSTOR. A handout with instructions on how to find articles on JSTOR is posted on D2L to assist you. Use the WISE search box to type in key terms and phrases appropriate to your topic. To filter your search results, select the appropriate boxes on the left of the page once you have entered a search term. (For example, you may select “eBook” or “Downloadable article” in the “Format” box.) You MUST use two library sources (books or articles). While you may also cite Internet sources, those should be IN ADDITION TO two scholarly secondary sources. If you do use Internet sources, be sure to verify the credibility of the source.

4. Construct your argument. Considering what you have learned from your sources, how would you answer the main question? Try to compose a few sentences that reflect your conclusions. This is your thesis and should ultimately go at the end of your introduction paragraph.

5. Organize and outline your essay. Look over the evidence you have collected and organize it. I will provide a sample, generic outline that might help you do so.

6. Write your essay. Use your outline to help you. Remember to include all the necessary information in your main text when incorporating your primary and secondary sources. For example, if you plan on summarizing an argument from one of your secondary sources, include the author’s name and some brief introductory information on that author. You should also include the author, date, and major relevant points of each of your primary sources. It might be necessary for you to comment on the sources’ intended audiences and/or the authors’ biases as well. (Utilize what you have learned after completing the brief For the Record assignment.) Use footnotes or endnotes to cite all your sources, and consult the “Citation Help” document posted on D2L for guidance. (Take another look at the sample For the Record paper on D2L to remind yourself what footnotes should look like if necessary.) If you need additional help with formatting your sources, do not hesitate to ask. HINT: Do not wait to insert your citations until after you are finished writing. Insert citations as you go along; it’s much easier in the long run. The paper should be 5-7 pages long.

Your introduction should include a hook in the beginning (an interesting quote or brief story that interests your reader at the outset), a brief description of the paper’s topic and question, and your thesis, which should
answer your question specifically. Following your introduction, include a paragraph or two that establishes historical context by briefly describing the United States at the end of the 18th century. Your secondary sources should help you with this. In the body of your paper, use evidence from your sources to support your thesis and conclusions. In your conclusion paragraph, address why your main points are important to American history.

7. **Revise your first draft.** Read “Dr. Lahr’s Pet Peeves,” posted on D2L, and copyedit your paper. It might help to read it aloud and/or to have a friend copyedit it for you. Make sure to use grammar and spell check and to consult the grading rubric (found on D2L). Make any necessary changes before printing your paper. **Turn in a hard copy AND an electronic copy. . . You’re finished!**

**Requirements at a glance:**
1. Page length: 5-7 pages (with “normal” font size and margins; double-spaced)
2. An analysis of the early history of the United States using primary and secondary sources
3. *Creating an American Culture* citations: Cite the introduction of the book at least twice. Cite three documents from *Creating an American Culture*.
4. Secondary sources: Cite the textbook at least once and cite at least two outside SCHOLARLY (see above) secondary sources.
5. Primary sources: Cite at least three primary sources (the documents) from *Creating an American Culture*.
6. Use footnotes or endnotes to cite your sources. (See the handout posted on D2L.)
7. Due date: **Friday, April 13**
8. OPTIONAL revisions due: **Friday, May 4**

**Other Items of Note:**
- For the most part, I do not post Power Point slides or my notes. If you miss class, it is your responsibility to keep up with the reading and to borrow the notes from someone. The outlines in class are only meant to aid your note taking. Do not assume that you only need to write down what appears on the slides. Part of critical thinking involves listening for and identifying points of significance. Please ASK if you need me to slow down, pause, or repeat something. I’m willing (even eager) to clarify or discuss points and questions.
- I frequently send out important email announcements. In addition to checking the syllabus every day for the reading assignment, you should form a habit of checking your Westminster email account at least once a week.
- You should assume that it will take me at least one week to return exams and papers. If you miss class the day I hand back assignments, you may ask me for those at the end of the next class you attend. After returning your work, I will post the grades on D2L. Please note that I do not assign attendance/participation grades until the very end of the semester.
- If Westminster cancels classes, please check your email account for updates. If the weather is bad and Westminster does not cancel classes, I still might cancel on my own. On those days, you should check your email before coming to class, since I will certainly send out a message if I do cancel. Due dates and exam dates are liable to be changed if weather interferes. You are responsible for knowing about and adhering to any weather-related changes.
Course Schedule

Wednesday, January 17 – Course Introduction

Friday, January 19 – First Contact
Read: America pages 1-17

Monday, January 22 – First Contact
Read: America pages 17-37

Wednesday, January 24 – First Contact
Read: FTR pages 1-13

Friday, January 26 – Colonial America
Read: America pages 40-58 AND FTR pages 23-26

Monday, January 29 – Colonial America
Read: America pages 58-79
Due: For the Record Paper

Wednesday, January 31 – Colonial America
Read: America pages 82-105

Friday, February 2 – Colonial America
Read: America pages 105-113 AND FTR pages 80-86

Monday, February 5 – The Road to Revolution
Read: America pages 116-133

Wednesday, February 7 – The Road to Revolution
Read: America pages 133-153

Friday, February 9 – Debating the Revolution Simulation
Due: Simulation Assignment (See the instructions above, and make sure to come to class with your assignment completed!)

Monday, February 12 – The Road to Revolution
Read: FTR pages 97-108
*Come to class with any questions you have about the exam or the study guide.

Wednesday, February 14 – Exam #1
Friday, February 16 – The American Revolution
Read: America pages 157-172

Monday, February 19 – The American Revolution
Read: America pages 173-186

Wednesday, February 21 – The American Revolution
Read: America pages 186-195

Friday, February 23 – The American Revolution
Read: FTR pages 115-125

Monday, February 26 – A New Nation
Read: America pages 198-219

Wednesday, February 28 – A New Nation
Read: FTR pages 151-161

Friday, March 2 – A New Nation
Read: America pages 219-243

Monday, March 5 – No Class – Spring Break

Wednesday, March 7 – No Class – Spring Break

Friday, March 9 – No Class – Spring Break

Monday, March 12 – A New Nation
Read: America chapter 7

Wednesday, March 14 – A New Nation
Read: America pages 320-340

Friday, March 16 – Democracy and the Age of Jackson
Read: America pages 340-358

Monday, March 19 – Democracy and the Age of Jackson
Read: America pages 358-379

Wednesday, March 21 – Growth and Reform
Read: America chapter 8

Friday, March 23 – Growth and Reform
Read: America pages 419-447
*Come to class with any questions you have about the exam or the study guide.

Monday, March 26 – Exam #2

Wednesday, March 28 – The Peculiar Institution
Read: America chapter 11

Friday, March 30 – No Class – Easter Break

Monday, April 2 – No Class – Easter Break

Tuesday, April 3 (Monday Classes Meet) - The Peculiar Institution
Read: FTR pages 301-321
Wednesday, April 4 – **The Peculiar Institution**
   Read: *America* pages 447-457

Friday, April 6 – **Expansion and Manifest Destiny**
   Read: *America* pages 461-487

Monday, April 9 – **Expansion and Manifest Destiny**
   Read: *America* pages 488-498 AND a handout that will be distributed

Wednesday, April 11 – **A House Divided**
   Read: *America* pages 499-517

Friday, April 13 – **A House Divided: The Lincoln Douglas Debates**
   Read: FTR pages 391-399
   **Due:** Creating an American Culture Paper

Monday, April 16 – **A House Divided**
   Read: *America* pages 517-527

Wednesday, April 18 – **No Class – URAC**
   **URAC Extra Credit Assignment** – See the guidelines on page four above.

Friday, April 20 – **The Civil War**
   Read: *America* pages 530-545

Monday, April 23 – **The Civil War**
   Read: *America* pages 545-559 AND FTR pages 433-442

Wednesday, April 25 – **The Civil War**
   Read: *America* pages 559-575

Friday, April 27 – **Debating Secession and Civil War Simulation**
   **Due:** Simulation Assignment (See the instructions above, and make sure to come to class with your assignment completed!)

Monday, April 30 – **Reconstruction**
   Read: *America* pages 578-601

Wednesday, May 2 – **Reconstruction**
   Read: *America* pages 601-611

Friday, May 4 – **Reconstruction**
   No reading
   **Due:** Optional Revisions (Please remember to turn in your original paper with revisions.)
   **Due:** URAC Extra Credit Paper

**Final Exam – Tuesday, May 8, 8:00 – 10:30 a.m.**

---

Artist Benson Lossing’s engraving of a Shaker dance depicts Shaker community and tradition. After you have finished your final exam (hopefully with excellent results), you might want to do a dance of your own! Have a wonderful break.