

HIST 231 Dr. Susan Youngblood Ashmore  
 The Foundations of American Society: Beginnings to 1877 Office: Language Hall 101  
 Fall 2005, MWF 10:40-11:30 Office Hours: MW 2:30-3:30 or  
 Library Video Conference Room T Th 2:30-3:30 or by appointment  
<mailto:E-mail:sashmor@emory.edu>  
 Phone: 770-784-8318  
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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.

Edmund S. Morgan, *The Puritan Dilemma: The Story of John Winthrop*, 2<sup>nd</sup> Ed., Longman Press: New York, 1999.

Louis P. Masur, *1831: Year of Eclipse*, Hill and Wang: New York, 2001.

Deborah Gray White, *Ar'n't I a Woman?: Female Slaves in the Plantation South*, Revised Edition., W.W. Norton and Company: New York, 1999.

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:

Midterm Essay Exam (25%) given on **October 24**; Document Analysis (25%): a 5-7 typed pages, double-spaced essay analyzing an assigned document in conjunction with one of the assigned readings. Puritan document analysis due at the *beginning* of class on **September 23**, Age of Jackson document analysis or the Slavery document analysis due at the *beginning* of class on **November 21**; 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 **Friday December 19 from 9:00-12:00 noon**. All assignments as well as your final course grade will be based on the +/- system. Study questions for the 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 2005-2006 Catalog.

### Attendance Policy:

Class begins at 10:40 and ends at 11:30. 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 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 12) 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.

If you miss the due date on a written assignment, a late penalty of **five points per day** (including weekends) will be deducted from your grade for that assignment. If you turn your written assignment in after the beginning of class but on the same day it is due you will be deducted **2.5** points from your grade for that assignment. I also do not accept written assignments, such as your document analysis essay, via e-mail. I only accept hard copies of written assignments.

### **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 first floor of Language Hall, Office 101.

**Cell Phones:** I do not accept phone calls during class, so you should not either. Turn off your cell phones before the beginning of class. If ringing cell phones becomes a common occurrence, I will ask you to leave the class. Do not bring your cell phone to class during the mid-term or final exam. I will ask you to leave your cell phone with me at the front of the class if you bring on exam day.

**MP3 Players:** You cannot listen to music on an MP3 player while you take your mid-term exam or your 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 educational tool. 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, letters 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. 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.

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. 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.

I also do not accept written assignments, such as your document analysis essay, via e-mail. I only accept hard copies of written assignments.

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 and either Edmund Morgan's *The Puritan Dilemma*, or Joyce Appleby's

*Inheriting the Revolution*, or Deborah Gray White's *Ar'n't I a Woman*? **No other sources may be used for this assignment.**

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 Puritan Document Analysis is due at the *beginning* of class on **September 23**, the Post-American Revolution Document Analysis is due at the *beginning* of class on **November 21**, the Slavery Document Analysis is due at the *beginning* of class on **November 21**.

The Honor Code is in force with regard to your Document Analysis. See pp. 96-99 in the Oxford College 2004-2005 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.

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### SCHEDULE

Aug 31	Syllabus, Why Study History?			
Sept 2	Natives and Colonizers			
Sept 5	No class – Labor Day Holiday			
Sept 7	Jamestown, Virginia	E-Res: 17 <sup>th</sup> -Cent Chesapeake		
		Sept 9	Seventeenth-Century Chesapeake	E-Res: 17 <sup>th</sup> -Cent Chesapeake
		Sept 12	Massachusetts Bay Colony	Morgan,
			<i>Puritan Dilemma</i>	
		Sept 14	Seventeenth-Century New England	Morgan,
			<i>Puritan Dilemma</i>	
Sept 16	<b>Quiz and Discussion of Morgan, <i>Puritan Dilemma</i></b>			
Sept 19	Colonial Pennsylvania and New York	E-Res: Colonial PA, NY		
		Sept 21	Colonial Society: Enlightenment/Great	E-Res:
			Colonial Society	
Sept 23	Awakening The French and Indian War (The Seven Years War) <b>Puritan Document Analysis due at the <i>beginning</i> of class</b>			
Sept 26	Imperial Crisis	E-Res: Imperial Crisis		
		Sept 28	Imperial Crisis	E-Res: Imperial
		Sept 30	Declaration of Independence	E-Res: War for
			Indep.	
Oct 3	War for Independence	E-Res: War for Indep.		
		Oct 5	War for Independence	E-Res: War for
			Indep.	
Oct 7	<b>Last Day to Drop Without Penalty</b> Republican Society			
Oct 10	<b>No Class – Fall Break Holiday</b>			
Oct 12	Federal Constitution	E-Res: New Nation		
		Oct 14	Federal Constitution	E-Res: New Nation
	<b>Quiz and Discussion of the Federal Constitution, the Bill of Rights</b>			
Oct 17	The Young Nation			
Oct 19	The Revolution of 1800 and Jefferson			
Oct 21	Second Great Awakening	Masur, <i>1831: Year of Eclipse</i>		
Oct 24	<b>Midterm Essay Exam</b> covering Natives and Colonizers through the Young Nation, E-Reserve readings, Morgan <i>Puritan Dilemma</i> , lectures through Oct 19. Bring pen or pencil.			
Oct 26	The Age of Jackson	Masur, <i>1831: Year of Eclipse</i>		
		Oct 28	The Age of Jackson	Masur, <i>1831: Year of Eclipse</i>
Oct 31	The Age of Jackson	Masur, <i>1831: Year of Eclipse</i>		
Nov 2	<b>Quiz and Discussion of Masur</b>			
Nov 4	Antebellum South	White, <i>Ar'n't I a Woman?</i>		
Nov 7	Antebellum South	E-Res: Antebell.South & White, <i>Ar'n't I a Woman?</i>		
Nov 9	Antebellum North	Gienapp, <i>Abraham Lincoln</i> , pp 1-24		
Nov 11	<b>Quiz and Discussion of Deborah Gray White, <i>Ar'n't I a Woman?</i></b>			

Nov 14	Antebellum Reform	Nov 16	Sectional Conflict 1840s	E-Res:
			Sectional Conflict	
Nov 18	Sectional Conflict 1840s		E-Res: Sectional Conflict	
Nov 21	Sectional Conflict 1850s		E-Res: Sectional Conflict, Gienapp, <i>Abraham Lincoln</i> , pp. 49-71	
	<b>Age of Jackson Document Analysis due or Slavery Document Analysis due at the beginning of class</b>			
Nov 23	No Class – Thanksgiving Holiday			
	Nov 25	No Class – Thanksgiving Holiday		
		Nov 28	Sectional Conflict 1850s	E-Res:
			Sectional Conflict	
		Nov 30	Sectional Conflict–Dred Scott to Lincoln	E-
			Res: Sectional Conflict, Gienapp, <i>Abraham Lincoln</i> , pp. 72-98	
Dec 2	The Coming of the Civil War		E-Res: Civil War	
Dec 5	The Coming of the Civil War		E-Res: Civil War; Gienapp, pp. 99-125	
		Dec 7	The Civil War	E-Res: Civil War;
			Gienapp, pp. 126-150	
		Dec 9	The Civil War	E-Res: Civil War;
			Gienapp, pp 151-203	
	<b>Quiz and Discussion of William Gienapp, <i>Abraham Lincoln and Civil War America</i></b>			
Dec 12	The Civil War Aftermath		E-Res: Civil War	
Dec 14	Reading Day			
Dec 19	<b>Final Essay Exam, 9:00-12:00, bring pen or pencil</b>			

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### E-Reserve Documents and Journal Articles

Hist 231, Fall 2004

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.

#### 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:

Edmund Morgan, *The Puritan Dilemma: The Story of John Winthrop*, 2<sup>nd</sup> ed., Longman Press: New York, 1999.

#### 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

#### Colonial Society: Enlightenment and The Great Awakening

##### Document:

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

#### 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:**

Carla Mulford, "Figuring Benjamin Franklin in American Cultural Memory," *The New England Quarterly*, Vol 72., No. 3 (Sep 1999).

## **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.

## **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.

**Reading:**

Louis P. Masur, *1831: Year of Eclipse*, (Hill and Wang: New York, 2001).

## **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:**

Deborah Gray White, *Ar'n't I a Woman?: Female Slaves in the Plantation South*, Revised Edition, W.W. Norton and Company: New York, 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:**

Louis P. Masur, *1831: Year of Eclipse*, (Hill and Wang: New York, 2001).

## **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.

HIST 349

Dr. Susan Youngblood Ashmore

The South in American History

Fall 2005, T Th 11:30-12:45

3:30 or by appointment

Office: Language Hall 101

Office Hours: M-Th 2:30-

Library Study Room

E-mail: [sashmor@emory.edu](mailto:sashmor@emory.edu) or <mailto:sashmor@emory.edu>

Phone: 770-784-8318

**COURSE SYLLABUS**

**Course Description:**

This course focuses on the modern South from 1877 to the present with particular emphasis on the social, political, economic, and cultural aspects of the South. In order to understand the South as a distinct region of the United States we will look at four themes throughout the semester 1) the meaning of being viewed as an "outsider" or as a "problem" in the eyes of other Americans; 2) how the physical environment and the enduring attachments to the land have shaped Southerners' understandings of themselves and others; 3) how unresolved social and cultural contradictions have created fissures and fractures in the region; and 4) how Southerners have responded to their changing economic circumstances.

Topics of study include, but are not limited to Reconstruction and its aftermath, the agrarian South and the growth of an industrial ideal; the development of Jim Crow segregation and its consequences; dilemmas of political reform; race and politics; assaults upon segregation and its defenders; and modernization and change. Throughout the semester we will have the opportunity to visit a few of the historical sites associated with the modern South including Covington Square, Porterdale, and Covington/Oxford Cemetery (Oct 8); and Oakland Cemetery and Cabbage Town, Atlanta, Ga (Oct 29).

**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 understand the process of history. Second, this course strives to help students discover, understand, and appreciate the interplay of forces and personalities that shaped the history of the modern South. Third, as a writing intensive class that fulfills the sophomore writing requirement, this course will also assist students in developing and refining their writing abilities by organizing, describing, and reaching conclusions on paper about material that they have studied. These skills will benefit students in the future when they enroll in upper division courses. Fourth, with a theory practice service learning component in our course, students will be able to apply what they have learned in class to assist the city of Porterdale in an oral history project.

**Required Reading:** These books are available at the campus bookstore

Alice Fahs and Joan Waugh, editors, *The Memory of the Civil War in American Culture*, University of North Carolina Press: Chapel Hill, 2004.

J. William Harris, *Deep Souths: Delta, Piedmont, and Sea Island Society in the Age of Segregation*, Johns Hopkins University Press: Baltimore, 2001.

W.E.B. DuBois, *The Souls of Black Folk*, W.W. Norton & Company: New York, 1999 (originally published in 1903).

Clifford M. Kuhn, *Contesting the New South Order: The 1914-1915 Strike at Atlanta's Fulton Mills*, University of North Carolina Press: Chapel Hill, 2001.

Pete Daniels, *Lost Revolutions: The South in the 1950s*, University of North Carolina Press: Chapel Hill, 2000.

John Dittmer, *Local People: The Struggle for Civil Rights in Mississippi*, University of Illinois Press: Urbana, 1994.

Peter Applebome, *Dixie Rising: How the South is Shaping American Values, Politics, and Culture*, Harcourt Brace & Company: New York, 1996.

Primary documents and journal articles provided through E-Reserves or JSTOR on the library web page under Information Gateway and/or by the professor.

**Office Hours:** My office hours are Monday through Thursday 2:30-3:30 or by appointment. 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.



### Grading and Assignments:

**Essay One** (4-6 double-spaced pages, Times New Roman type font size 10 or 12) on Civil War Memory (10% of course grade) initial draft due at the *beginning* of class **September 29** (20% of paper grade) and final draft due at the *beginning* of class **October 6th**. **Essay Two** (5-7 double-spaced pages, Times New Roman type font size 10 or 12) On Being a Problem (15% of course grade) initial draft due **November 8** at the *beginning* of class (20% of paper grade) and final draft due **November 15** at the *beginning* of class. **Essay Three** (6-8 double-spaced pages, Times New Roman type font size 10 or 12) on Assaults Upon Segregation and Its Defenders (20% of course grade) initial draft optional (20% of paper grade) and final draft due **December 14** at the *beginning* of class. **Participation in the Oral History Project of Porterdale** (15%). **Unannounced reading quizzes** (5%). **Participation and attitude** (10%) includes attending the outside trips scheduled throughout the semester: Covington Square-Porterdale-Covington/Oxford Cemetery (Oct 8 in the afternoon); and Oakland Cemetery and Cabbage Town in Atlanta (Oct 29). **Final Essay Exam, December 16, 9:00-12 noon** (25%). Study questions for the final examination will be passed out at least one week prior to the exam.

All assignments as well as your final course grade will be based on the +/- system.

### Honor Code:

We are a community of scholars. Therefore, academic dishonesty is not tolerated. Your name or signature on a paper or test submitted for credit shall indicate you have neither given nor received unauthorized information on the work, nor have you condoned the giving or receiving of unauthorized information 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 urged 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 98-101 in the Oxford College 2003-2004 Catalog.

Note on writing and plagiarism: 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 precisely 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* (on reserve in the library) as well as the American Historical Association's "Statement on Plagiarism" that will be handed out and discussed in class.

### Attendance Policy:

Class begins at 11:30 a.m. and ends at 12:45 p.m. A 300-level course requires your regular attendance and active participation in class. We learn from each other during class, which is not possible if you are absent or are not prepared to contribute. Students are allowed two absences, every absence after that will deduct 2.5 points for each absence from the class participation/attitude portion of your final course grade. It is your responsibility to obtain missed notes from class and to turn in all assignments on time. During class discussion of reading material I expect you to have prepared before class. Your class participation grade will be based upon your discussion of the material at hand, merely talking for talking's sake is not considered valid participation. If you attend class regularly but never participate in class discussion your participation grade will be a B- (80%), so do your best to offer your thoughts or opinions on the reading material throughout the course of the semester. You will be expected to attend both outside trips scheduled for: Covington Square-Porterdale-Covington/Oxford Cemetery (Oct 8 in the afternoon); and Oakland Cemetery and Cabbage Town in Atlanta (Oct 29).

If you miss a due date for any assignment, **only absences due to medical or family emergencies** (for example, you are in the hospital, or you are attending the funeral of an *immediate* family member) are valid. You will need to present written evidence of your illness or family emergency for an excused absence. If you miss a due date on a written assignment, whether in preliminary draft form or final form, a late penalty of **five points per day** (including weekends) will be deducted from your grade for that assignment. If you turn in your written assignment after the beginning of class but on the same day it is due you will be deducted **2.5** points from your grade for that assignment. **I do not accept written assignments turned in via e-mail. I only accept hard copies of written assignments.** You cannot change the time of your final exam because of travel plans, vacation plan, job opportunities, or having more than one final exam on one day.

### Class Etiquette:

**E-mail:** We will have a class conference on LearnLink that corresponds with this course. I will post all assignments on the conference as well as other pertinent items that may enhance class discussion. You will also post your thoughts and opinions on the conference. 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.

The rules for writing e-mail in formal situations—class discussions, letters to professors, student discussion lists—do not necessarily apply when writing e-mail to friends and family. So, here are my suggestions for using e-mail in our



class. When writing to me on my personal e-mail address or on our class 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. You should use black ink in your e-mail message and a normal size font. Avoid using expletives 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.

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. Also, 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. I also do not accept written assignments via e-mail. I only accept hard copies of written assignments.

Finally, know 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. 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.

**Class Discussion:** We will spend time this semester discussing readings written by professional scholars as well as by ourselves. In this process of discussion it is important to nurture the habit of being a good listener. Practice paying close attention to what others are saying as well as what you are saying. Through this process of listening well we will also respect each other. Our goal is to understand, not to operate only out of a place of judgment. In this manner we will be able to see the nuance and historical context of what we study to gain a deeper understanding. It is also essential that we build a sense of trust among ourselves that will enable us to speak frankly about some difficult parts of our historical past. If education means anything it changes us. That is not easy because we do not like change. So we have to be prepared to face historical reality to enable us to see the world from the perspective of others.

Students should approach discussions having read the assigned readings and thought of questions and ideas provoked by the material. Do not be modest in introducing ideas in class or in politely opposing the ideas of others. Ideally, discussion is a form of active learning that reinforces the sense that the classroom is a community of learning. Students should expect to learn a great deal from each other, as well as from the reading material and their professors.

**Cell Phones:** I do not take phone calls during class so you should not either. Turn off your cell phone when you are in class or when we are visiting a historic site.

## SCHEDULE

Sept 1	Syllabus, Is the South a distinct region and is it still relevant in modern America?		
Sept 6	Civil War Memory	Fahs/Waugh, pp. 1-78	
		Sept 8 Memory	Civil War Fahs/Waugh, pp. 79-129
Sept 13	Reconstruction	E-Reserves/JSTOR Blight	
		Sept 15 Chapter 1, e-reserves Ball	Land & Labor in the New South Harris
Sept 20	The Rise of Southern Textiles	E-Reserves	
Sept 21	Screening of "Gone with the Wind"	6:00-10:00 Library Video Conference Room	
Sept 22	Racial Violence	Harris Chapter 2, e-reserves Sledd	
Sept 27	Farmers Organize: The Populist Revolt	Harris Chapter 3	
		Sept 29	Redemption and The Lost Cause
	<b>Draft of Essay One on Civil War Memory due at the beginning of class.</b> Bring five copies of your essay to class (20% of paper grade).		
Oct 4	Drawing the Color Line: Disfranchisement &	DuBois pp. 167-172, 187-192, 214-	
		Jim Crow Segregation	218
		Oct 6 Chapter 4, Kuhn pp 1-55	The New South Harris
	<b>Final Draft of Essay One due at the beginning of class (80% of paper grade).</b>		

Oct 8	Field Trip to Covington Square-Porterdale-Covington/Oxford Cemetery (in the afternoon)	
Oct 11	No Class – Fall Break	
Oct 13	W.E.B. DuBois Responds: <i>Souls of Black Folk</i>	DuBois pp. 5-164, 195-213
Oct 18	Southern Race, Culture, and Class in Segregated South	Harris Chapter 5
Oct 20	Contesting the New South	Harris Chapter 6
Oct 25	Contesting the New South	Kuhn pp 56-148
Oct 27	Contesting the New South	Kuhn pp 149-231
Oct 29	Field Trip to Oakland Cemetery and Cabbage Town, Atlanta, GA	
Nov 1	World War One and Its Aftermath	Harris Chapter 7
Nov 3	World War One and Its Aftermath	Harris Chapter 8
Nov 8	Southern Culture: Literature and Music	
	<b>Draft of Essay Two on Being a Problem due at the beginning of class.</b> Bring five copies of your essay to class (20% of paper grade).	
Nov 10	The Great Depression and the New Deal	Harris Chapter 9
Nov 15	World War II: Boom Time	
	<b>Final Draft of Essay Two due at the Beginning of Class</b> (80% of paper grade).	
Nov 17	World War II and Race	Dittmer Chapter 1
Nov 22	The Post War South	Daniel pp1-87, Dittmer Chap 2
Nov 24	No Class – Thanksgiving Break	
Nov 29	The South in the 1950s	Daniel pp 91-178
Dec 1	Assaults on Segregation and its Defenders	Daniel pp 179-305
Dec 5	Screening “Glory” Video Conference Room 7:00 p.m.	
Dec 6	Assaults on Segregation and its Defenders II	Dittmer Chapters 3-7, Fahs&Waugh pp. 237-257
Dec 7	Screening “Cold Mountain” Video Conference Room 7:00 p.m.	
Dec 8	Civil Rights Movement in Mississippi	Dittmer Chapters 8-12
Dec 13	Modernization and Change	Applebaum various chapters
	<b>Final Essay Three due at the beginning of class on Assaults on Segregation and Its Defenders</b>	
Dec 14	Reading Day	
Dec 16	<b>Final Exam, 9:00-12 noon. Bring a large blue book and pen or pencil.</b>	

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HIST 231- 12A Dr. Susan Youngblood Ashmore  
The Foundations of American Society: Beginnings to 1877 Office: Language Hall 101  
Fall 2005, MWF 12:50-1:40 Office Hours: M-Th 2:30-3:30  
Library Video Conference Room or by appointment  
Phone:770-784-8318  
e-mail: [sashmor@emory.edu](mailto: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 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.

Edmund S. Morgan, *The Puritan Dilemma: The Story of John Winthrop*, 2<sup>nd</sup> Ed., Longman Press: New York, 1999.

Louis P. Masur, *1831: Year of Eclipse*, Hill and Wang: New York, 2001.

Deborah Gray White, *Ar'n't I a Woman?: Female Slaves in the Plantation South*, Revised Edition., W.W. Norton and Company: New York, 1999.

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:

Midterm Essay Exam (25%) given on **October 24**; Document Analysis (25%): a 5-7 typed pages, double-spaced essay analyzing an assigned document in conjunction with one of the assigned readings. Puritan document analysis due at the *beginning* of class on **September 23**, Age of Jackson document analysis or the Slavery document analysis due at the *beginning* of class on **November 21**; 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 **Friday December 19 from 9:00-12:00 noon**. All assignments as well as your final course grade will be based on the +/- system. Study questions for the 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 2005-2006 Catalog.

### Attendance Policy:

Class begins at 10:40 and ends at 11:30. 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 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 12) 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.

If you miss the due date on a written assignment, a late penalty of **five points per day** (including weekends) will be deducted from your grade for that assignment. If you turn your written assignment in after the beginning of class but on the same day it is due you will be deducted **2.5** points from your grade for that assignment. I also do not accept written assignments, such as your document analysis essay, via e-mail. I only accept hard copies of written assignments.

**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 first floor of Language Hall, Office 101.

**Cell Phones:** I do not accept phone calls during class, so you should not either. Turn off your cell phones before the beginning of class. If ringing cell phones becomes a common occurrence, I will ask you to leave the class. Do not bring your cell phone to class during the mid-term or final exam. I will ask you to leave your cell phone with me at the front of the class if you bring on exam day.

**MP3 Players:** You cannot listen to music on an MP3 player while you take your mid-term exam or your 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 educational tool. 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, letters 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. 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.

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. 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.

I also do not accept written assignments, such as your document analysis essay, via e-mail. I only accept hard copies of written assignments.

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 and either Edmund Morgan's *The Puritan Dilemma*, or Joyce Appleby's *Inheriting the Revolution*, or Deborah Gray White's *Ar'n't I a Woman?* **No other sources may be used for this assignment.**

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 Puritan Document Analysis is due at the *beginning* of class on **September 23**, the Post-American Revolution Document Analysis is due at the *beginning* of class

on **November 21**, the Slavery Document Analysis is due at the *beginning* of class on **November 21**.

The Honor Code is in force with regard to your Document Analysis. See pp. 96-99 in the Oxford College 2004-2005 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 31 Syllabus, Why Study History?  
Sept 2 Natives and Colonizers

Sept 5 No class – Labor Day Holiday  
Sept 7 Jamestown, Virginia

E-Res: 17<sup>th</sup>-Cent Chesapeake

Sept 9 Seventeenth-Century Chesapeake  
Cent Chesapeake

E-Res: 17<sup>th</sup>-

Sept 12 Massachusetts Bay Colony  
*Puritan Dilemma*

Morgan,

Sept 14 Seventeenth-Century New England  
*Puritan Dilemma*

Morgan,

Sept 16	<b>Quiz and Discussion of Morgan, <i>Puritan Dilemma</i></b>			
Sept 19	Colonial Pennsylvania and New York	E-Res: Colonial PA, NY		
		Sept 21	Colonial Society: Enlightenment/Great Colonial Society	E-Res:
	Awakening			
Sept 23	The French and Indian War (The Seven Years War)			
	<b>Puritan Document Analysis due at the <i>beginning</i> of class</b>			
Sept 26	Imperial Crisis	E-Res: Imperial Crisis		
		Sept 28	Imperial Crisis	E-Res: Imperial
		Crisis		
		Sept 30	Declaration of Independence	E-Res: War for
		Indep.		
Oct 3	War for Independence	E-Res: War for Indep.		
		Oct 5	War for Independence	E-Res: War for
		Indep.		
	<b>Last Day to Drop Without Penalty</b>			
Oct 7	Republican Society			
Oct 10	<b>No Class – Fall Break Holiday</b>			
Oct 12	Federal Constitution	E-Res: New Nation		
		Oct 14	Federal Constitution	E-Res: New Nation
	<b>Quiz and Discussion of the Federal Constitution, the Bill of Rights</b>			
Oct 17	The Young Nation			
Oct 19	The Revolution of 1800 and Jefferson			
Oct 21	Second Great Awakening	Masur, <i>1831: Year of Eclipse</i>		
Oct 24	<b>Midterm Essay Exam</b> covering Natives and Colonizers through the Young Nation, E-Reserve readings, Morgan <i>Puritan Dilemma</i> , lectures through Oct 19. Bring pen or pencil.			
Oct 26	The Age of Jackson	Masur, <i>1831: Year of Eclipse</i>		
		Oct 28	The Age of Jackson	Masur, <i>1831: Year</i>
		<i>of Eclipse</i>		
		Oct 31	The Age of Jackson	Masur, <i>1831: Year</i>
		<i>of Eclipse</i>		
Nov 2	<b>Quiz and Discussion of Masur</b>			
Nov 4	Antebellum South	White, <i>Ar'n't I a Woman?</i>		
Nov 7	Antebellum South	E-Res: Antebell.South & White, <i>Ar'n't I a Woman?</i>		
Nov 9	Antebellum North	Gienapp, <i>Abraham Lincoln</i> , pp 1-24		
Nov 11	<b>Quiz and Discussion of Deborah Gray White, <i>Ar'n't I a Woman?</i></b>			
Nov 14	Antebellum Reform			
		Nov 16	Sectional Conflict 1840s	E-Res:
		Sectional Conflict		
Nov 18	Sectional Conflict 1840s	E-Res: Sectional Conflict		
Nov 21	Sectional Conflict 1850s	E-Res: Sectional Conflict, Gienapp, <i>Abraham Lincoln</i> , pp. 49-71		
	<b>Age of Jackson Document Analysis due or Slavery Document Analysis due at the <i>beginning</i> of class</b>			
Nov 23	No Class – Thanksgiving Holiday			
	Nov 25	No Class – Thanksgiving Holiday		
		Nov 28	Sectional Conflict 1850s	E-Res:
		Sectional Conflict		
		Nov 30	Sectional Conflict–Dred Scott to Lincoln	E-
		Res: Sectional Conflict, Gienapp, <i>Abraham Lincoln</i> , pp. 72-98		
Dec 2	The Coming of the Civil War	E-Res: Civil War		

Dec 5	The Coming of the Civil War	E-Res: Civil War; Gienapp, pp. 99-125	
		Dec 7 The Civil War	E-Res: Civil War;
		Gienapp, pp. 126-150	
		Dec 9 The Civil War	E-Res: Civil War;
		Gienapp, pp 151-203	
	<b>Quiz and Discussion of William Gienapp, <i>Abraham Lincoln and Civil War America</i></b>		
Dec 12	The Civil War Aftermath	E-Res: Civil War	
Dec 14	Reading Day		
Dec 19	<b>Final Essay Exam, 9:00-12:00, bring pen or pencil</b>		

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### E-Reserve Documents and Journal Articles

Hist 231, Fall 2004

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.

#### 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:

Edmund Morgan, *The Puritan Dilemma: The Story of John Winthrop*, 2<sup>nd</sup> ed., Longman Press: New York, 1999.

#### 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

#### Colonial Society: Enlightenment and The Great Awakening

##### Document:

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

#### 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:

Carla Mulford, "Figuring Benjamin Franklin in American Cultural Memory," *The New England Quarterly*, Vol 72., No. 3 (Sep 1999).

#### 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.

**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.

**Reading:**

Louis P. Masur, *1831: Year of Eclipse*, (Hill and Wang: New York, 2001).

**Antebellum South****Documents:**

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