

HIST 231-11A
The Foundations of American Society: Beginnings to 1877
Fall 2008, MWF 11:45-12:35
Language 201

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Office: Language Hall 205A
Office Hours: MW 10:00-11:00 or
T Th 4:00-5:00 or by appointment

e-mail: sashmor@emory.edu

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, or to become historically minded, 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 an awareness of the various dimensions of history—political, economic, social, and cultural and to incorporate aspects of ethnicity, gender, race, and class into the explanation of these various historical dimensions. Third, the course strives to help students discover, understand, and appreciate the interplay of forces that shape historical change in America's past including individuals and social groups as creators of history. 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.

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

Daina Berry, *Swing the Sickle for the Harvest Is Ripe: Gender and Slavery in Antebellum Georgia*, Urbana: University of Illinois Press, 2007.

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

Primary documents and secondary journal articles on E-Reserves.

Grading and Assignments:

Short Exam (10%) given on **September 19**; Midterm Essay Exam (20%) given on **November 5**; Historical Essay (20%): a 5-7 typed pages, double-spaced essay using an assigned document in conjunction with Imperial Crisis readings essay due at the *beginning* of class on **October 8**, 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 **Wednesday**

December 17 from 2:00-5:00 p.m. All assignments as well as your final course grade will be based on the +/- system. Study questions for the short essay examination, midterm examination, and final examination will be distributed 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 the Oxford College 2008-2009 Catalog.

Attendance Policy:

Class begins at 11:45 and ends at 12:35. Regular attendance and active participation in class are assumed to be essential parts of the learning process. You will sign in for yourself at the beginning of each class. *Do not* sign in anyone else. Signing in for another classmate is dishonest; I consider this a violation of the honor code. Students are allowed three absences, every absence after that will deduct points from the attendance/class participation portion of your final course grade. Occasionally participation in a college-sponsored event will not be counted as an absence. However, you must inform me prior to the event and present written proof of college sponsorship. It is your responsibility to obtain missed lecture notes and turn in all assignments on time. I expect you to be awake and focused on the material at hand in class. Do not study for another course while you are in my class. During discussions of reading material I expect you to have prepared before class and to actively participate with your classmates in the discussion.

If you miss the identification exam, the midterm exam, or the final exam, **only absences due to medical or family emergencies** (for example, you are in the hospital) are valid. You will need to present written evidence of your illness or family emergency to take a makeup exam. Students will only be allowed to make up missed work after presenting written proof of a medical or family emergency. All make-up midterm exams will be given on the last day of class (December 8) during my office hours. You cannot change the time of your final exam because of travel plans, vacation plans, job opportunities, or having more than one final exam on one day.

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Class Etiquette:

Visiting me in my office: I encourage you to visit me during my office hours, or make an appointment with me if my office hours do not coincide with your schedule. One of the positive experiences you can have at Oxford College is getting to know your professors well. So, take advantage of that opportunity and come see me throughout the semester. My office is on the second floor of Language Hall, Office 205A.

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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.

Laptop Computers: If you use a laptop computer to take notes in class that is the sole purpose for the laptop. Do not read websites or check e-mail while class is in session—this is distracting to your fellow students and to your professor. You will be asked to take notes by hand if you distract your classmates with your laptop.

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 necessarily 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 historical 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.

SCHEDULE

Aug 27	Syllabus, What Does It Mean to be an American?	
Aug 29	Natives and Colonizers	Deans, pp. xiii-33
Sept 1	No Class – Labor Day Holiday	
Sept 3	Jamestown, Virginia	Deans, pp. 35-88
Sept 5	Seventeenth-Century Chesapeake	Deans, pp. 89-158
Sept 8	Colonial New England	E-Res: 17 th Cent New Engl
Sept 10	Colonial New England	E-Res: 17 th Cent New Engl
Sept 12	Colonial Pennsylvania and New York	E-Res: Col. PA and NY
Sept 15	Colonial Pennsylvania and New York	E-Res: Col. PA and NY
Sept 17	The French and Indian War (The Seven Years War)	Deans, pp. 159-178
Sept 19	Short Essay Exam —includes readings and lecture notes from Natives and Colonizers through Colonial Pennsylvania and New York; bring a pen or pencil to exam	
Sept 22	Imperial Crisis	E-Res: Imperial Crisis & Young
Sept 24	Imperial Crisis	E-Res: Imperial Crisis & Young
Sept 26	Imperial Crisis	E-Res: War for Indep & Young
Sept 29	Imperial Crisis	E-Res: War for Indep, Young
Oct 1	War for Independence	E-Res: War for Indep, Young
Oct 3	No Class – Work on Your Essay	Deans, pp. 159-215
Oct 6	War for Independence	Deans, pp. 159-215
Oct 8	Essay on Imperial Crisis Due at the beginning of class; Discussion of Essays	
Oct 10	No Class	
Oct 13	No Class – Fall Break Holiday	
Oct 15	Republican Society	
Oct 17	Federal Constitution and Bill of Rights (First Ten Amendments)	
Oct 20	The Young Nation	Deans, pp. 217-247
Oct 22	Antebellum South	E-Res: Antebell South & Berry
Oct 24	Antebellum South	E-Res: Antebell South & Berry
Oct 27	Antebellum South	E-Res: Antebell South & Berry
Oct 29	Quiz and Discussion of Berry <i>Swing the Sickle</i>	
Oct 31	Antebellum North	Gienapp, pp. 1-24
Nov 3	Antebellum North	E-Res: Antebell North
Nov 5	Midterm Essay Exam covering French and Indian War through Antebellum North, e-reserve readings, Deans, Young, Berry, lectures through October 31. Bring pen or pencil.	
Nov 7	Antebellum Reform	E-Res: Antebell North
Nov 10	Antebellum Reform	E-Res: Antebell North
Nov 12	Sectional Conflict 1840s	E-Res: Sectional Conflict
Nov 14	Sectional Conflict 1840s	E-Res: Sectional Conflict
Nov 17	Sectional Conflict 1850s	E-Res: Sectional Conflict, Gienapp, pp. 49-71
Nov 19	Sectional Conflict 1850s	E-Res: Sectional Conflict
Nov 21	Sectional Conflict–Dred Scott to Lincoln	E-Res: Sectional Conflict, Gienapp, pp.

Nov 24	Sectional Conflict–Dred Scott to Lincoln	E-Res: Sectional Conflict, Gienapp, pp. 72-98
Nov 26	No Class Thanksgiving Holiday	
Nov 28	The Coming of the Civil War	E-Res: Civil War, Deans, pp. 249-276
Dec 1	The Coming of the Civil War	E-Res: Civil War; Gienapp, pp. 99-125
Dec 3	The Civil War	E-Res: Civil War; Gienapp, pp. 126-150
Dec 5	The Civil War	E-Res: Civil War; Gienapp, pp 151-203
Quiz and Discussion of William Gienapp, <i>Abraham Lincoln and Civil War America</i>		
Dec 8	The Civil War Aftermath	E-Res: Civil War
Dec 10	Reading Day	
Dec 17	Final Essay Exam, 2:00-5:00 p.m., bring pen or pencil	

E-Reserve Documents and Journal Articles

Seventeenth Century Chesapeake:

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:

Bob Deans, *The River Where America Began*, Rowan & Littlefield: New York, 2007.

Seventeenth-Century New England

Documents:

John Winthrop, "A Model of Christian Charity" sermon

Colonial Pennsylvania and New York

Readings:

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

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 Olive Branch Petition

The Declaration of Independence

Documents from the British Library (Receive citations in class)

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.

Alfred F. Young, "Liberty Tree: Made in America, Lost in America," in *Liberty Tree: Ordinary people and the American Revolution*, (New York: New York University Press, 2006), pp. 325-394.

The New Nation

Document: The U.S. Constitution

Reading:

Alfred F. Young, "Conservatives, the Constitution, and the 'Genius of the People,'" in *Liberty Tree: Ordinary people and the American Revolution*, (New York: New York University Press, 2006), pp. 183-214.

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.

Antebellum South

Documents:

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.

Slave Sales found in Nineteenth Century Newspapers

Reading:

Daina Ramey Berry, *Swing the Sickle for the Harvest is Ripe: Gender and Slavery in Antebellum Georgia*, (Urbana: University of Illinois Press, 2007).

Second Great Awakening and Antebellum Reform**Documents:**

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:**Sectional Conflict****Documents:**

Bishop Andrew Letter, Special Collections, Woodruff Library, Emory University
Dred Scott v. Sanford, 1857, in Paul Finkleman, *Dred Scott v. Sandford: A Brief History with Documents*, (Boston: Bedford/St. Martin's Press, 1997).

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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Sept 1 Sept 3	No Class – Labor Day Holiday Jamestown, Virginia	Deans, pp. xiii-88
Sept 8 Sept 10	Seventeenth-Century Chesapeake Colonial New England	Deans, pp. 89-158 E-Res: 17 th Cent New Engl
Sept 15 Sept 17	Colonial Pennsylvania and New York The French and Indian War (The Seven Years War)	E-Res: Col. PA and NY Deans, pp. 159-178
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Sept 24	Imperial Crisis	E-Res: Imperial Crisis & Young
Sept 29 Oct 1	Imperial Crisis War for Independence	E-Res: War for Indep, Young E-Res: War for Indep, Young
Oct 6 Oct 8	War for Independence	Deans, pp. 159-215
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Oct 15	No Class – Fall Break Holiday	
Oct 20 Oct 22	Federal Constitution and Bill of Rights (First Ten Amendments)	
Oct 20 Oct 22	The Young Nation Antebellum South	Deans, pp. 217-247 E-Res: Antebell South & Berry
Oct 27	Antebellum South	E-Res: Antebell South & Berry Quiz and Discussion of Berry <i>Swing the Sickle</i>
Oct 29	Antebellum North	Gienapp, pp. 1-24
Nov 3 Nov 5	Antebellum North Midterm Essay Exam covering French and Indian War through the Antebellum North, e-reserve readings, Deans, Young, Berry, lectures through October 8. Bring pen or pencil	E-Res: Antebell North
Nov 10 Nov 12	Antebellum Reform Sectional Conflict 1840s	E-Res: Antebell North E-Res: Sectional Conflict
Nov 17 Nov 19	Sectional Conflict 1850s Sectional Conflict 1850s	E-Res: Sectional Conflict, Gienapp, pp. 49-71 E-Res: Sectional Conflict
Nov 24 Nov 26	Sectional Conflict—Dred Scott to Lincoln No Class Thanksgiving Holiday	E-Res: Sectional Conflict, Gienapp, pp.
Dec 1	The Coming of the Civil War	E-Res: Civil War; Gienapp, pp. 99-125 , Deans, pp. 249-276
Dec 3	The Civil War	E-Res: Civil War; Gienapp, pp. 126-203 Quiz and Discussion of William Gienapp, <i>Abraham Lincoln and Civil War America</i>
Dec 8 Dec 10 Dec 11	The Civil War Aftermath Reading Day Final Essay Exam, 7:00-10:00 p.m., bring pen or pencil	E-Res: Civil War

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:

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Seventeenth-Century New England

Documents:

John Winthrop, "A Model of Christian Charity" sermon

Colonial Pennsylvania and New York

Readings:

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Imperial Crisis and War for Independence

Documents:

The Stamp Act

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The Olive Branch Petition

The Declaration of Independence

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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.

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