

HIST 231-11A  
The Foundations of American Society: Beginnings to 1877  
Fall 2007, MWF 11:45-12:35  
Humanities 206

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

### Course Description:

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

### Course Goals:

There are several objectives for this course. First, by gaining a factual knowledge of this historical period the course seeks to assist students in learning to think historically, or to become historically minded, by recognizing and criticizing evidence and using primary and secondary sources to reason inductively going from specifics to generalizations. Second, this course hopes to teach students to ask questions about the past to gain an awareness of the various dimensions of history—political, economic, social, and cultural and to incorporate aspects of ethnicity, gender, race, and class into the explanation of these various historical dimensions. Third, the course strives to help students discover, understand, and appreciate the interplay of forces that shape historical change in America's past including individuals and social groups as creators of history. Fourth, this course will help students develop reading, researching, and writing skills that will benefit them in upper division classes. At the end of the course students should be able to recognize a historical argument when they see one, be familiar with the most important people, ideas, and events of early American history, and understand their significance for today.

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

Bob Deans, *The River Where America Began: A Journey Along the James*, Roman & Littlefield: New York, 2007.

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

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

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

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

Primary documents and secondary journal articles on E-Reserves.

### Grading and Assignments:

Identification Exam (10%) given on **September 24**; Midterm Essay Exam (20%) given on **October 12**; Historical Essay (20%): a 5-7 typed pages, double-spaced essay using an assigned document in conjunction with one of the assigned readings. American Revolution essay due at the *beginning* of class on **October 19**, Slavery essay or Five Points essay due at the *beginning* of class on **November 19**; quizzes (announced and unannounced) from assigned reading material—including books as well as primary documents and secondary journal articles on E-Reserves (10%); attendance and general class participation (10%); final essay exam (30%) given on **Tuesday December 18 from 2:00-5:00 p.m.** All assignments as well as your final course grade will be based on the +/- system. Study questions for the identification examination, midterm examination, and final examination will be passed out at least one week prior to each exam.

**Honor Code:**

We are a community of scholars. Therefore, academic dishonesty is not tolerated. Your signature or name on any work submitted for credit in this course shall indicate you have neither given nor received unauthorized information or assistance on the work, nor have you condoned the giving or receiving of unauthorized information or assistance by others. As a student at Oxford College of Emory University you have agreed to abide by the honor pledge and have taken upon yourself the responsibility of upholding the Honor Code; you are encouraged to inquire of the Honor Council about any doubtful case at any time throughout the semester. For complete details on the Honor Code please see pages 101-104 in the Oxford College 2007-2009 Catalog.

**Attendance Policy:**

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

If you miss the identification exam, the midterm exam, or the final exam, **only absences due to medical or family emergencies** (for example, you are in the hospital) are valid. You will need to present written evidence of your illness or family emergency to take a makeup exam. Students will only be allowed to make up missed work after presenting written proof of a medical or family emergency. All make-up midterm exams will be given on the last day of class (December 10) 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.

**Turning in Assignments and Late Penalties:**

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 via e-mail, such as your historical essay.** I only accept hard copies of written assignments. If you turn in your assignment after the beginning of class, slide it **under** my office door, Language Hall 205A.

**Class Etiquette:**

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

**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 identification exam, the mid-term, or the final exam. I will ask you to leave your cell phone with me at the front of the class if you bring it on exam day.

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

**Laptop Computers:** If you use a laptop computer to take notes in class that is the sole purpose for the laptop. Do not read websites or check e-mail while class is in session–this is distracting to your fellow students and to your professor.

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

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

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

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

**Explanation of Historical Essay 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 support a historical argument. Your grade for this assignment will be based upon three criteria: 1. the content of your essay including the use of supporting evidence, soundness of your argument, and your historical analysis 2. the organization of your essay—on the sentence level and the paragraph level—and its coherence, and 3. the mechanics of your essay, which includes your writing style and grammar.

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

You will be given specific questions to answer as a way to construct the content of your essay. To cite the sources for this essay use footnotes or endnotes. **Do not use parenthetical citations (MLA style). I will deduct a letter grade penalty if you use parenthetical citations.** The American Revolution essay is due at the *beginning* of class on **October 19**, the Slavery essay is due at the *beginning* of class on **November 19**, the Five Points Document essay is due at the *beginning* of class on **November 19**.

The Honor Code is in force with regard to your Document Analysis. See pp.101-104 in the Oxford College 2007-2009 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 the library 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 29	Syllabus, What Does It Mean to be an American?	
Aug 31	Natives and Colonizers	Deans, pp. xiii-33
Sept 3	<b>No Class – Labor Day Holiday</b>	
Sept 5	Jamestown, Virginia	Deans, pp. 35-88
Sept 7	Seventeenth-Century Chesapeake	Deans, pp. 89-158
Sept 10	Colonial New England	E-Res: 17 <sup>th</sup> Cent New Engl
Sept 12	Colonial New England	E-Res: 17 <sup>th</sup> Cent New Engl
Sept 14	Colonial Pennsylvania and New York	E-Res: Col. PA and NY
Sept 17	Colonial Pennsylvania and New York	E-Res: Col. PA and NY
	Sept 19	The French and Indian War (The Seven Years War)
	Sept 21	The Imperial Crisis
Sept 24	<b>Identification Exam</b> —includes readings and lecture notes from Natives and Colonizers through Colonial Pennsylvania and New York; bring a pen or pencil to exam	
Sept 26	Imperial Crisis	E-Res: Imperial Crisis, Young
Sept 28	Imperial Crisis	E-Res: War for Indep, Young
Oct 1	Declaration of Independence	E-Res: War for Indep, Young
Oct 3	War for Independence	E-Res: War for Indep, Young
Oct 5	War for Independence	Deans, pp. 159-215
Oct 8	<b>No Class – Fall Break Holiday</b>	
Oct 10	Republican Society	
Oct 12	<b>Midterm Essay Exam</b> covering French and Indian War through the Young Nation, E-Reserve readings, Dean, Young, lectures through Oct 5. Bring pen or pencil. <b>Last Day to Drop Without Penalty</b>	
Oct 15	Federal Constitution and Bill of Rights (First 10 Amends)	
Oct 17	The Young Nation	Deans, pp. 217-247
Oct 19	Revolution of 1800 and Jefferson	
	<b>American Revolution Essay due at the <i>beginning</i> of class.</b>	
Oct 22	Antebellum South	E-Res: Antebell South & Johnson
Oct 24	Antebellum South	E-Res: Antebell South & Johnson
	Oct 26	Antebellum South
		E-Res: Antebell South & Johnson
Oct 29	<b>Quiz and Discussion of Johnson, <i>Soul by Soul</i></b>	
Oct 31	Antebellum North	Gienapp, pp. 1-24, Anbinder
Nov 2	No Class	
Nov 5	Antebellum North	Anbinder
Nov 7	Antebellum North	Anbinder
Nov 9	Antebellum Reform	Anbinder

		Nov 12	<b>Quiz and Discussion of Anbinder, <i>Five Points</i></b>
Nov 14	Sectional Conflict 1840s	E-Res: Sectional Conflict, Anbinder	
Nov 16	Sectional Conflict 1840s	E-Res: Sectional Conflict, Anbinder	
Nov 19	Sectional Conflict 1850s	E-Res: Sectional Conflict, Gienapp, pp. 49-71	
	<b>Slavery Essay or Five Points Essay due at the <i>beginning</i> of class</b>		
Nov 21	No Class – Thanksgiving Holiday		
Nov 23	No Class – Thanksgiving Holiday		
Nov 26	Sectional Conflict 1850s	E-Res: Sectional Conflict, Anbinder	
Nov 28	Sectional Conflict–Dred Scott to Lincoln	E-Res: Sectional Conflict, Gienapp, pp. 72-98	
Nov 30	The Coming of the Civil War	E-Res: Civil War, Anbinder	
Dec 3	The Coming of the Civil War	E-Res: Civil War; Gienapp, pp. 99-125	
Dec 5	The Civil War	E-Res: Civil War; Gienapp, pp. 126-150	
Dec 7	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 10	The Civil War Aftermath	E-Res: Civil War	
Dec 12	Reading Day		
Dec 18	<b>Final Essay Exam, 2:00-5:00 p.m., bring pen or pencil</b>		

## **E-Reserve Documents and Journal Articles**

**Hist 231, Fall 2007**

**Dr. Susan Youngblood Ashmore**

### **Seventeenth-Century Chesapeake**

#### **Document:**

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

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

#### **Readings:**

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

### **Seventeenth-Century New England**

#### **Documents:**

John Winthrop, "A Model of Christian Charity" sermon

### **Colonial Pennsylvania and New York**

#### **Readings:**

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

### **Imperial Crisis and War for Independence**

#### **Documents:**

The Stamp Act

Broadside on the Boston Massacre, "A monumental Inscription on the Fifth of March," Boston,

Printed by Isaiah Thomas, 1772, the American Antiquarian Society. (Receive this in class)

The Declaration of Independence

#### **Reading:**

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

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

### **The New Nation**

**Document:** The U.S. Constitution

#### **Reading:**

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

### **The Young Nation**

#### **Documents:**

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

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

#### **Readings:**

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

## **Antebellum South**

### **Documents:**

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

Slave Sales found in Nineteenth Century Newspapers

### **Reading:**

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

## **Second Great Awakening and Antebellum Reform**

### **Documents:**

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

### **Reading:**

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

## **Sectional Conflict**

### **Documents:**

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