

HIST 133  
History of the United States  
American Revolution to World War Two  
Fall 2001, MWF 12:50-1:40  
Pierce Hall 102

Dr. Susan Youngblood Ashmore  
Office: Language Hall 101  
Office Hours: MWF 2:00-3:00  
T Th: 8:30-9:30, or by appt  
E-mail: [sashmor@emory.edu](mailto:sashmor@emory.edu)  
Phone: 770-784-8318

## COURSE SYLLABUS

### Course Description and Goals:

This course will examine the United States from the American Revolution through World War Two. As a survey course we will focus on what it means to be an American and how that has changed over time. We will learn about the political and economic development of the United States as well as the social history of the country. This course will help students develop reading, research, and writing skills that will benefit them in upper division classes. Finally, the study of history will help students develop an understanding and appreciation for their culture and the country in which they live.

**Required Reading:** The books listed below are available at the campus bookstore. The E-reserves mentioned below are available on the library's web-site under electronic reserves.

Pauline Maier, ed., The Declaration of Independence and the Constitution of the United States, (Bantam Books: New York, 1998).

Noble E. Cunningham, Jr. Jefferson vs. Hamilton: Confrontations That Shaped a Nation, (Bedford/St. Martin's Press: Boston, 2000).

David W. Blight, ed., Narrative of the Life of Frederick Douglass: An American Slave Written by Himself, (Bedford/St. Martin's Press: Boston, 1993).

Noel Ignatiev, How The Irish Became White, (Routledge Press: New York, 1995).

John Q. Anderson, ed., Brokenburn: The Journal of Kate Stone, 1861-1868, (Louisiana State University Press: Baton Rouge, 1955, 1995).

Neil Foley, The White Scourge: Mexicans, Blacks, and Poor Whites in Texas Cotton Culture, (University of California Press: Berkeley, 1997).

**Optional Reading:** This book is available at the campus bookstore and on reserve at the library. Although not required, you may find it helpful in your preparation for the course.

James L. Roark, et. al., The American Promise: A History of the United States, compact edition, (Bedford/St. Martin's Press: Boston, 2000).

### Grading and Assignments:

Midterm essay exam (25%) given on **Monday, Oct 1**; journal review (5%) due at the *beginning* of class **Oct 1, Nov 12**; paper (8-10 pages) (25%) due at the *beginning* of class on **Monday, Nov 26**; final essay exam (30%) given on **Wednesday, December 19 from 2:00-5:00 p.m.**; quizzes on reading material—unannounced from E-reserves material and announced from monographs (10%); class participation and attitude (5%). All assignments as well as your final course grade will be based on the +/- system. Study questions for the midterm exam and the final exam will be passed out at least one week prior to each exam.

Reading Journals--Throughout the semester we will read documents and journal articles that have been placed on E-reserve through the library web page. Your responsibility is to read all of the documents and journals assigned throughout the semester and keep a reading journal that answers assigned questions relating to the journal articles you will be using to write your paper. I will divide the class into study groups of 4-5 people. The purpose of these study groups is to provide you with the opportunity to discuss the documents and journal articles together outside of class in order to prepare your own reading journal. Your group may want to meet at a regular time each week, it is up to you. I will also use these groups to do in-class projects throughout the semester. You will turn in your reading journal to me every six weeks so that I can review your progress. Reading journal review dates are: **Oct 1, Nov 12**.

### Honor Code:

We are a community of scholars. Therefore, academic dishonesty is not tolerated. Your signature or name on any work submitted for credit shall indicate you have neither given nor

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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 94-95 in Oxford College 2001-2002 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 footnote or endnote citations which words, if any, are taken from some other source. Be very careful if you draw on any internet source 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, an author's arguments than in your ability to quote directly. Nevertheless, even when paraphrasing you need to cite the source used.

### **Attendance Policy:**

Class begins at 12:50 and ends at 1:40. Regular attendance and active participation in class should be considered an essential part of the learning process. Roll will be taken. Students are allowed three absences, every absence after that will deduct points from the class participation portion of your final course grade. Occasionally participation in a college-sponsored event is an excused absence. However, you must inform me prior to the absence 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 being covered in class. Do not study for another course while you are in my class. During class discussions of reading material I expect you to have prepared before class.

If you miss the midterm or the final exam, **only absences due to medical or family emergencies** (for example, 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. 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 **December 11th** 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.

Please feel free to visit me during my office hours, or make an appointment with me if my office hours are not convenient 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.

### **E-Mail Etiquette:**

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. 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.

JvsH-Cunningham  
White  
Stone-Brokenburn

Ignatiev-How the Irish Became  
Foley-The White Scourge

### **SCHEDULE**

Aug 31	Introductions, Why Study History?, Syllabus Review	
Sept 3	No Class–Labor Day Holiday	
Sept 5	The Imperial Crisis	E-reserves
Sept 7	The Road to War	E-reserves
Sept 10	War for Independence	Decl of Indep; E-reserves
Sept 12	Building a New Nation	E-reserves
Sept 14	The Constitution	USConst; JvsH; E-reserves
Sept 17	Discussion of the Constitution	USConst;JvsH; E-reserves
Sept 19	The Young Nation	JvsH; E-reserves
Sept 21	The Election of 1800	JvsH
Sept 24	<b>Quiz</b> and Discussion of JvsH.	
Sept 26	Jacksonian America	E-reserves
Sept 28	The Age of Jackson	E-reserves
Oct 1	<b>Midterm Essay Exam</b> covering Imperial Crisis through The Election of 1800, Decl of Indep, US Const, JvsH, E-reserves, and lectures through Sept 24. Blue book required.	
	<b>Journal Review</b>	
Oct 3	The Rise of the Second Party System	
Oct 5	Antebellum South	Douglass; E-reserves
Oct 8	Antebellum South	Douglass; E-reserves
Oct 10	<b>Quiz</b> and Discussion of Douglass and E-reserves	
Oct 12	Antebellum North	Ignatiev; E-reserves
Oct 15	No Class–Fall Break	
Oct 17	Second Great Awakening	E-reserves
Oct 19	Antebellum Reform	Ignatiev; E-reserves
Oct 22	Antebellum Reform	Ignatiev; E-reserves
Oct 24	<b>Quiz</b> and discussion of Irish and E-reserves	
Oct 26	Sectional Conflict–the 1850s	E-reserves
Oct 29	Sectional Conflict–DredScott to Lincoln	E-reserves
Oct 31	The Coming of the Civil War	E-reserves
Nov 2	The Civil War	Stone; E-reserves
Nov 5	The Civil War	Stone; E-reserves
Nov 7	Presidential Reconstruction	Stone; E-reserves
	<b>One-page description of paper due beginning of class</b>	
Nov 9	<b>Quiz</b> and discussion of Stone and E-reserves.	
Nov 12	Radical Reconstruction	E-reserves
	<b>Journal Review</b>	
Nov 14	End of Reconstruction	E-reserves
Nov 16	The New South	E-reserves
Nov 19	Race Relations 1880-1910	Foley; E-reserves

Nov 21	Immigration and Labor	Foley; E-reserves
	In the Gilded Age	
Nov 23	No Class--Thanksgiving	
Nov 26	<b>Paper Due at Beginning of Class</b>	E-reserves
	Society in the Gilded Age	
Nov 28	1920s Culture & Society	Foley; E-reserves
Nov 30	The Great Depression	Foley; E-reserves
Dec 4	The New Deal	Foley; E-reserves
Dec 6	The New Deal	Foley; E-reserves
Dec 8	<b>Quiz</b> and Discussion of Foley	
Dec 11	WWII	E-reserves
Dec 12	Reading Day	
Dec 19	<b>Final Exam, 2:00-5:00</b>	
	Blue Book required	
Hist 133 12 A		
Explanation of Writing Assignments		
Fall 2001		

This semester we will be focusing on what it means to be an American and how that changes over time. We will be reading primary documents and secondary journal articles that are on E-reserve at the library's web-page, which follow this theme. You will choose a subject--women, African Americans, or working-class laborers--that will be for topic of your paper (due **Nov 26**). So, for your paper you will be reading the journal articles that correspond to your chosen subject. The other source materials for this paper will come from the monographs we will read this semester and the primary documents from E-reserves.

In order to assist you in keeping up with your reading, I want you to keep a reading journal on those documents and articles that pertain to your paper topic that are found on the E-reserves. The reading journal review dates are: **Oct 1, Nov 12.**

For each journal article that is placed on E-reserve that pertains to your chosen subject answer the following questions:

- what is the author's thesis or argument?
- how does the author support the thesis or argument?
- what sources did the author use?
- how persuasive was the argument?
- how does the journal article relate to the primary documents?
- how does the journal article relate to class lecture?

#### Writing Style:

Even though this is not an English class, your writing style is important. Historians communicate through writing so you should treat a paper written for a history class just like you would for an English class. Your journal entries and paper should be written well: use complete sentences, strong paragraph construction, active voice, correct spelling, and no abbreviations or contractions. If you need to cite sources in your paper **do not use MLA style citations for this assignment**. Historians use either footnotes or endnotes to reference the works they use in a paper. See Mary Lynn Rampolla, A Pocket Guide to Writing History (on reserve in the library

and in the writing center in Language Hall) for the correct way to reference your citations. Points will be deducted from your paper if you do not use either footnotes or endnotes.

### **Other helpful hints for writing a 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 review the first go around. Review a draft of your essay closely, and make the needed corrections before turning in a final version. You might try reading your review out loud to yourself. If a phrase does not sound right, re-word it until it is correct.
3. Be sure that each paragraph has a topic sentence.
4. Do not use one-sentence paragraphs.
5. Avoid passive voice (instead of "He was run out of town by the mob." use "The mob ran him out of town.").

### **OVER**

6. Do not use verbs as nouns (words ending in ing, ion, etc., where the stem is a verb). Try instead to use a noun and a verb.
7. Use the past tense.
8. Do not split infinitives ("She wanted to quickly run to the store." Should read "She wanted to run quickly to the store.")
9. 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, a comma is not necessary when using "that". "He put on his hat, which was discolored." "He gave him the book that cost twenty dollars."
10. Use "who" or "whom" to refer to people, never "which" or "that." "A person who..." is correct. "The soldier that. . ." is incorrect.
11. Follow the rule of antecedent. Any pronoun must refer to the nearest preceding noun applicable: "Mr. Globule saw Miss Glunk sitting with her cat. He loved her." Was Globule attracted to the cat? Was the cat enamored of Miss Glunk? The latter is probably the best reading.

Come see me during my office hours, or make an appointment with me if you have any questions on the assignment or on your writing ability. Writing well is something everyone can learn how to do, it is not a gift that some people have and others do not. I am here to help you in any way I can. You should also let one of the writing tutors who work in the Writing Center (the first floor of Language Hall) review a draft of your paper. This will not only improve your work it will also strengthen your writing skills.

## **Documents and Journal Articles for History 133 Fall 2001 Dr. Susan Youngblood Ashmore**

### **Imperial Crisis**

#### **Documents:**

The Stamp Act of 1765 (March 22, 1765), in Henry Steele Commager, Documents of American History, 7th Ed., (Appleton-Century-Crofts: New York, 1963), Vol. I., pp. 53-55. --Everyone read

Readings:

Randall M. Miller, "The Stamp Act in Colonial Georgia," *Georgia Historical Quarterly*, 1972 56 (3): 318-331.--Everyone read

John L. Bullion, "British Ministers and American Resistance to the Stamp Act, Oct-Dec 1765," *William and Mary Quarterly*, 3rd Ser., Vol 49, No. 1 (Jan 1992), pp. 89-107. -- Everyone read

## Road to War

Documents:

Declaration and Resolves of the First Continental Congress (October 14, 1774), in *Commager*, Vol. I., pp. 82-84. --Everyone read

Readings:

Thomas C. Leonard, "New for a Revolution: The Expose in America, 1768-1773," *Journal of American History*, Vol 67, No. 1 (Jun 1980), pp. 26-40. --Everyone read

John W. Blassingame, "American Nationalism and Other Loyalties in the Southern Colonies 1763-1775," *Journal of Southern History*, Vol 34, No. 1 (Feb 1968), pp. 50-75. --Everyone read

Linda Kerber "The Republican Mother: Women and the Enlightenment - An American Perspective," *American Quarterly*, Vol. 28, No. 2, Special Issue (Summer 1976), p. 187-205.--Everyone read, also covers women

## War for Independence

Documents:

The Battle of Lexington, in *Commager*, Vol. I., pp. 89-90. --Everyone read

Declaration of Independence -- Everyone read

Readings:

Pauline Maier, "Coming to Terms with Samuel Adams," *The American Historical Review*, Vol 81, No. 1 (Feb 1976), pp. 12-37. --Everyone read

Alfred F. Young, "George Robert Twelves Hewes (1742-1840) A Boston Shoemaker and the Memory of the American Revolution," *William and Mary Quarterly*, 3rd Ser., Vol 38, No. 4 (Oct. 1981), pp. 561-623. --Working-class laborers

## The New Nation

Documents:

The Articles of Confederation, ratified March 1, 1781, in *Commager*, Vol. I., pp. 111-116. -- Everyone read

Treaty of Peace with Great Britain, September 3, 1783, in *Commager*, Vol. I., pp. 117-119. -- Everyone read

Readings:

Noble E. Cunningham, Jr., Jefferson vs. Hamilton: Confrontations That Shaped a Nation, (Bedford/St. Martin's Press: New York, 2000). --Everyone read

Linda K. Kerber, "Why Should Girls Be Learnd or Wise?" Education and Intellect in the Early Republic," in Women of the Republic: Intellect and Ideology in Revolutionary America, (University of North Carolina Press: Chapel Hill, 1980), pp. 185-231. --Everyone read, also covers Women

## U.S. Constitution

### Documents:

The Virginia or Randolph Plan, Presented to the Federal Convention May 29, 1787, in Commager, Vol. I., pp. 134-135. --Everyone read

The Paterson or New Jersey Plan, Presented to the Federal Convention June 15, 1787, in Commager, Vol. I., pp. 136-137. --Everyone read

James Madison, "Preface to Debates in the Convention," in Notes of Debates in the Federal Convention of 1787 Reported by James Madison, (WW Norton: New York, 1966), pp. 3-19. --Everyone read

Alexander Hamilton, John Jay, James Madison, "Federalist No. 10," in The Federalist, (The Modern Library: New York, originally published 1788), pp. 53-62. --Everyone read

United States Constitution --Everyone read

### Readings:

Elaine Forman Crane, "Political Dialogue and the Spring of Abigail's Discontent," William and Mary Quarterly, 3rd Ser., Vol 56, No. 4 (1999), pp. 745-774. --Women

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

## The Young Nation

### Documents:

The Northwest Ordinance, July 13, 1787, in Commager, Vol. I., pp. 128-132. --Everyone read

Washington's Farewell Address, September 17, 1796, in Commager, Vol. I., pp. 169-175. --Everyone read

Jefferson's First Inaugural Address, March 4, 1801, in Commager, Vol. I., pp. 186-189. --Everyone read

### Readings:

Cunningham, Jefferson vs. Madison. --Everyone read

Andrew R. L. Cayton, "Land, Power, and Reputation: The Cultural Dimension of Politics in the Ohio Country," William and Mary Quarterly, 3rd Ser., Vol 47, No. 2 (Apr 1990), pp. 266-286. --Everyone read

Paul Finkelman, "Evading the Ordinance: The Persistence of Bondage in Indiana and Illinois," Journal of the Early Republic 1989 9 (1): 21-51. --African Americans

John R. Howe, Jr., "Republican Thought and the Political Violence of the 1790s," American Quarterly, Vol 19, No. 2, Part 1, (Summer 1967), pp. 147-165. --Everyone read

David A. Bohmer, "Stability and Change in Early National Politics: The Maryland Voter and the Election of 1800," William and Mary Quarterly, 3rd Ser., Vol 36, No. 1 (Jan 1979), pp. 27-50. --Everyone read

Paul Finkelman, "The Kidnaping of John Davis and the Adoption of the Fugitive Slave Law of 1793," Journal of Southern History, Vol. 56, No. 3, (Aug 1990), pp. 397-422. --African-Americans

## Jacksonian America

Documents:

The Missouri Compromise, 1819-1821, in Commager, Vol. I, pp. 224-227. -- Everyone read

Anthony F.C. Wallace, "Excerpt from Jackson's Message to Congress December 8, 1829," and "The Text of the Removal Act," in The Long and Bitter Trail: Andrew Jackson and the Indians, (Hill and Wang: New York, 1993 ), pp.121-128. -- Everyone read

South Carolina Ordinance of Nullification, November 24, 1832, in Commager, Vol. I, pp. 261-262. --Everyone read

Jackson's Proclamation to the People of South Carolina, December 10, 1832, in Commager, Vol. I, pp. 262-268. --Everyone read

South Carolina's Reply to Jackson's Proclamation, December 20, 1832, in Commager, Vol. I, pp. 268-269. --Everyone read

Nullification of the Force Bill, March 18, 1833, in Commager, Vol. I, pp. 269-270. --Everyone read

Readings:

Kenneth Stampp, "The Concept of a Perpetual Union," *Journal of American History*, 1978 65 (1): 5-33.--Everyone read

Lacy K. Ford, "Republican Ideology in a Slave Society: The Political Economy of John C. Calhoun," *Journal of Southern History*, Vol 54, No. 3 (Aug 1988), pp. 405-424. --African Americans

Mary Hershberger, "Mobilizing Women, Anticipating Abolition: The Struggle Against Indian Removal in the 1830s," *Journal of American History*, 1999 86 (1): pp. 15-40. --Women

Peter Way, "Evil Humors and Ardent Spirits: The Rough Culture of Canal Construction Laborers," *Journal of American History*, 1993 79 (4): pp. 1397-1428. --Working Class Laborers

## Antebellum South

Documents:

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

Harriet A. Jacobs, "The Trials of Girlhood," "The Jealous Mistress," "A Perilous Passage in the Slave Girl's Life," "Fear of Insurrection," and "The Church and Slavery," in Jean Fagan Yellin, editor, Incidents in the Life of a Female Slave Written by Herself, (Harvard University Press: Cambridge, 1987), pp. 27-36, 53-75. --Everyone read, also includes African-Americans

David W. Blight, editor, Frederick Douglass, Narrative of the Life of Frederick Douglass An American Slave Written by Himself, (Bedford/St. Martin's: New York, 1993). --Everyone read, also includes African-Americans

Readings:

Jeffrey Young, "Ideology and Death on a Savannah River Plantation 1833-1867: Paternalism amidst a Good Supply of Disease and Pain," *Journal of Southern History*, Vol 59, No. 4 (Nov 1993), pp. 673-706. -- African Americans

Ira Berlin and Herbert G. Gutman, "Natives and Immigrants, Free Men and Slaves: Urban Workingmen in the Antebellum American South," *The American Historical Review*, Vol 88, No 5 (Dec 1983), pp. 1175-1200. --Working-Class Laborers



Martin A. Garrett, Jr., "The Mule in Southern Agriculture: A Requiem," *Journal of Economic History*, Vol 50, No. 4, (Dec 1990), pp. 925-930. --Everyone read

## Antebellum North

### Documents:

Harriet Hanson Robinson, *The Lowell Textile Workers*, in Robert D. Marcus and David Burner, *America Firsthand: Readings from Settlement to Reconstruction*, Vol. I., 4th ed., (Bedford/St. Martin's: New York, 1997), pp. 223-230. --Everyone read

### Readings:

Robert A. Gross, "Culture and Cultivation: Agriculture and Society in Thoreau's Concord," *Journal of American History*, 1982 69(1): 42-61. --Everyone read

## Second Great Awakening and Antebellum Reform

### Documents:

Peter Cartwright, *Autobiography of a Circuit Rider*, in Marcus and Burner, Vol. I., pp. 161-168. --Everyone Read

Timothy Shay Arthur, *Ten Nights in a Bar-Room*, in Marcus and Burner, Vol. I., pp. 244-251. --Everyone Read

*The Liberator*, Vol I., No. 1., January 1, 1831, in Commager, Vol. I, pp. 277-278. --Everyone read

*The American Anti-Slavery Society: Constitution*, December 4, 1833, in Commager, Vol. I, pp. 278-279. --Everyone read

*South Carolina Resolutions on Abolitionist Propaganda*, December 16, 1835, in Commager, Vol. I, p. 280. --Everyone read

Angelina Grimke, *Appeal to the Christian Women of the South*, 1836, in Kathryn Kish Sklar, *Women's Rights Emerges within the Antislavery Movement 1830-1870: A Brief History with Documents*, (Bedford/St. Martin's: New York, 2000), pp. 86-89. --Everyone read

*Pastoral Letter: The General Association of Massachusetts to Churches under Their Care*, July 1837, in Sklar, pp. 119-121. --Everyone read

*The Seneca Falls Declaration of Sentiments and Resolutions*, July 19, 1848, in Commager, Vol. I, pp. 315-317. --Everyone read

### Readings:

Nathan O. Hatch, "The Christian Movement and the Demand for a Theology of the People," *Journal of American History*, 1980 67 (3): 545:567. --Everyone read

Christopher Waldrep, "The Making of a Border State Society: James McGready, the Great Revival, and the Prosecution of Profanity in Kentucky," *The American Historical Review*, Vol 99, No. 3, (June 1994), pp. 767-784. --Working-Class laborers

Ruth M. Alexander, "'We are Engaged as a Band of Sisters': Class and Domesticity in the Washingtonian Temperance Movement, 1840-1850," *Journal of American History* 1988 75 (3): 763-785. --women

Nell Irvin Painter, "Representing Truth: Sojourner Truth's Knowing and Becoming Known," *Journal of American History* 1994 81 (2): 461-492. --women and African Americans

## Sectional Conflict 1840s and 1850s

Documents:

The Compromise of 1850, in Commager, Vol. I, pp. 319-323. --Everyone read

The Georgia Platform, 1850, in Commager, Vol. I, pp. 323-324. --Everyone read

The Kansas-Nebraska Act, May 30, 1854, in Commager, Vol. I, pp. 331-332. --Everyone read

Dred Scott v. Sandford, 1857, in Commager, Vol. I, pp. 339-345. --Everyone read

Readings:

John Hope Franklin, "The North, the South, and the American Revolution," *Journal of American History* 1975 62 (1): 5-23. --Everyone read

Paul Finkleman, "What Did the Dred Scott Case Really Decide?" *Reviews in American History*, 1979 7 (3): 369-374. --African Americans

Noel Ignatiev, How the Irish Became White, (Routledge: New York, 1995). --Everyone read, also includes working-class laborers

## Civil War

Documents:

Walt Whitman Poem "States," in Leaves of Grass, (WW Norton: New York, 1973), pp. 608-610. --Everyone read

Mississippi Resolutions on Secession, November 30, 1860, in Commager, Vol. I, pp. 371-372. --Everyone read

South Carolina Ordinance of Secession, December 20, 1860, and South Carolina Declaration of Causes of Secession, December 24, 1860, in Commager, Vol. I, pp. 372-374. --Everyone read

The Constitution of the Confederate States of America, March 11, 1861, in Commager, Vol. I, pp. 376-384. --Everyone read

Lincoln's First Inaugural Address, March 4, 1861, in Commager, Vol. I, pp. 385-388. --Everyone read

Inaugural Address of Jefferson Davis, February 22, 1862, in Commager, Vol. I, pp. 407-410. --Everyone read

Emancipation Proclamation, January 1, 1863, in Commager, Vol. I, pp. 420-421. --Everyone read

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. --Everyone read

George Ward Nichols, Marching with Sherman's Army, in Marcus and Burner, Vol. I., pp. 254-261. --Everyone read

Readings:

Drew Gilpin Faust, "Alters of Sacrifice: Confederate Women and the Narratives of War," *Journal of American History*, Vol 76, No. 4 (Mar 1990), pp. 1200-1228. --Everyone read, includes women

Everand H. Smith, "Chambersburg: Anatomy of a Confederate Reprisal," *The American Historical Review*, Vol 96, No. 2 (Apr 1991), pp. 432-455. --Everyone read

Eric Foner, "Rights and the Condition in Black Life During the Civil War and Reconstruction," *Journal of American History*, Vol 74, No. 3 (1987), pp. 863-883. --African Americans

John Q. Anderson, editor, Brokenburn: The Journal of Kate Stone, 1861-1868, (Louisiana State University Press: Baton Rouge, 1955, 1995). --Everyone read, includes women

## Reconstruction

### Documents:

Lincoln's Second Inaugural Address, March 4, 1865, in Commager, Vol. I, pp. 442-443. --Everyone read

Black Code of Mississippi, 1865, in Commager, Vol. I, pp. 452-455. --Everyone read

Felix Haywood et al, African Americans' Reactions to Reconstruction, in Robert D. Marcus and David Burner, America Firsthand: From Reconstruction to the Present, Vol. II, 3rd ed., (Bedford/St. Martin's Press: New York, 1995), pp. 3-8. --Everyone read

Caleb G. Forshey and Reverend James Sinclair, White Southerners' Reactions to Reconstruction, in Marcus and Burner, Vol. I., pp. 300-307. --Everyone read

The Ku Klux Klan Organization and Principles 1868, in Commager, Vol. I, pp. 499-500. --Everyone read

The Fourteenth Amendment, July 28, 1868, and the Act to Enforce the Fourteenth Amendment, April 20, 1871, in Commager, Vol. I, pp. 501-504. --Everyone read

The Fifteenth Amendment -- Everyone read

Proceedings of the Equal Rights Association, New York City, May 1869, and the Founding of the National Woman Suffrage Association, New York, 1869, in Sklar, pp. 200-204. --Everyone read

### Readings:

Eric Foner, "The Meaning of Freedom in the Age of Emancipation," *Journal of American History*, Vol 81, No. 2, (1994), pp. 435-460. --African Americans

David Blight, "For Something Beyond the Battlefield": Frederick Douglass and the Struggle for the Memory of the Civil War," *Journal of American History*, vol 75, No. 4 (1989), pp. 1156-1178. --African-Americans

Kathleen Grossman, "This Man Felker is a Man of Pretty Good Standing": A Reconstruction Klansman in Walton County," *Georgia Historical Quarterly* 1997 81 (4): pp. 897-914. --Everyone read

Stephen Cresswell, "Enforcing the Enforcement Acts: The Department of Justice in Northern Mississippi, 1870-1890," *Journal of Southern History*, 1987 53 (3): pp. 421-440. --African Americans

## The New South, Race Relations 1880-1900

### Documents:

Plessy v. Ferguson (163 US 537), 1896, in Commager, Vol. I, pp. 628-630. --Everyone read

Atlantic Monthly Article from 1905, Oxford Professor Sledd. --Everyone read

### Readings:

Ralph Reed, Jr, article on the Sledd affair, *Georgia Historical Quarterly*. --Everyone read

Leon Litwack, "Trouble in Mind: The Bicentennial and the Afro-American Experience," *Journal of American History*, Vol 74, No. 2 (1987), pp. 315-337. --African Americans

Dominic J. Capeci, Jr. and Jack C. Knight, "Reckoning with Violence: WEB DuBois and the 1905 Atlanta Race Riot," *Journal of Southern History*, 1996 62 (4): pp. 727-766. --Everyone read also includes African-Americans

Allen Jones, "Improving Rural Life for Blacks: The Tuskegee Negro Farmers' Conference, 1892-1915," *Agriculture History*, 1991 65 (2): pp. 105-114. --African-Americans

Bishop Haygood's Thanksgiving Speech --Everyone read

Neil Foley, The White Scourge: Mexicans, Blacks, and Poor Whites in Texas Cotton Culture, (University of California Press: Berkeley, 1997). --Everyone read

## The Gilded Age

Documents:

The Republican Platform of 1896, St. Louis, Missouri, June 16, 1896, in Commager, pp. 623-624. --Everyone read

The Injunction in Labor Disputes, Extract from Inaugural Address of President Taft, March , 1909, in Commager, Vol II, pp. 53-54. --Everyone read

Otis G. Lynch et al: Testimony on Child Labor, in Marcus and Burner, pp. 79-90. --Everyone read

Readings:

Jacquelyn Dowd Hall, Robert Korstad, James Leloudis, "Cotton Mill People: Work, Community, and Protest in the Textile South, 1880-1940," *American Historical Review*, Vol 91, No. 2, (Apr 1986), pp. 245-286. --Everyone read, includes working-class laborers

William R. Leach, "Transformation in a Culture of Consumption: Women and Department Stores, 1890-1925," *Journal of American History*, Vol 71, No. 2, (1984), pp. 319-342. --women

Lynn D. Gordon, "The Gibson Girl Goes to College: Popular Culture and Women's Higher Education in the Progressive Era 1890-1920," *American Quarterly*, Vol 39, No. 2 (Summer 1987), pp. 211-230. --women

Foley, The White Scourge. --Everyone read

## 1920s Culture and Society

Documents:

Bishop Alma White: The Ku Klux Klan in Prophecy, in Marcus and Burner, Vol. II, pp. 183-187. --Everyone read

The Nineteenth Amendment --Everyone read

Readings:

Paula Baker, "The Domestication of Politics: Women and American Political Society, 1780-1920," *American Historical Review*, Vol 89, No. 3 (June 1984), pp. 620-647. --women

J. William Harris, "Etiquette, Lynching, and Racial Boundaries in Southern History: A Mississippi Example," *American Historical Review*, Vol 100, No 2 (April 1995), pp. 387-410. --African Americans

Foley, The White Scourge. --Everyone read

## Great Depression/New Deal

Documents:

Anonymous: Down and Out in the Great Depression, in Marcus and Burner, Vol. II, pp. 188-196.  
--Everyone read

Readings:

Daniel Nelson, "The CIO at Bay: Labor Militancy and Politics in Akron, 1936-1938," Journal of American History, Vol 71, No. 3 (Dec 1984), pp. 565-586. --working-class laborers

Annette C. Wright, "The Aftermath of the General Textile Strike: Managers and the Workplace at Burlington Mills," Journal of Southern History, Vol 60, No. 1 (Feb 1994), pp. 81-112. --working-class laborers

James R. Barrett, "Americanization from the Bottom Up: Immigration and the Remaking of the Working Class in the United States, 1880-1930," Journal of American History, Vol 79, No. 3, (Dec. 1992), pp. 996-1020. --Everyone read

Foley, The White Scourge. --Everyone read

## World War II

Documents:

Letters from African-American Soldiers during World War II, in Marcus and Burner, Vol II, pp. 220-238. --Everyone read

Readings:

Peter Daniels, "Going Among Strangers: Southern Reactions to World War II," Journal of American History, Vol 77, No. 3, (Dec 1990), pp. 886-911. --Everyone read

Robert Korstad and Nelson Lichtenstein, "Opportunities Found and Lost: Labor, Radicals, and the Early Civil Rights Movement," Journal of American History, Vol 75, No. 3 (Dec 1988), pp. 786-811. --working-class laborers, African Americans

Bruce Nelson, "Organized Labor and the Struggle for Black Equality in Mobile During World War II," Journal of American History, Vol. 80, No. 3, (Dec 1993), pp. 952-988. --working-class laborers, African Americans

Anne Prior Scott, "One Woman's Experience of WWII," Journal of American History, Vol. 77, No. 2, (Sep 1990), pp. 556-562. --women