HIST 231-10A
The Foundations of American Society: Beginnings to 1877
Fall 2006, MWF 10:40-11:30
Library Video Conference Room

Dr. Susan Youngblood Ashmore
Office: Language Hall 205A
Office Hours: MW 2:30-3:30 or
T Th 3:30-4:30 or by appointment
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COURSE SYLLABUS

Course Description:

This course will introduce you to the history of the United States from pre-colonial times through the Civil War. As a survey course that concentrates on the foundations of American society we will focus on what it means to be an American and how that has changed over time with specific emphasis on leadership, migration, diversity, the concept of individual freedom, the creation and maintenance of the Union, and how that Union is threatened. We will learn about the political and economic development of the United States as well as the social history of the country. Special emphasis will be given to the colonial experience, slavery, the American Revolution and its aftermath, social and cultural life in nineteenth-century America, sectional crisis, and the Civil War.

Course Goals:

There are several objectives for this course. First, by gaining a factual knowledge of this historical period the course seeks to assist students in learning to think historically by recognizing and criticizing evidence and using primary and secondary sources to reason inductively going from specifics to generalizations. Second, this course hopes to teach students to ask questions about the past to gain new perspectives on the past as well as the ability to educate themselves in the future. Third, the course strives to help students discover, understand, and appreciate the interplay of forces and personalities that shape historical change in America's past. Fourth, this course will help students develop reading, researching, and writing skills that will benefit them in upper division classes. At the end of the course students should be able to recognize a historical argument when they see one, be familiar with the most important people, ideas, and events of early American history, and understand their significance for today.

Required Readings: These books are available at the campus bookstore and on reserve at the library.

David Freeman Hawke, *Everyday Life in Early America,* Harper & Row: New York, 1988.

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William E. Gienapp, *Abraham Lincoln and Civil War America: A Biography*, Oxford University Press: New York, 2002.

Primary documents and secondary journal articles on E-Reserves.

Grading and Assignments:

Identification Exam (10%) given on **September 25**; Midterm Essay Exam (15%) given on **October 23**; Document Analysis (25%): a 5-7 typed pages, double-spaced essay analyzing an assigned document in conjunction with one of the assigned readings. American Revolution document analysis due at the *beginning* of class on **October 13**, Slavery document analysis or Five Points document analysis due at the *beginning* of class on **November 20**; quizzes (announced and unannounced) from assigned reading material–including books as well as primary documents and secondary journal articles on E-Reserves (10%); attendance and general class participation (10%); final essay exam (30%) given on **Tuesday December 19 from 9:00 a.m.–12:00 noon**. All assignments as well as your final course grade will be based on the +/- system. Study questions for the identification examination, midterm examination, and final examination will be passed out at least one week prior to each exam.

Honor Code:

We are a community of scholars. Therefore, academic dishonesty is not tolerated. Your signature or name on any work submitted for credit in this course shall indicate you have neither given nor received unauthorized information or assistance on the work, nor have you condoned the giving or receiving of unauthorized information or assistance by others. As a student at Oxford College of Emory University you have agreed to abide by the honor pledge and have taken upon yourself the responsibility of upholding the Honor Code; you are encouraged to inquire of the Honor Council about any doubtful case at any time throughout the semester. For complete details on the Honor Code please see pages 96-99 in the Oxford College 2006-2008 Catalog.

Attendance Policy:

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MP3 Players: You cannot listen to music on an MP3 player while you take your identification exam, mid-term exam, or final exam.

E-mail: We will have a class conference on LearnLink that corresponds with this course. I will post on the conference all assignments as well as other pertinent items that may enhance class discussion. When communicating with your fellow classmates on the conference or with me on my personal e-mail address do not post anything that you would not be comfortable saying to your classmates or to me in person.

E-mail has become an important part of our society. All of us use it on a regular basis. However, the

convenience of e-mail can often lead to informality and misunderstanding. For this reason, there are different rules for writing in formal situations–class discussions, e-mail messages to professors, student discussion lists–that do not necessary apply when writing to friends and family. So, here are my suggestions for using e-mail in our class. When writing to me or on our LearnLink conference you should use a serious tone. Address me by my proper title, follow rules of grammar and mechanics, and do not use all lower or upper case letters or instant messaging abbreviations. You should use black ink in your e-mail messages. Avoid using curse words and other slang in formal situations. I have heard it said that writing is like fashion, one style is not appropriate for every situation. For example you would not wear your bathing suit to a job interview at a bank. So, get in the habit of using your professional voice when communicating as a professional, in your case your profession right now is being a college student. Most importantly, remember that even though you cannot see them, you are communicating with real human beings whenever you send e-mail. Do not let the impersonal screen make you forget to be as respectful in your communication as you would be when speaking face to face. Take time to think about your message before you send it. Never send a message when you are feeling emotional, particularly if you are upset or angry.

Do not assume just because you *can* get in touch with me when you want to that I will be available to read your message. I rarely check e-mail once I leave campus, which is usually around 5:30 p.m., and I don't check e-mail over the weekend. So, note that I read e-mail from 9:00-5:30 Monday through Friday. **I also do not accept written assignments via e-mail, such as your document analysis essay**. I only accept hard copies of written assignments. If you do not turn your assignment in at the beginning of class you can place it **under** my office door, Language Hall 205A.

Finally, remember that e-mail is not a very private communication system. Your messages can be printed out, and they can also be sent on to others as forwarded messages. Any private message you send potentially can come under public scrutiny; therefore you should not write anything that would cause you or someone else embarrassment or trouble should your e-mail become public.

Explanation of Document Analysis Assignment: The professor is the audience for this assignment. This writing assignment is to help you show me how well you have learned to think historically by recognizing and criticizing evidence and using primary and secondary sources to reason inductively going from specifics to generalizations. Your grade for this assignment will be based upon the content of your essay as well as your writing style and grammar.

Each student will write a 5-7 page, double-spaced typed essay analyzing an assigned document. The resources you will use for this essay include the document, either Alfred F. Young, *The Shoemaker and the Tea Party: Memory and the American Revolution*, Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market*, or Tyler Anbinder, *Five Points*, and class lecture notes. **No other sources may be used for this assignment including internet sources. A zero grade will be given for the assignment if any other source is used.**

To conduct research for your document analysis you will answer the following questions: Who wrote or created the document–what is the creator's social background, what position did the creator hold, what group did the creator belong to? When and where was the document created? What do you know about this time and place? Who is the intended audience? How might the intended audience and purpose have influenced the author? Do you see any exaggerations, omissions, or misconceptions? Beyond the obvious facts in the document, what characteristics of society at this time does the document shed light upon–in other words what is the concept or theme of the document, what is its "big picture"? What is the story line? Why was the document created? What type of document is this? What are the basic assumptions made in this document? Can you believe this document? What can you learn about the society that produced this document? What does this document mean to you? What historical context is needed to understand the significance of this document? What meaning does the document have for today? How does the document illustrate change over time? How can you relate this document to the broader approach of the book you read in conjunction with this assignment?

After answering these questions, construct a narrative essay analyzing the document and placing it in its historical context. To cite the sources for this essay use footnotes or endnotes. **Do not use parenthetical citations (MLA style). I will deduct a letter grade penalty if you use parenthetical citations.** The American Revolution Document Analysis is due at the *beginning* of class on **October 13**, the Slavery Document Analysis is due at the *beginning* of class on **November 20**, the Five Points Document Analysis is due at the *beginning* of class on **November 20**.

The Honor Code is in force with regard to your Document Analysis. See pp. 96-99 in the Oxford College 2006-2008 Catalog. In addition to what the Honor Code specifies with regard to plagiarism, also note that students must be scrupulous to avoid plagiarism and to give very precise and complete citations for any work used in any way. Always make it exactly clear to the reader through the use of quotation marks and citations which words, if any, are taken from some other source. Be very careful if you draw on any source–whether from the internet or an archival reference–to give the precise source of each and every word used. Avoid using too many direct quotations; I am much more interested in your paraphrasing of, and commentary upon, the authors' arguments than in your ability to quote directly. Nevertheless, even when paraphrasing you need to cite the source used. For further details see Chapter 5 in Mary Lynn Rampolla's *A Pocket Guide to Writing in History* as well as the American Historical Association's "Statement on Plagiarism," which are on reserve at the library under my name.

Other Helpful Hints for Writing an Effective History Paper:

1. Start writing your paper using a detailed outline. An outline is not a list of topics but rather a progressive development of a subject.
2. Give yourself enough time. No one can draft a well-written essay the first go around. You will need to edit your own work. Take a long break–at least four hours–between drafting your essay and editing it. After taking this break, proof-read your draft closely, and make the needed corrections before turning in a final version. You might try reading your paper out loud to yourself. If a phrase does not sound right, reword it until it is correct. I strongly encourage you to use the Writing Center located on the first floor of Language Hall for assistance.
3. Be sure that your essay has a thesis, that each paragraph has a topic sentence, that you support your thesis with historical evidence *and* historical analysis (meaning your own historical conclusions about the topic).
4. Do not use one-sentence paragraphs; do not use quotations that are not introduced or the person making the quotation is not identified. A correct example is: Joyce Appleby has noted that for the generation who came of age after the American Revolution "young people looked more to their peers for models of behavior." An incorrect example is: For the generation who came of age after the American Revolution "young people looked more to their peers for models of behavior." Notice the difference. In the correct sentence you know who is speaking because I have pointed that out. In the incorrect example the quote has no authority because you have no idea who is speaking. The quote comes out of nowhere.
5. Avoid passive voice (instead of "He was run out of town by the mob." use "The mob ran him out of town."). History papers are written in active voice, often science papers are written in passive voice. Remember, you are writing for a history course.
6. Write your paper in the past tense.
7. Do not split infinitives. ("She wanted to quickly run to the store." This should read "She wanted to run quickly to the store.")
8. Make sure you know when to use "which" and when to use "that." Use "which" when the phrase that follows is not essential to understanding the sentence; a comma should set off this phrase. Use "that" when the phrase that follows is essential to understanding the sentence; no comma is needed in this case. "He put on his hat, which was faded." "He gave him the book that I needed."
9. Use "who" or "whom" to refer to people, never "which" or "that." "A soldier who. . ." is correct. "The soldier that. . ." is incorrect. Use "that" to refer to things. "The car that. . ." is correct.
10. Follow the rule of antecedent. Any pronoun must refer to the nearest preceding noun applicable: "Mr. Smith saw Miss Jones sitting with her cat. He loved her." Was Smith attracted to the cat? Was the cat enamored of Miss Jones? The latter is probably the best reading.

SCHEDULE

Aug 30	Syllabus, Why Study American History?	
Sept 1	Natives and Colonizers	
Sept 4	**No Class – Labor Day Holiday**	
Sept 6	Jamestown, Virginia	E-Res: 17th-Cent Chesapeake, Hawke
Sept 8	Seventeenth-Century Chesapeake	E-Res: 17th-Cent Chesapeake
Sept 11	Colonial New England	Hawke
Sept 13	Colonial New England	Hawke
Sept 15	Colonial Pennsylvania and New York	Hawke
Sept 18	Colonial Pennsylvania and New York	E-Res: Colonial PA, NY
Sept 20	The French and Indian War (The Seven Years War)	
Sept 22	The Imperial Crisis	
Sept 25	**Identification Exam**–includes readings and lecture notes from Natives and Colonizers through Colonial Pennsylvania and New York; bring a pen or pencil to exam	
Sept 27	Imperial Crisis	E-Res: Imperial Crisis, Young
	Last Day to Drop Without Penalty	
Sept 29	Declaration of Independence	E-Res: War for Indep, Young
Oct 2	War for Independence	E-Res: War for Indep, Young
Oct 4	War for Independence	E-Res: War for Indep, Young
Oct 6	Republican Society	
Oct 9	**No Class – Fall Break Holiday**	
Oct 11	Federal Constitution	E-Res: New Nation
Oct 13	Federal Constitution	E-Res: New Nation
	Quiz and Discussion of the Federal Constitution, the Bill of Rights	
	American Revolution Document Analysis due at the *beginning* of class.	
Oct 16	The Young Nation	
Oct 18	The Revolution of 1800 and Jefferson	
Oct 20	The Age of Jackson	
Oct 23	**Midterm Essay Exam** covering French and Indian War through the Young Nation, E-Reserve readings, Young, lectures through Oct 16. Bring pen or pencil.	
Oct 25	The Age of Jackson	
Oct 27	Antebellum South	E-Res: Antebell South & Johnson
Oct 30	Antebellum South	E-Res: Antebell South & Johnson
Nov 1	Antebellum South	E-Res: Antebell South & Johnson
Nov 4	**Quiz and Discussion of Johnson, *Soul by Soul***	
Nov 6	Antebellum North	Gienapp, pp. 1-24, Anbinder
Nov 8	Antebellum North	Anbinder
Nov 10	Antebellum Reform	Anbinder

	Nov 13	**Quiz and Discussion of Anbinder, *Five Points***
Nov 15	Sectional Conflict 1840s	E-Res: Sectional Conflict, Anbinder
Nov 17	Sectional Conflict 1840s	E-Res: Sectional Conflict, Anbinder
Nov 20	Sectional Conflict 1850s	E-Res: Sectional Conflict, Gienapp, pp. 49-71
	Slavery Document Analysis or Five Points Document Analysis due at the *beginning* of class	
Nov 22	No Class – Thanksgiving Holiday	
Nov 24	No Class – Thanksgiving Holiday	
Nov 27	Sectional Conflict 1850s	E-Res: Sectional Conflict, Anbinder
Nov 29	Sectional Conflict–Dred Scott to Lincoln	E-Res: Sectional Conflict, Gienapp, pp. 72-98
Dec 1	The Coming of the Civil War	E-Res: Civil War, Anbinder
Dec 4	The Coming of the Civil War	E-Res: Civil War; Gienapp, pp. 99-125
Dec 6	The Civil War	E-Res: Civil War; Gienapp, pp. 126-150
Dec 8	The Civil War	E-Res: Civil War; Gienapp, pp 151-203
	Quiz and Discussion of William Gienapp, *Abraham Lincoln and Civil War America*	
Dec 11	The Civil War Aftermath	E-Res: Civil War
Dec 13	Reading Day	
Dec 19	Tuesday **Final Essay Exam, 9:00 a.m.–12:00 noon, bring pen or pencil**	

E-Reserve Documents and Journal Articles
Hist 231, Fall 2006
Dr. Susan Youngblood Ashmore

Seventeenth-Century Chesapeake

Document:

James Revel, "The Poor Unhappy Transported Felon's Sorrowful Account of His Fourteen Years Transportation at Virginia in America," c. 1680, in William A. Link and Marjorie Spruill Wheeler, eds, The South in the History of the Nation Vol 1: Through Reconstruction, (Bedford/St. Martin's Press: Boston, 1999), pp. 42-49.

William Byrd, "Entries from His Secret Diary," 1709, in Link and Spruill, pp. 64-68.

Readings:

David Freeman Hawke, *Everyday Life in Early America*, Harper & Row: New York, 1988.

Seventeenth-Century New England

Documents:

John Winthrop, "A Model of Christian Charity" sermon

Conversion narrative of "Old Goodwife Cutter"

Conversion narrative of Robert Browne

Map of Boston 1770

Readings:

David Freeman Hawke, *Everyday Life in Early America*, Harper & Row: New York, 1988.

Colonial Pennsylvania and New York

Documents:

Private Journal by Madam Knight on a Journey from Boston to New York, 1704

Description of Pennsylvania by William Penn, 1681

Readings:

Gordon S. Wood, "Becoming a Gentleman," in *The Americanization of Benjamin Franklin*, Penguin Press: New York, 2004, pp. 17-60.

Colonial Society: Enlightenment and The Great Awakening

Document:

Jonathan Edwards, "Sinners in the Hands of an Angry God."

Readings:

David Freeman Hawke, *Everyday Life in Early America*, Harper & Row: New York, 1988.

Imperial Crisis and War for Independence

Documents:

The Stamp Act

Broadside on the Boston Massacre, "A monumental Inscription on the Fifth of March," Boston, Printed by Isaiah Thomas, 1772, the American Antiquarian Society. (Receive this in class)

The Declaration of Independence

Thomas Paine, "The American Crisis, Number 1," in John Rhodehamel, ed., The American Revolution: Writings from the War of Independence, (The Library of America: New York, 2001), pp. 238-246.

Reading:

Alfred F. Young, *The Shoemaker and the Tea Party: Memory and the American Revolution*, Beacon Press: Boston, 1999.

Gordon S. Wood, "The Greatness of George Washington," in *Revolutionary Characters: What Made the Founders Different*, Penguin Press: New York, 2006, pp. 31-63.

The New Nation

Document:

Letter to the Providence Gazette and Country Journal about the important subject of the Constitution, October 18, 1788. (Receive this in class)

The U.S. Constitution

Reading:

Saul Cornell, "Aristocracy Assailed: The Ideology of Backcountry Anti-Federalism," Journal of American History, 1990 76 (4): pp. 1148-1172.

The Young Nation

Documents:

Thomas Jefferson, "Opinion on the Constitutionality of Establishing a National Bank," February 15, 1791, in Noble E. Cunningham, Jr., Jefferson vs. Hamilton: Confrontations that Shaped a Nation, (Bedford/St. Martin's Press: Boston, 2000), pp. 51-54.

Alexander Hamilton, "Opinion on the Constitutionality of Establishing a National Bank," February 23, 1791, Ibid, pp. 55-62.

Readings:

Gordon S. Wood, "Alexander Hamilton and the Making of a Fiscal-Military State," in *Revolutionary Characters: What Made the Founders Different*, Penguin Press: New York, 2006, pp. 121-140.

The Age of Jackson:

Documents:

Excerpt from Jackson's Message to Congress, December 8, 1829 in Anthony F.C. Wallace, *The Long, Bitter Trail: Andrew Jackson and the Indians*, (Hill and Wang: New York, 1993), pp.121-124.

Antebellum South

Documents:

Photographs slave women, Edward D.C. Campbell, Jr., and Kym S. Rice editors, Before Freedom Came: African-American Life in the Antebellum South, (Museum of the Confederacy, Richmond and the University Press of Virginia: Charlottesville, 1991), pp. xi, 57.

Advertisement for a slave sale, Ibid, p. 116.

Reading:

Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market*, Harvard University Press: Cambridge, 1999.

Second Great Awakening and Antebellum Reform

Documents:

"The Grog Shop" temperance broadside in, Joyce Appleby, *Inheriting the Revolution: The First Generation of Americans*, (Harvard University Press: Cambridge, 2000), p. 207.

William Lloyd Garrison, "Truisms," January 8, 1831, "On the Constitution and the Union," December 29, 1832, in William E. Cain, ed., William Lloyd Garrison and the Fight Against Slavery: Selections from The Liberator, (Bedford/St. Martin's Press: Boston, 1995), pp. 74-76, 87-89.

Reading:

Tyler Anbinder, *Five Points*, Plume: New York, 2002.

Sectional Conflict

Documents:

Bishop Andrew Letter, Special Collections, Woodruff Library, Emory University

Thornton Stringfellow, "A Brief Examination of Scripture Testimony on the Institution of Slavery," in Drew Gilpin Faust, ed., The Ideology of Slavery: Proslavery Thought in the Antebellum South, 1830-1860, (Louisiana State University Press: Baton Rouge, 1981), pp. 136-167.

Dred Scott v. Sanford, 1857, in Commager, Vol I, pp. 339-345.

Civil War

Documents:

Walt Whitman, "States," Leaves of Grass, (W.W. Norton: New York, 1973), pp. 608-610.

Lincoln's First Inaugural Address, March 4, 1861.

Emancipation Proclamation, January 1, 1863.

Gary Wills, "The Gettysburg Address, 1. Spoken Text, 2. Final Text," in Lincoln at Gettysburg: The Words That Remade America, (Simon and Schuster: New York, 1992), pp. 261-263.

Lincoln's Second Inaugural Address

Reading:

William E. Gienapp, *Abraham Lincoln and Civil War America: A Biography*, Oxford University Press: New York, 2002.

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MP3 Players: You cannot listen to music on an MP3 player while you take your identification exam, mid-term exam, or final exam.

E-mail: We will have a class conference on LearnLink that corresponds with this course. I will post on the conference all assignments as well as other pertinent items that may enhance class discussion. When communicating with your fellow classmates on the conference or with me on my personal e-mail address do not post anything that you would not be comfortable saying to your classmates or to me in person.

E-mail has become an important part of our society. All of us use it on a regular basis. However, the convenience of e-mail can often lead to informality and misunderstanding. For this reason, there are different rules

for writing in formal situations–class discussions, e-mail messages to professors, student discussion lists–that do not necessary apply when writing to friends and family. So, here are my suggestions for using e-mail in our class. When writing to me or on our LearnLink conference you should use a serious tone. Address me by my proper title, follow rules of grammar and mechanics, and do not use all lower or upper case letters, or instant messaging abbreviations. You should use black ink in your e-mail messages. Avoid using curse words and other slang in formal situations. I have heard it said that writing is like fashion, one style is not appropriate for every situation. For example you would not wear your bathing suit to a job interview at a bank. So, get in the habit of using your professional voice when communicating as a professional, in your case your profession right now is being a college student. Most importantly, remember that even though you cannot see them, you are communicating with real human beings whenever you send e-mail. Do not let the impersonal screen make you forget to be as respectful in your communication as you would be when speaking face to face. Take time to think about your message before you send it. Never send a message when you are feeling emotional, particularly if you are upset or angry.

Do not assume just because you *can* get in touch with me when you want to that I will be available to read your message. I rarely check e-mail once I leave campus, which is usually around 5:30 p.m., and I don't check e-mail over the weekend. So, note that I read e-mail from 9:00-5:30 Monday through Friday. **I also do not accept written assignments via e-mail, such as your document analysis essay**. I only accept hard copies of written assignments. If you do not turn your assignment in at the beginning of class you can place it **under** my office door, Language Hall 205A.

Finally, remember that e-mail is not a very private communication system. Your messages can be printed out, and they can also be sent on to others as forwarded messages. Any private message you send potentially can come under public scrutiny; therefore you should not write anything that would cause you or someone else embarrassment or trouble should your e-mail become public.

Explanation of Document Analysis Assignment: The professor is the audience for this assignment. This writing assignment is to help you show me how well you have learned to think historically by recognizing and criticizing evidence and using primary and secondary sources to reason inductively going from specifics to generalizations. Your grade for this assignment will be based upon the content of your essay as well as your writing style and grammar.

Each student will write a 5-7 page, double-spaced typed essay analyzing an assigned document. The resources you will use for this essay include the document, either Alfred F. Young, *The Shoemaker and the Tea Party: Memory and the American Revolution*, Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market*, or Tyler Anbinder, *Five Points*, and class lecture notes. **No other sources may be used for this assignment including internet sources. A zero grade will be given for the assignment if any other source is used.**

To conduct research for your document analysis you will answer the following questions: Who wrote or created the document–what is the creator's social background, what position did the creator hold, what group did the creator belong to? When and where was the document created? What do you know about this time and place? Who is the intended audience? How might the intended audience and purpose have influenced the author? Do you see any exaggerations, omissions, or misconceptions? Beyond the obvious facts in the document, what characteristics of society at this time does the document shed light upon–in other words what is the concept or theme of the document, what is its "big picture"? What is the story line? Why was the document created? What type of document is this? What are the basic assumptions made in this document? Can you believe this document? What can you learn about the society that produced this document? What does this document mean to you? What historical context is needed to understand the significance of this document? What meaning does the document have for today? How does the document illustrate change over time? How can you relate this document to the broader approach of the book you read in conjunction with this assignment?

After answering these questions, construct a narrative essay analyzing the document and placing it in its historical context. To cite the sources for this essay use footnotes or endnotes. **Do not use parenthetical citations (MLA style). I will deduct a letter grade penalty if you use parenthetical citations.** The American Revolution Document Analysis is due at the *beginning* of class on **October 13**, the Slavery Document Analysis is due at the *beginning* of class on **November 20**, the Five Points Document Analysis is due at the *beginning* of class on **November 20**.

The Honor Code is in force with regard to your Document Analysis. See pp. 96-99 in the Oxford College 2006-2008 Catalog. In addition to what the Honor Code specifies with regard to plagiarism, also note that students must be scrupulous to avoid plagiarism and to give very precise and complete citations for any work used in any way. Always make it exactly clear to the reader through the use of quotation marks and citations which words, if any, are taken from some other source. Be very careful if you draw on any source–whether from the internet or an archival reference–to give the precise source of each and every word used. Avoid using too many direct quotations; I am much more interested in your paraphrasing of, and commentary upon, the authors' arguments than in your ability to quote directly. Nevertheless, even when paraphrasing you need to cite the source used. For further details see Chapter 5 in Mary Lynn Rampolla's *A Pocket Guide to Writing in History* as well as the American Historical Association's "Statement on Plagiarism," which are on reserve at the library under my name.

Other Helpful Hints for Writing an Effective History Paper:

1. Start writing your paper using a detailed outline. An outline is not a list of topics but rather a progressive development of a subject.
2. Give yourself enough time. No one can draft a well-written essay the first go around. You will need to edit your own work. Take a long break–at least four hours–between drafting your essay and editing it. After taking this break, proof-read your draft closely, and make the needed corrections before turning in a final version. You might try reading your paper out loud to yourself. If a phrase does not sound right, reword it until it is correct. I strongly encourage you to use the Writing Center located on the first floor of Language Hall for assistance.
3. Be sure that your essay has a thesis, that each paragraph has a topic sentence, that you support your thesis with historical evidence *and* historical analysis (meaning your own historical conclusions about the topic).
4. Do not use one-sentence paragraphs; do not use quotations that are not introduced or the person making the quotation is not identified. A correct example is: Joyce Appleby has noted that for the generation who came of age after the American Revolution "young people looked more to their peers for models of behavior." An incorrect example is: For the generation who came of age after the American Revolution "young people looked more to their peers for models of behavior." Notice the difference. In the correct sentence you know who is speaking because I have pointed that out. In the incorrect example the quote has no authority because you have no idea who is speaking. The quote comes out of nowhere.
5. Avoid passive voice (instead of "He was run out of town by the mob." use "The mob ran him out of town."). History papers are written in active voice, often science papers are written in passive voice. Remember, you are writing for a history course.
6. Write your paper in the past tense.
7. Do not split infinitives. ("She wanted to quickly run to the store." This should read "She wanted to run quickly to the store.")
8. Make sure you know when to use "which" and when to use "that." Use "which" when the phrase that follows is not essential to understanding the sentence; a comma should set off this phrase. Use "that" when the phrase that follows is essential to understanding the sentence; no comma is needed in this case. "He put on his hat, which was faded." "He gave him the book that I needed."
9. Use "who" or "whom" to refer to people, never "which" or "that." "A soldier who. . ." is correct. "The soldier that. . ." is incorrect. Use "that" to refer to things. "The car that. . ." is correct.
10. Follow the rule of antecedent. Any pronoun must refer to the nearest preceding noun applicable: "Mr. Smith saw Miss Jones sitting with her cat. He loved her." Was Smith attracted to the cat? Was the cat enamored of Miss Jones? The latter is probably the best reading.

SCHEDULE

Aug 30	Syllabus, Why Study American History?	
Sept 1	Natives and Colonizers	
Sept 4	**No Class – Labor Day Holiday**	
Sept 6	Jamestown, Virginia	E-Res: 17th-Cent Chesapeake, Hawke
Sept 8	Seventeenth-Century Chesapeake	E-Res: 17th-Cent Chesapeake
Sept 11	Colonial New England	Hawke
Sept 13	Colonial New England	Hawke
Sept 15	Colonial Pennsylvania and New York	Hawke
Sept 18	Colonial Pennsylvania and New York	E-Res: Colonial PA, NY
Sept 20	The French and Indian War (The Seven Years War)	
Sept 22	The Imperial Crisis	
Sept 25	**Identification Exam**–includes readings and lecture notes from Natives and Colonizers through Colonial Pennsylvania and New York; bring a pen or pencil to exam	
Sept 27	Imperial Crisis	E-Res: Imperial Crisis, Young
	Last Day to Drop Without Penalty	
Sept 29	Declaration of Independence	E-Res: War for Indep, Young
Oct 2	War for Independence	E-Res: War for Indep, Young
Oct 4	War for Independence	E-Res: War for Indep, Young
Oct 6	Republican Society	
Oct 9	**No Class – Fall Break Holiday**	
Oct 11	Federal Constitution	E-Res: New Nation
Oct 13	Federal Constitution	E-Res: New Nation
	Quiz and Discussion of the Federal Constitution, the Bill of Rights	
	American Revolution Document Analysis due at the *beginning* of class.	
Oct 16	The Young Nation	
Oct 18	The Revolution of 1800 and Jefferson	
Oct 20	The Age of Jackson	
Oct 23	**Midterm Essay Exam** covering French and Indian War through the Young Nation, E-Reserve readings, Young, lectures through Oct 16. Bring pen or pencil.	
Oct 25	The Age of Jackson	
Oct 27	Antebellum South	E-Res: Antebell South & Johnson
Oct 30	Antebellum South	E-Res: Antebell South & Johnson
Nov 1	Antebellum South	E-Res: Antebell South & Johnson
Nov 4	**Quiz and Discussion of Johnson, *Soul by Soul***	
Nov 6	Antebellum North	Gienapp, pp. 1-24, Anbinder
Nov 8	Antebellum North	Anbinder
Nov 10	Antebellum Reform	Anbinder

	Nov 13	**Quiz and Discussion of Anbinder, *Five Points***
Nov 15	Sectional Conflict 1840s	E-Res: Sectional Conflict, Anbinder
Nov 17	Sectional Conflict 1840s	E-Res: Sectional Conflict, Anbinder
Nov 20	Sectional Conflict 1850s	E-Res: Sectional Conflict, Gienapp, pp. 49-71
	Slavery Document Analysis or Five Points Document Analysis due at the *beginning* of class	
Nov 22	No Class – Thanksgiving Holiday	
Nov 24	No Class – Thanksgiving Holiday	
Nov 27	Sectional Conflict 1850s	E-Res: Sectional Conflict, Anbinder
Nov 29	Sectional Conflict–Dred Scott to Lincoln	E-Res: Sectional Conflict, Gienapp, pp. 72-98
Dec 1	The Coming of the Civil War	E-Res: Civil War, Anbinder
Dec 4	The Coming of the Civil War	E-Res: Civil War; Gienapp, pp. 99-125
Dec 6	The Civil War	E-Res: Civil War; Gienapp, pp. 126-150
Dec 8	The Civil War	E-Res: Civil War; Gienapp, pp 151-203
	Quiz and Discussion of William Gienapp, *Abraham Lincoln and Civil War America*	
Dec 11	The Civil War Aftermath	E-Res: Civil War
Dec 13	Reading Day	
Dec 18	**Monday, Final Essay Exam, 2:00-5:00 p.m., bring pen or pencil**	

E-Reserve Documents and Journal Articles
Hist 231, Fall 2006
Dr. Susan Youngblood Ashmore

Seventeenth-Century Chesapeake

Document:

James Revel, "The Poor Unhappy Transported Felon's Sorrowful Account of His Fourteen Years Transportation at Virginia in America," c. 1680, in William A. Link and Marjorie Spruill Wheeler, eds, The South in the History of the Nation Vol 1: Through Reconstruction, (Bedford/St. Martin's Press: Boston, 1999), pp. 42-49.

William Byrd, "Entries from His Secret Diary," 1709, in Link and Spruill, pp. 64-68.

Readings:

David Freeman Hawke, *Everyday Life in Early America*, Harper & Row: New York, 1988.

Seventeenth-Century New England

Documents:

John Winthrop, "A Model of Christian Charity" sermon

Conversion narrative of "Old Goodwife Cutter"

Conversion narrative of Robert Browne

Map of Boston 1770

Readings:

David Freeman Hawke, *Everyday Life in Early America*, Harper & Row: New York, 1988.

Colonial Pennsylvania and New York

Documents:

Private Journal by Madam Knight on a Journey from Boston to New York, 1704

Description of Pennsylvania by William Penn, 1681

Readings:

Gordon S. Wood, "Becoming a Gentleman," in *The Americanization of Benjamin Franklin*, Penguin Press: New York, 2004, pp. 17-60.

Colonial Society: Enlightenment and The Great Awakening

Document:

Jonathan Edwards, "Sinners in the Hands of an Angry God."

Readings:

David Freeman Hawke, *Everyday Life in Early America*, Harper & Row: New York, 1988.

Imperial Crisis and War for Independence

Documents:

The Stamp Act

Broadside on the Boston Massacre, "A monumental Inscription on the Fifth of March," Boston, Printed by Isaiah Thomas, 1772, the American Antiquarian Society. (Receive this in class)

The Declaration of Independence

Thomas Paine, "The American Crisis, Number 1," in John Rhodehamel, ed., The American Revolution: Writings from the War of Independence, (The Library of America: New York, 2001), pp. 238-246.

Reading:

Alfred F. Young, *The Shoemaker and the Tea Party: Memory and the American Revolution*, Beacon Press: Boston, 1999.

Gordon S. Wood, "The Greatness of George Washington," in *Revolutionary Characters: What Made the Founders Different*, Penguin Press: New York, 2006, pp. 31-63.

The New Nation

Document:

Letter to the Providence Gazette and Country Journal about the important subject of the Constitution, October 18, 1788. (Receive this in class)

The U.S. Constitution

Reading:

Saul Cornell, "Aristocracy Assailed: The Ideology of Backcountry Anti-Federalism," Journal of American History, 1990 76 (4): pp. 1148-1172.

The Young Nation

Documents:

Thomas Jefferson, "Opinion on the Constitutionality of Establishing a National Bank," February 15, 1791, in Noble E. Cunningham, Jr., Jefferson vs. Hamilton: Confrontations that Shaped a Nation, (Bedford/St. Martin's Press: Boston, 2000), pp. 51-54.

Alexander Hamilton, "Opinion on the Constitutionality of Establishing a National Bank," February 23, 1791, Ibid, pp. 55-62.

Readings:

Gordon S. Wood, "Alexander Hamilton and the Making of a Fiscal-Military State," in *Revolutionary Characters: What Made the Founders Different*, Penguin Press: New York, 2006, pp. 121-140.

The Age of Jackson:

Documents:

Excerpt from Jackson's Message to Congress, December 8, 1829 in Anthony F.C. Wallace, *The Long, Bitter Trail: Andrew Jackson and the Indians*, (Hill and Wang: New York, 1993), pp.121-124.

Antebellum South

Documents:

Photographs slave women, Edward D.C. Campbell, Jr., and Kym S. Rice editors, Before Freedom Came: African-American Life in the Antebellum South, (Museum of the Confederacy, Richmond and the University Press of Virginia: Charlottesville, 1991), pp. xi, 57.

Advertisement for a slave sale, Ibid, p. 116.

Reading:

Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market*, Harvard University Press: Cambridge, 1999.

Second Great Awakening and Antebellum Reform

Documents:

"The Grog Shop" temperance broadside in, Joyce Appleby, *Inheriting the Revolution: The First Generation of Americans*, (Harvard University Press: Cambridge, 2000), p. 207.

William Lloyd Garrison, "Truisms," January 8, 1831, "On the Constitution and the Union," December 29, 1832, in William E. Cain, ed., William Lloyd Garrison and the Fight Against Slavery: Selections from The Liberator, (Bedford/St. Martin's Press: Boston, 1995), pp. 74-76, 87-89.

Reading:

Tyler Anbinder, *Five Points*, Plume: New York, 2002.

Sectional Conflict

Documents:

Bishop Andrew Letter, Special Collections, Woodruff Library, Emory University

Thornton Stringfellow, "A Brief Examination of Scripture Testimony on the Institution of Slavery," in Drew Gilpin Faust, ed., The Ideology of Slavery: Proslavery Thought in the Antebellum South, 1830-1860, (Louisiana State University Press: Baton Rouge, 1981), pp. 136-167.

Dred Scott v. Sanford, 1857, in Commager, Vol I, pp. 339-345.

Civil War

Documents:

Walt Whitman, "States," Leaves of Grass, (W.W. Norton: New York, 1973), pp. 608-610.

Lincoln's First Inaugural Address, March 4, 1861.

Emancipation Proclamation, January 1, 1863.

Gary Wills, "The Gettysburg Address, 1. Spoken Text, 2. Final Text," in Lincoln at Gettysburg: The Words That Remade America, (Simon and Schuster: New York, 1992), pp. 261-263.

Lincoln's Second Inaugural Address

Reading:

William E. Gienapp, *Abraham Lincoln and Civil War America: A Biography*, Oxford University Press: New York, 2002.