

HIST 133  
History of the United States  
American Revolution to World War Two  
Spring 2001, MWF 1:00-2:00  
Seney Hall 310

Dr. Susan Youngblood Ashmore  
Office: Language Hall 101  
Office Hours: MWF 2:00-3:00  
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## 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: These books are available at the campus bookstore.

The Library of Congress, "American Memory Timeline," documents from the Library of Congress found at <http://www.loc.gov>

Drew R. McCoy, The Elusive Republic: Political Economy in Jeffersonian America, (Norton: New York, 1980).

Frederick Douglass, David W. Blight editor, Narrative of the Life of Frederick Douglass: An American Slave, (Bedford/St. Martin's: Boston, 1845, 1993).

Anthony F.C. Wallace, The Long, Bitter Trail: Andrew Jackson and the Indians, (Hill and Wang: New York, 1993).

James M. McPherson, What They Fought For 1861-1865, (Doubleday: New York, 1994).

Patricia Sullivan, Days of Hope: Race and Democracy in the New Deal Era, (University of North Carolina: Chapel Hill, 1996).

### Optional Reading: These books are available at the campus bookstore. Although not required, you may find them 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: Boston, 2000).

Mary Lynn Rampolla, A Pocket Guide to Writing History, Third Edition, (Bedford/St. Martin's: Boston, 2001).

### Grading and Assignments:

Midterm essay exam (25%) given on **February 12**; one-page description of paper due *beginning* of class **March 23** (part of quizzes and response paper percentage); paper-6-8 pages-(25%) due at the *beginning* of class on **April 2**; final essay exam (30%) given on **Wednesday, May 9, 9:00-12:00**; quizzes and response papers on reading material (10%); class participation (10%). 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.

Throughout the semester we will read documents from the Library of Congress found at the website, <http://www.loc.gov>. At the beginning of each week I will tell you which documents to read for that week. I will divide the class into groups and assign a particular document to each group. Your responsibility is to read all of the documents assigned throughout the semester and to turn in a response paper (and post the same on the class conference) on the day your group's document coincides with the lecture topic. Your group will be called upon to participate in the lecture on the day your document is due.

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**Honor Code:**

We are a community of scholars. Therefore, academic dishonesty is not tolerated. Your 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 49-50 in Oxford College 2000-2001 Catalog.

**Attendance Policy:**

Class begins at 1:05 and ends at 1:55. 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. If you must miss a class it is your responsibility to obtain missed lecture notes from a classmate 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 **April 30th** 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 the 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 class discussion questions. 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.

## SCHEDULE

AM—documents from American Memory  
 Douglass—Douglass Autobiography  
 McPherson—What They Fought For

McCoy—Elusive Republic  
 Wallace—Long, Bitter Trail  
 Sullivan—Days of Hope

|          |   |                               |
|----------|---|-------------------------------|
| Jan 17   | Syllabus, Why Study History?  |                               |
| Jan 19   | The Imperial Crisis   |                               |
| Jan 22   | The Road to War   | Dec of Indep (www.civnet.org) |
| Jan 24   | War for Independence  |                               |
| Jan 26   | Building a New Nation   | Art of Confed (www.loc.gov)   |
| Jan 29   | The Constitution  | www.civnet.org                |
| Jan 31   | Discussion of the Constitution  | www.civnet.org                |
| Feb 2    | The Election of 1800 and<br>The Young Nation  | McCoy                         |
| Feb 5    | <b>Quiz</b> and Discussion of McCoy   |                               |
| Feb 7    | Jacksonian America  | Wallace                       |
| Feb 9    | The Age of Jackson  |                               |
| Feb 12   | <b>Midterm Essay Exam</b> covering Imperial Crisis through The Young Nation, AM documents, McCoy, and lectures through Feb 5. Blue book required. |                               |
| Feb 14   | The Rise of the Second Party System   |                               |
| Feb 16   | Discussion of Wallace   |                               |
| Feb 19   | Antebellum South  | Douglass                      |
| Feb 21   | Antebellum North  |                               |
|          | Last Day to Drop without Penalty  |                               |
| Feb 23   | Second Great Awakening  |                               |
| Feb 26   | Antebellum Reform   |                               |
| Feb 28   | Antebellum Reform   |                               |
| March 2  | <b>Quiz</b> and discussion of Douglass  |                               |
| March 5  | Sectional Conflict—the 1850s  |                               |
| March 7  | Sectional Conflict—Dred Scott to Lincoln  |                               |
| March 9  | The Coming of the Civil War   |                               |
| March 12 | Spring Break  |                               |
| March 14 | Spring Break  |                               |
| March 16 | Spring Break  |                               |
| March 19 | The Civil War   | McPherson                     |
| March 21 | <b>Quiz</b> and discussion of McPherson   |                               |
| March 23 | <b>One-page description of paper due beginning of class</b><br>Presidential Reconstruction  |                               |

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| March 26 | Radical Reconstruction                               |          |
| March 28 | The Rise of the Corporate Economy                    |          |
| March 30 | Immigration and Labor in the Gilded Age              |          |
| April 2  | <b>Paper Due at Beginning of Class</b>               |          |
|          | Society in the Gilded Age                            |          |
| April 4  | Populism: An Agrarian Movement                       |          |
| April 6  | Race Relations 1880-1910                             |          |
| April 9  | Progressivism—Theodore Roosevelt, Woodrow Wilson     |          |
| April 11 | World War One  |          |
| April 13 | Domestic Impact of World War One                     |          |
| April 16 | Social and Intellectual Trends of the 1920s          |          |
| April 18 | The Great Depression                                 | Sullivan |
| April 20 | The Social Impact of the Great Depression & New Deal | Sullivan |
| April 23 | The Social Impact of the Great Depression & New Deal | Sullivan |
| April 25 | Quiz and Discussion of Sullivan                      |          |
| April 27 | World War Two—the Homefront                          |          |
| April 30 | Origins of the Cold War                              |          |
| May 2    | Reading Day  |          |
| May 9    | <b>Final Exam, 9:00-12:00</b>                        |          |
|          | Blue Book required                                   |          |

## EXPLANATION OF PAPER ASSIGNMENT:

This assignment is intended to give you an opportunity to be a historian conducting research using primary and secondary resources on a small scale. Through this experience you will then be prepared to write a larger research paper in any upper division history class. You must turn in a one-page description of your paper topic in to me at the **beginning** of class on March 23. This description will include your topic idea and the sources you plan to use for your paper. Your paper is due at the **beginning** of class on April 2. **A late penalty of five points per day (including weekends) will be deducted from your paper if you do not turn it in on time.**

### Assignment for Paper:

Write a 6-8 page paper on a topic you found interesting in one of the following books: Drew McCoy, Elusive Republic; Anthony Wallace, Long Bitter Trail; Frederick Douglass, Narrative of the Life of Frederick Douglass; or James McPherson, What they Fought For. Your paper must include one secondary source and three primary sources taken from the American Memory project of the Library of Congress. Since Frederick Douglass's book is considered a primary source, there will be some articles on slavery and the antebellum South that I will place on electronic reserve to be used as the secondary source for Douglass.

You might find it helpful to consult Mary Lynn Rampolla, A Pocket Guide to Writing History for tips on writing a research paper.

### 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 essay should be written well: use complete sentences, strong paragraph construction, active voice, correct spelling, and no abbreviations or contractions. The essay should open with an introduction, be organized coherently, and end with a conclusion. **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 for the correct way to reference your citations. Points will be deducted from your paper if you do not use either footnotes or endnotes.

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 paper it will strengthen your writing skills.

OVER

**Other helpful hints for writing a complete paper include:**

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. Proof-read a draft of your essay 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, 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.").
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.