

**Holy Family University
Department of History
History of Pennsylvania
HIST 315-P**

Fall
W 6:30 to 9:30 pm

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Office Hours:

Course Description:

This course will examine the development of Pennsylvania from a multiethnic Native American and European colonial settlement to the industrialized, urbanized, and heterogeneous state that exists today.

Course Objectives:

This course has been designed with several objectives in mind, including

- to introduce both majors and non-majors to the study of history.
- to survey the forces and events that continue to shape Pennsylvania's culture and institutions
- to expand understanding of the variety of cultures that have helped to shape the pluralistic society of Pennsylvania
- to increase familiarity with the skills, concepts, purposes, attitudes, and values of the social studies as they relate to the United States in general and Pennsylvania in particular
- to expand understanding of the history, structure, and functioning of government as it exists at the local, state, and national levels
- to improve the academic skills of reading, oral communication, research and writing, as well as higher level skills including analysis, synthesis, and evaluation
- to suggest techniques for teaching Pennsylvania history in schools.

Course Requirements:

Class Participation: (10%)

Students are expected to complete all assigned readings and to bring their ideas, questions, and reactions to class. The text for this class is: Randall M. Miller and William Pencak, eds., *Pennsylvania: A History of the Commonwealth* (University Park: Pennsylvania State University Press and the Pennsylvania Historical and Museum Commission, 2002); it is available at the Holy Family bookstore and on reserve at the Holy Family University library.

Attendance will be taken in every class. It is the responsibility of any student missing any class to contact the instructor to make up any missed work. In any semester, absences equal to twice the number of weekly contact hours of a given class are deemed excessive, and credit will not be given for a course in which the absences have exceeded the allotted number, unless the instructor and the dean feel that the circumstances warrant an exception. Absences are counted from the first day of class, not when the student begins attending. **Frequent absences and habitual lateness will cause you to lose points from your class participation grade.**

Three Tests (45%)

These three tests will test your knowledge, understanding, and ability to apply the historical facts and concepts covered in readings and class activities. These tests will not be

cumulative. Each test will be worth 15% of your final grade. Test 1 will cover material from classes from Aug. xx to Sept. xx; Test 2 will cover material from classes from Sept. xx to Oct. xx; Test 3 will cover material from classes from Nov. xx through Dec. xx

Submitting a photo of a house or building (5%)

Art, architecture, photography, and other artifacts of material culture help us to better understand the history and values of the cultures in which we live. **By Sept. xx**, take a photo of a house or building in your neighborhood; it can be a home that is older than others, or a home that is typical; submit it by Blackboard (Assignments: Photos) for use when we discuss architecture.

Map Quiz (5%)

You will be quizzed on the cities, towns, and rivers (not the canals) listed on the map on p. 180 in the text. The map quiz will be **Sept. xx**.

Paper (10%)

In May 1844, the Kensington area of Philadelphia was rocked by several days of riots that pitted Catholic against Protestant, immigrant versus native born. The Historical Society of Pennsylvania has a number of primary source documents, including cartoons and newspaper articles that provide accounts of the events in Kensington. Links are on Blackboard under Course Information. You do NOT have to use all of the documents; choose those that you feel may be used to provide the most informative and balanced history of the events.

Your paper should have two aspects to it. **First** is a BRIEF narrative: using these documents, please explain: a) What happened in Kensington in May 1844? b) Why were there disturbances? c) Who was at fault? **Second, and more important**, is an analysis of the sources that you use: a) explain the point of view of the author or illustrator of the documents you use, and b) assess how trustworthy each source is.

Please use at least 4 of the sources, choosing those with different viewpoints on the events.

The narrative of events should be only 1.5 pages in length; most of the paper should be spent analyzing the sources you use. The paper should be 5 pages in length, and is due on **October xx**.

As you write your paper, you must number all text pages, and use proper citation form, either footnotes or endnotes (Chicago Style), not MLA citation. For further information about citation and writer's style, consult the writing guide posted on Blackboard or the Holy Family University Library Resources webpage (link on Blackboard).

Oral History Project (25%)

Your major project during this class will be an oral history. You will be required to interview a Pennsylvanian of an earlier generation about a particular aspect of the commonwealth's culture or history. Your interview subject may be a family member or a friend. Topics you may address in the interview could be: neighborhood history/changing neighborhoods; church or school communities; holiday celebrations and traditions; shopping and stores; housing developments; recollections of significant storms or other natural disasters; folklore and folklife; politics; the impact that national events, such as wars, had on local communities or individuals; changing family structure; employment and unemployment; or any other topic covered in the textbook.

In conducting your interview, you should follow the steps outlined in chapter 15 of Miller and Pencak, including researching the topic about which you plan to interview (topic **due Oct. xx**); developing a bibliography (preliminary bibliography **due Oct. xx**) conducting a pre-interview; constructing an interview outline (**due Oct. xx**); developing a thesis statement (**due Nov. xx**); asking your subject to sign a release form; and recording and transcribing the interview.

The project that you submit on **Wed., Dec. xx**, should have **five components**.

- 1) a brief **research** paper, five to six pages in length, establishing the historical context for the interview you are conducting. This is not a reflection paper, nor is it a summary of your interview. It is a research paper.
- 2) a transcription of the interview, or of its most significant parts, that is five to six pages in length;
- 3) your subject's signed release form;
- 4) a bibliography of the sources you have consulted (you must have at least two in addition to your textbook or an encyclopedia; no more than one secondary source may be from the internet, and internet sources may be from .gov, .org, or .edu websites only; you may use .com websites only with permission of the instructor because these are often unreliable since anyone can post to a .com site).
- 5) an audiotape or CD or MP3 or a flash drive of the interview (with your name written on it).

Your project will be graded on:

- 1) your ability to complete, on time, each component of the project
- 2) the informativeness and historical accuracy of the paper
- 3) the facility with which you conduct the interview
- 4) your communications skills, including grammar and spelling

A grading rubric for the project is posted on Blackboard.

Example of a release form: This form is to state that I have been interviewed by (interviewer) on (date) on my recollections of (topic). I understand that this interview will be used in a class project at Holy Family University and that the results will be saved for future historians.

Signature

Date

Please note that the hard copy of your oral report, as well as your oral history project, must be typed. Any internet sources that you use must have either .edu, .org, or .gov domain names; you may use specific .com sites only with permission of the instructor.

Late papers and projects will lose one-half of a letter grade each calendar day they are late (from A to B+ to B, etc.). I will read rough drafts of any papers received at least one week before the due date. Rubrics for papers and projects are posted on Blackboard.

Grading:

Tests:	45% (15% each)
Paper:	10%
Map Quiz:	5%
Photo submitted on time:	5%
Class Participation:	10%
Oral History Project:	25%

Failure to complete all course work will result in a final grade of F, regardless of grades received on any completed work. I do not give extra credit assignments.

Academic Honesty:

The University’s policy on academic honesty is available for review in the current Undergraduate Catalog and Graduate Catalog. Both of these documents are available in print (School Office) and on the University’s website: <http://www.holyfamily.edu>.

Violations of the University’s standards in any form (including but not limited to plagiarism) as described therein or otherwise identified will not be tolerated. Proven incidents of academic dishonesty are subject to progressive sanctions. Responsibility for knowing and understanding the University’s position and policies on academic integrity rests with each student.

Disability Accommodations:

Any student who has a need for an accommodation based on the impact of a physical, psychiatric/psychological, and/or learning disability **must** contact the Disability Services Office at 215-637-7700 (x3231), located at the Northeast Philadelphia Campus, Campus Center Room 222. Please contact this office as soon as possible, as eligibility determination requires submission of documentation by the student and review by the Disability Eligibility Committee prior to any accommodation authorization. Accommodations for individual students **cannot be provided by the instructor** without letters of authorization from the Disability Services Offices.

Course Outcome Objectives by Evaluation Methods and Grading Instruments

Course Outcome Objectives	Evaluation Methods	Grading Instrument
Explain the characteristics that made the colony of PA unique	Tests	Rubric
Explain the contributions PA and its citizens have made to US history	Tests	Rubric
Identify significant ethnic and racial groups, and individuals, and their contributions to the history of PA and the US	Tests	Rubric
Explain the causes of PA’s decline in national significance in the 20 th and 21 st centuries	Tests	Rubric
Identify significant geographical features of PA	Map quiz	Grading key
Identify tools historians may use to study the past	Tests, project	Rubric

Calendar:

- Wed., Aug. xx How does geography affect history?
Introduction; Geography: Miller and Pencak, Chapter 8
Before the next class, take a photo of a house or building in your neighborhood; it can be a home that is older than others, or a home that is typical; submit it by Blackboard (Assignments: Photos) for use when we discuss architecture.
- Wed., Sept. xx How does archaeology affect the study of Pennsylvania history?
Reading: Miller and Pencak, Foreword, Preface, Introduction, and Chapter 10
- Wed., Sept. xx How did Native American tribes vary across time and space, and how significant were these variations? How can geography and archaeology be used to study Native Americans?
Reading: M&P Chapter 1
Map Quiz
- Wed., Sept. xx Why did William Penn develop his distinctive government policies?
Was Pennsylvania the best poor man's country?
Reading: M&P Chapter 2
Blackboard: Penn's Second Frame of Government and Pennsylvania's Charter of Privileges
Before the next class, find out the names of your grandparents and, if possible, great grandparents, and bring them to class.
- Wed. Sept. xx **Test 1**
Why has tracing the family tree become so popular?
Reading: M&P Chapter 12
After the test, we will reconvene at 8 pm in the computer lab
- Wed., Oct. xx What are the perils and promises of using oral history to study history?
Reading: Chapter 15
Oral interview topic/name of subject to be interviewed due (typed; emailed to instructor before class)
- Wed., Oct. xx Why were Pennsylvanians reluctant to support the American Revolution, and what were the consequences of their reluctance?
Reading: Chapter 3
Preliminary oral interview bibliography due (typed/formatted; emailed to instructor before class)
- Wed. Oct. xx How do architecture and art help us to understand societies?
Reading: M&P Chapters 9 and 14
Pre-interview must be complete; interview outline due (one page, typed; emailed to instructor before class).

Wed., Oct. xx	<p>Historian Emma Lapsansky argues that the “new dynamics of the early nineteenth century reflected and stimulated new ways for people to relate to one another.” In what ways was this true? Reading: Chapter 4 Paper on Kensington Riots due</p>
Wed., Oct. xx	<p>Test 2</p>
Wed., Nov. xx	<p>Could the Union have won the Civil War without Pennsylvania? Did industrialization bring more benefits or problems to nineteenth-century Pennsylvanians? Reading: Chapter 5</p>
Wed., Nov. xx	<p>Did the Great Depression and World War II cause Pennsylvania to decline from its position of economic and political power, or merely accelerate changes that were already occurring? Reading: M&P Chapter 6 Thesis statement for research paper due (typed; emailed to instructor before class)</p>
Wed., Nov. xx	<p>Thanksgiving Break: No classes</p>
Wed., Nov. xx	<p>How did the decline of Pennsylvania’s traditional industries affect the state, and how successful has Pennsylvania been in its efforts to reverse its decline? Reading: M&P Chapter 7</p>
Wed., Dec. xx	<p>In the epilogue, historian Michael Zuckerman argues that, “In the twentieth century, Pennsylvania simply ceased to be the place it had been in the centuries before.” Is this a fair characterization? Reading: Epilogue Oral History Project Due</p>
Wed., Dec. xxx	<p>Test 3</p>