

The Gettysburg College–Gilder  
Lehrman MA in American  
History Program:

Moodle

Make sure to use the graduate site:

<https://gettysburggli.myopenlms.net/>



## Lecture Section




- View lecture recordings and access transcripts/audio files
- Find Q&A session schedules and Zoom links
- View announcements for the whole class

# Lecture Section Home Page

## Types of Announcements


- Q&A Reminders and Links
- Updates on the syllabus and readings

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Home

Welcome to the lecture section of **America's First Civil Rights Movement: From the Revolution to Reconstruction**. This is where you will view course lectures and interact in Q&A sessions with **Professor Kate Masur**. Click on Lead Professor to learn more about **Professor Masur**.

Click on Lectures to begin viewing course lectures. Note that you have access to transcripts and audio files for each lecture.

FORUM 

 Announcements

# Lecture Recordings

- Select the Lectures section on the left hand menu
- Click the dropdown button to show the video embedded for each week
- You will find the transcripts, slides, and audio files linked under the video

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**Lectures**

Week 1: February 9: Gradual Emancipation & the Emergence of Free Soil

Lecture One\_America's First Civil Rights Movement, from the Revolution to ...

Powered by Panopto

Lecture One Transcript

Lecture One Slides

Lecture One Audio

Week 2: February 16: The "Black Laws" of the Midwest and the Police Powers of the States

The Q&A session schedule and Zoom links can be found in the lecture section.

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Q&A Sessions

There are five Q&A sessions with Professor Kate Masur that will take place this term. Each session begins at 8 pm ET and ends at 9:30. You are expected to attend three sessions but are encouraged to attend all five. Zoom links and passwords for each session are below.

To receive participation credit for attending sessions, you must submit a Q&A Reaction within 24 hours of the session you are reacting to. Q&A Reactions can be found in the lab section of your course.

Q&A Session One: Thursday, March 9 - 8:00-9:30 p.m. ET

◦ password: 001922

Q&A Session Two: Thursday, March 23 - 8:00-9:30 p.m. ET

◦ password: 281354

Q&A Session Three: Thursday, March 30 - 8:00-9:30 p.m. ET

◦ password: 222845

Q&A Session Four: Thursday, April 13 - 8:00-9:30 p.m. ET

◦ password: 617538


Q&A Session Five: Thursday, April 20 - 8:00-9:30 p.m. ET

## Lab Section

- View weekly modules with reading assignments
- Submit assignments
- Complete discussion boards
- Receive grades
- Access resources like the Gilder Lehrman collection and Musselman Library


# Home Page

- View announcements from your section professor

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Home

America's First Civil Rights Movement: From the Revolution to Reconstruction

◦ AMHI 676 - Lab Section L1


Section Professor

- Dr. Edward Zevin
- ezevin@gettysburg.edu


Welcome to Lab Section L1 of 'America's First Civil Rights Movement: From the Revolution to Reconstruction.' Everything that you will need during the term can be found through the side-navigation bar on the left side of your screen. Start by downloading your syllabus to review your book list, weekly schedule, and assignment descriptions. Next, click on Section Professor to learn more about who you will be working with this term and to access their contact information.

Announcements will be posted below throughout the term. Please check back regularly.

Click here to go to the lecture section of this course.

 Edit section

FORUM

 First Announcement

Welcome to Gettysburg College and AMHI 676 – America's First Civil Rights



# Course Syllabus:

Download the syllabus from Moodle and replace any early versions of the syllabus you may have downloaded from the Gilder Lehrman website before the term began.

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## Course Syllabus

[Click here to download your course syllabus.](#)

### America's First Civil Rights Movement: From the Revolution to Reconstruction

This course explores the little-known movement for racial equality in the free states from the nation's founding to the Civil War and Reconstruction. While the abolitionist movement is a familiar part of many history classes, we've known far less about activists' fight for racial justice in the free states themselves. The course emphasizes African Americans' leadership in this struggle; the interpenetration of race, class, and gender oppression; the complex history of citizenship; the changing political landscape of the antebellum United States; and the US Constitution.

We'll explore both small-scale histories and large structural changes. For instance, we'll look at free Black sailors from places like Boston and New York, whose work brought them to southern ports where they were incarcerated simply because they were Black. We'll also delve into the movement against racist "black laws" in Midwestern states like Ohio and Illinois, examining Black political mobilization and the work of White allies who fought for racial justice. Students will also emerge with an enhanced understanding of the US Constitution, American federalism (that is, the division of power among local, state, and national governments), and the Reconstruction amendments.

[PREVIOUS SECTION](#)

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# Section Professor:

Your section professor will include their updated bio in this section along with information about how to best contact them.

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### Section Professor



Dr. Edward Zevin (you can call me "Dr. Z")

- Email: ezevin@gettysburg.edu
- Work Phone: 914 274-7524 (emergencies only, please)

I check my emails on a daily basis. Please contact me if you have any questions or problems.

Background: I was born in Chicago a long time ago. I received my undergraduate degree in History from Carleton College and my Ph.D. in Early Modern European History at Columbia University. I then spent 16 years teaching American and Modern World History at the Chadwick School in Palos Verdes, California. I returned east in 2003 and began teaching U.S. and world history at various branches of the City University of New York. I am also the Area Chair for the Humanities at the University of Phoenix's Jersey City campus.

I have been working for the Gilder Lehrman program since the spring of 2018. In addition to serving as an advisor to students working on their Capstone theses, I have been a section leader for the following courses:

# Course Requirements

This section includes information on expectations for assignments, late work policies, plagiarism, and more.

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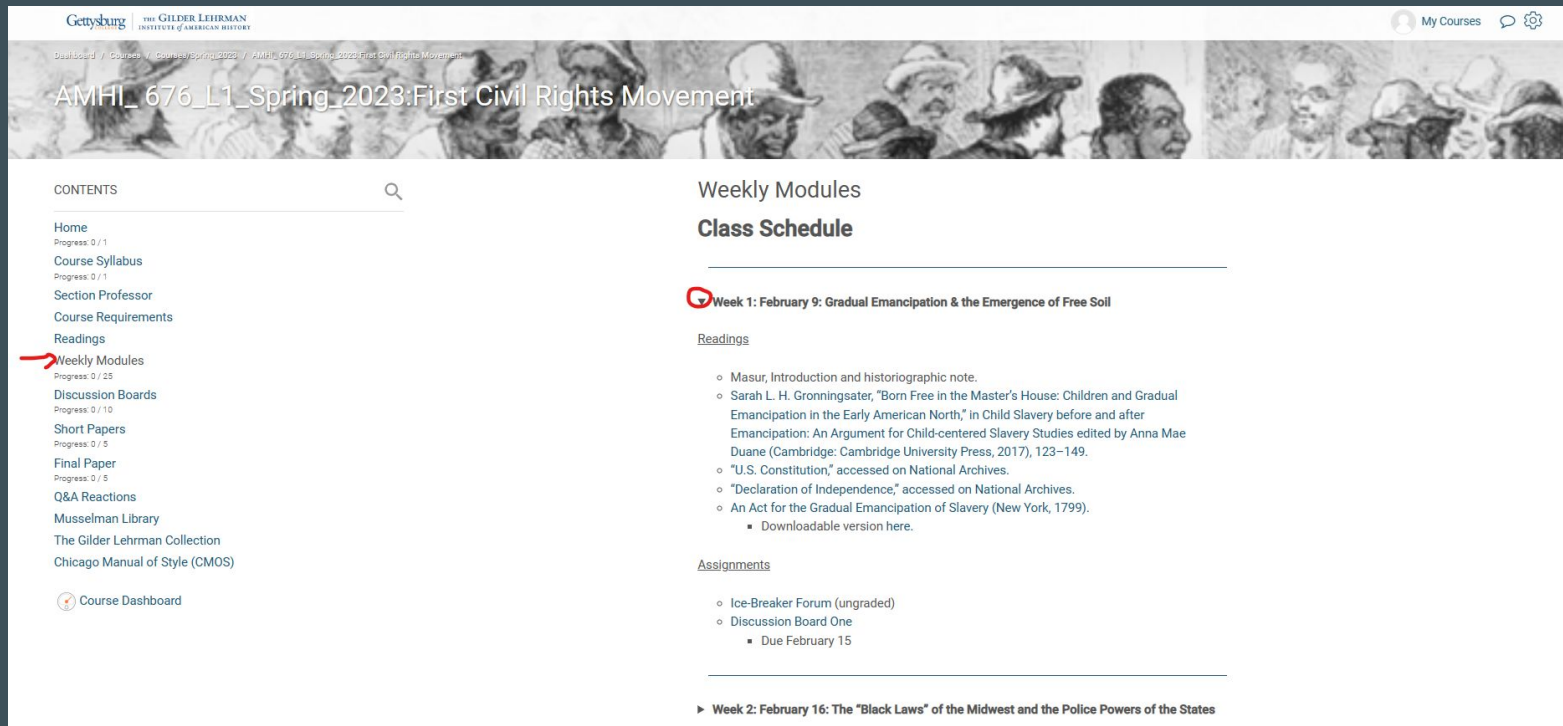
## Course Requirements

### Course Requirements

- It is the responsibility of students to know, understand, and abide by course and program policies. For a full overview of program policies, review the Gettysburg College-Gilder Lehrman Institute Student Handbook.
- Students also should carefully read the syllabus, where you will find fuller descriptions of the requirements and specific assignments.
- LATE POLICY:
  - Assignments should be submitted no later than 11:59 pm Pacific Time on the due date. If you think you will be unable to submit an assignment on time, it is your responsibility to contact me to ask for an extension before the assignment's due date. Late assignments may be docked points. The suggested baseline late policy for the GLI program is:
    - 5% off for less than a week
    - 10% off for a week
    - 10% more off for each subsequent week
  - Since you will be interacting with other students on the discussion board, please make a special effort to submit these assignments on time.
- PLAGIARISM:
  - Most of the rules concerning plagiarism are well known. Always cite the sources of your information, ideas, and words, using quotation marks or block quotes to indicate where you are incorporating the exact words of a source.
  - This also applies to your use of your own previous work. You may NOT incorporate substantial portions of earlier work directly into your paper or project. This is known as self-plagiarism. Instead, treat your earlier work as you would any other secondary source. Any quotations from previous papers should be clearly marked as such and cited accordingly.
  - The penalties for plagiarism are as follows:
    - First time: potential F on assignment
    - Second time: potential F on the course

# Weekly Modules

- Click the dropdown arrow next to each week's title to view the readings and assignments.
- Each module includes the readings for the week with links to any materials not included in the book list for the course.
- Assignments are organized by week and linked in each module.



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### Weekly Modules

#### Class Schedule

**Week 1: February 9: Gradual Emancipation & the Emergence of Free Soil**

Readings

- Masur, Introduction and historiographic note.
- Sarah L. H. Gronningsater, "Born Free in the Master's House: Children and Gradual Emancipation in the Early American North," in *Child Slavery before and after Emancipation: An Argument for Child-centered Slavery Studies* edited by Anna Mae Duane (Cambridge: Cambridge University Press, 2017), 123–149.
- "U.S. Constitution," accessed on National Archives.
- "Declaration of Independence," accessed on National Archives.
- An Act for the Gradual Emancipation of Slavery (New York, 1799).
  - Downloadable version here.

Assignments

- Ice-Breaker Forum (ungraded)
- Discussion Board One
  - Due February 15

► Week 2: February 16: The "Black Laws" of the Midwest and the Police Powers of the States

# Discussion Boards

- Click on each discussion board to access the forum
- Add a new discussion to create your first post

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Discussion Boards

You will participate in nine discussion boards during the term. They are arranged by week below. You are required to make your initial post by midnight Sunday and respond to two of your peers by midnight on Wednesday. Pay careful attention to your section professor's instructions for participating in each discussion board.

OPEN FORUM

Ice-Breaker Forum

For starters, begin by introducing yourself--tell the class (and me) who you are, what subjects and grade levels you teach, and what brings you to this program.

You also may want to start thinking about a possible topic for your term paper. What do you already know about the subject of this class? What would you like to know more about?

Feel free to respond to each other.

Please submit to this forum by the end of the first week of classes. This is an ungraded assignment.

OPEN FORUM

Week One Discussion Board

In addition to an understanding of the struggle for civil rights for free African Americans in the period leading up to the 14<sup>th</sup> Amendment, discussion board questions for this class will tend to focus on two main themes: 1) the relevance of these issues to 21<sup>st</sup> century Americans, and 2) how you might present these issues in your own classrooms. The first set of questions follows:

Mark as done

## Week One Discussion Board

In addition to an understanding of the struggle for civil rights for free African Americans in the period leading up to the 14<sup>th</sup> Amendment, discussion board questions for this class will tend to focus on two main themes: 1) the relevance of these issues to 21<sup>st</sup> century Americans, and 2) how you might present these issues in your own classrooms. The first set of questions follows:

To what extent were you aware of a civil rights movement for free African Americans before the Civil War? Do you cover it at all in your own classes, and if so, how? How could you tie these issues into your current curriculum in a way that could include both an understanding of this antebellum movement and its relevance to 21<sup>st</sup> century America?

- An initial response of about 300 words, and two paragraph-length replies to other students is due Wednesday, February 15.

Add a new discussion

Manage forum subscriptions

Export

View posters

Subscribe to this forum

← Ice-Breaker Forum

Jump to...

Week Two Discussion Board →




If you need to format your responses (i.e. add italics or underline sentences), select the advanced editor option. Then click submit.

Wednesday, February 15.

[Add a new discussion](#)

Add your discussion




Your subject

Type your post

[Choose Files](#) No file chosen

[ice1](#)

 Use advanced editor and additional options

Your new discussion topic

Subject

Message

Paragraph B I       

Path: p

Subscription

Send me notifications of new posts in this forum

To reply to discussion posts, click on another student's discussion topic and select reply.

[1] Benjamin Spillman and Jenny Kane, "Native communities in Nevada turn to tradition and each other during pandemic crisis," Reno Gazette Journal, April 23, 2020.

<https://www.rgj.com/story/news/2020/04/23/coronavirus-impact-nevada-tribes-indigenous-people/5160591002/> (October 23, 2022).



Reply

0 replies

Add your reply



Your subject

Type your post

Choose Files No file chosen



Submit

Use advanced editor and additional options

To complete Short Papers, select the short paper to view the section professor's prompt for the assignment. When you have written the paper, click Add Submission. You will be prompted to accept the use of the grading software Turnitin. You will also be able to view the rubric.

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Short Papers

You will complete five short papers during the term. These should be at least 500 words long and focus on one or more of the readings from the week that they are assigned. Your paper should provide a brief summary of the reading and your analysis of it. Your analysis can focus solely on the reading or relate it to other readings, lectures, or themes from the course. If you choose, you can respond to the prompt provided by your section professor.

ASSIGNMENT

Short Paper One

**Response paper - You can respond to the prompt created by your section professor, or to one of your own design.** If you decide to use your own prompt, please indicate this at the beginning of the paper.

**Section Professor's prompt: Thesis identification** – Using the introduction or Chapter 1 of Professor Masur's *Until Justice be Done*, or Chapter 6 of William Novak's *The People's Welfare*, write a paper (about 500 words) focusing on identifying a thesis and the evidence these author's use to support his thesis. Specifically answer the following:

- What is the thesis of the reading?
- What are the author's main points of evidence? How do they directly support the thesis?
- What kinds of sources are being used? What additional kinds of source material could contribute further to our understanding of the issues?

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Short Paper One

Due: Wednesday, February 22, 2023, 11:59 PM

Mark as done

Due Wednesday, February 22, 2023, 11:59 PM

Time remaining: 15 days 7 hours

**Response paper - You can respond to the prompt created by your section professor, or to one of your own design.** If you decide to use your own prompt, please indicate this at the beginning of the paper.

**Section Professor's prompt: Thesis identification** – Using the introduction or Chapter 1 of Professor Masur's *Until Justice be Done*, or Chapter 6 of William Novak's *The People's Welfare*, write a paper (about 500 words) focusing on identifying a thesis and the evidence these author's use to support his thesis. Specifically answer the following:

- What is the thesis of the reading?
- What are the author's main points of evidence? How do they directly support the thesis?
- What kinds of sources are being used? What additional kinds of source material could contribute further to our understanding of the issues?

Zarina Patwa

Attempt number  
This is attempt 1.

Grading status: Not graded

Submission status: No attempt

Add submission

← Week Eleven Discussion Board

Jump to...

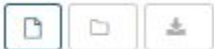
Short Paper Two →



Check that your file format is the one requested by your section professor. Drag your file into the file submission box and select Save Changes.

 View the Rubric used for marking

#### File submissions



Accepted file types:

PDF document .pdf

Word 2007 document .docx

Save changes

Cancel

# Follow the same instructions to submit the final paper/project scaffolded assignments.

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## Final Paper

This assignment will require you to ask a question that you do not yet know the answer to and utilize the research process (pulling from a variety of sources, both primary and secondary) to explore that question and do your best to provide an answer. Finals are scaffolded throughout the semester. This method breaks up a large grade into smaller constituent grades and allows students time to incorporate instructor feedback into their assignments. Your syllabus contains descriptions of each scaffold assignment.

### ASSIGNMENT



#### Final Paper/Project Question

In roughly 500 words, outline the question your final project or paper will attempt to answer. This should include a description of the paper or project you are proposing, some background information and historical context on your topic, a brief description of your research plan, and a justification for why your particular project or paper is worth pursuing.

Not Submitted **Due March 1, 2023**

### ASSIGNMENT



#### Revised Question and Proposed Bibliography

1. Revise your initial proposal to incorporate your section professor's feedback, AND
2. Create an annotated bibliography containing at least five sources. Each of these

# Follow the same instructions to submit the Q&A reactions.

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## Q&A Reactions

Five question and answer sessions will be held during the semester using Zoom in the Lecture Section of this course. Students **MUST** attend at least three of these five sessions. **NOTE: In order to receive participation credit for attending Q&As, you must complete a 1-2 paragraph reaction assignment within 24 hours of participation.** Students who can not attend at least three sessions will have the opportunity to complete makeup reactions based on archived Q&As to receive full Q&A participation credit. Makeup reactions should be roughly 500 words.

Q&A sessions will be held on the following dates. Check the [Lecture](#) section of this course for the Zoom links and passwords.

- Q&A Session One: Thursday, March 9 - 8:00-9:30 p.m. ET
- Q&A Session Two: Thursday, March 23 - 8:00-9:30 p.m. ET
- Q&A Session Three: Thursday, March 30 - 8:00-9:30 p.m. ET
- Q&A Session Four: Thursday, April 13 - 8:00-9:30 p.m. ET
- Q&A Session Five: Thursday, April 20 - 8:00-9:30 p.m. ET

#### ASSIGNMENT



#### Q&A Reaction One

Not Submitted **Due May 3, 2023**

#### ASSIGNMENT



#### Q&A Reaction Two

Not Submitted **Due May 3, 2023**

# Additional Resources:

- Musselman Library
- Gilder Lehrman Collection
- Chicago Manual of Style

## Musselman Library

Search MUSCAT Plus

- Research 101
- Databases A-Z
- Research Guides
- Research Help

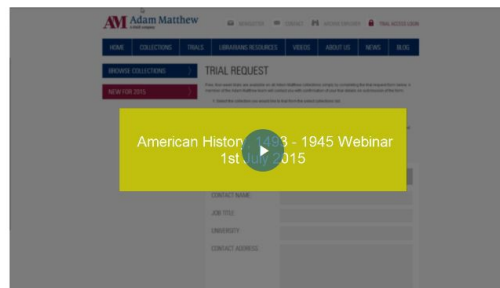
## JSTOR isn't Google: Quick tips on searching JSTOR



## The Gilder Lehrman Collection

[Click here to begin exploring the Gilder Lehrman Collection.](#)

## Webinar: American History: 1493 - 1945



## Teaching with American History 1493 - 1945

## Chicago Manual of Style (CMOS)

### Chicago Manual of Style (CMOS)

Graduate students of American history are required to properly format their work using the Chicago Manual of Style. Gilder Lehrman Institute of American History graduate students are to use Notes/Bibliography (NB) style.

### Quick Reference Guide

- All papers should have a title page, properly placed footnotes and a bibliography page.
- All papers should use Times New Roman 12 point font.
- The title should be placed 1/3 down the page and the entire title should be in ALL CAPS.
- Student name, course rubric and date should be 2/3 down the page.
- There is no page number on the title page.
- Title and name, course rubric and date are single-spaced.
- All footnotes should be properly numbered and placed at the bottom of page.
- All footnotes should also use Times New Roman 12 point font.
- All footnotes should indent the first line with remaining lines left-justified.
- All footnotes should be single-spaced with a double-space separating sources.
- Footnote example<sup>1</sup>:

1. Peniel E. Joseph, *The Sword and the Shield: The Revolutionary Lives of Malcolm X and Martin Luther King Jr.* (New York, Basic Books, 2020), 1-2.

- When citing a previous source simply note the author's last name(s) and page number.
- (Ibid. is no longer accepted per the 17th Ed.)
- Shortened footnote example<sup>1</sup>:

# To view your grades, go to the Course Dashboard and select the Grade Book.

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## Course Dashboard

Zarina Patwa



Progress



Grade



Open Grader

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Open Reports

Open Reports (experiment...

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No live sessions

### Completed recordings

No completed recordings