

HIST 231
The Foundations of American Society: Beginnings to 1877
Fall 2003, T Th 1:00-2:30
Pierce Hall 102

Dr. Susan Youngblood Ashmore
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Office Hours: MW 2:30-3:30 or
T Th 2:30-3:30 or by
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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 and Reconstruction. 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 colonialism, slavery, the American Revolution and its aftermath, social and cultural life in nineteenth-century America, sectional crisis, the Civil War and Reconstruction.

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.

Peter Kolchin, *American Slavery 1619-1877*, Hill and Wang: New York, 1993.

Laurel Thatcher Ulrich, *Good Wives: Image and Reality in the Lives of Women in Northern New England 1650-1750*, Vintage Books: New York, 1980.

Gunther Barth, editor, *The Lewis and Clark Expedition: Selections from the Journals Arranged by Topic*, Bedford/St. Martin's Press: Boston, 1998.

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

Robert M. Goldman, *Reconstruction and Black Suffrage: Losing the Vote in Reese and Cruikshank*, University Press of Kansas: Lawrence, 2001.

Primary documents and secondary journal articles on E-Reserves.

Grading and Assignments:

Midterm Essay Exam (20%) given on **Thursday, October 9**; Lewis and Clark Essay (15%): a 5-7 page, double-spaced essay on the Lewis and Clark expedition due at the *beginning* of class on **Thursday, November 6**; unannounced quizzes from reading material (10%); review of reading journal (15%) due at the *beginning of class* **October 2 and November 20**; attendance and general class participation (10%); final essay exam (30%) given on **Thursday December 11 from 2:00-5:00**. 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 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 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 98-101 in the Oxford College 2003-2004 Catalog.

Attendance Policy:

Class begins at 10:40 and ends at 11:30. Regular attendance and active participation in class is assumed to be an essential part of the learning process. You will sign in for yourself at the beginning of each class. Do not sign in anyone else but yourself. Signing in for another classmate is considered a form of dishonesty that I consider a violation of the honor code. Students are allowed two 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 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 exam 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 the last day of class (December 8) during my office hours. You cannot change the time of your final exam because of travel plans, vacation plans, job opportunities, or having more than one final exam on one day.

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.

Class Etiquette:

E-mail: We will have a class conference on LearnLink that corresponds with this course. I will post on the conference all assignments, reading journal questions, 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 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. 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 (oral history essay, book review, or reading journals) 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. 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.

Cell phones: I do not take phone calls during class so you should not either. Turn off your cell phone during class.

Visiting the Professor: 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.

Explanation of Reading Journal Assignment: You are the audience for this assignment. This writing assignment is to help you make connections between what we learn in class with what we read and study outside of class. The goal of this assignment is for you to discover ideas, clarify your thinking, and try out arguments. Therefore, your writing style and grammar are not part of the grade for this assignment; content is what will be graded.

Throughout the semester you will read primary documents and journal articles (that have been placed on E-reserves through the library web page) and books that you have purchased. Your responsibility is to read all of the documents, journal articles, and books as they are assigned throughout the semester; then you will answer assigned questions that are posted on the LearnLink class conference in a reading journal that can be handwritten or typed. Reading journal review due dates are the *beginning* of class **October 2 and November 20**.

Explanation of Lewis and Clark Essay: The professor is the audience for this assignment. This writing assignment is to help you show the professor how well you understand important themes of the course. 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 essay on the Lewis and Clark Expedition. You will use the journal entries from the Gunther Barth edition, other primary resources from the Barth book, art work we have discussed in class, and articles from *The New York Times* that are on E-Reserves. Using one of the themes for the course: leadership, migration, diversity, and the concept of individual freedom, you will write an essay around the idea of what it means to be an American and how that changes over time. Use footnotes or endnotes to cite the sources for this essay. **Do not use parenthetical citations (MLA style). I will deduct a letter grade penalty if you use parenthetical citations.** This essay is due at the *beginning* of class on **November 6**.

The Honor Code is in force with regard to your reading journal entries and your Lewis and Clark Essay. See pp. 98-101 in the Oxford College 2003-2004 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 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* as well as the American Historical Association's "Statement on Plagiarism" are on reserve at the library.

Other Helpful Hints for Writing a Complete 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. 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, reword it until it is correct. Use the Writing Center in 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 evidence and historical analysis.
4. Do not use one-sentence paragraphs; and do not use quotations that are not introduced.
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 cost twenty dollars."
9. Use "who" or "whom" to refer to people, never "which" or "that." "A soldier who. . ." is correct. "The soldier that. . ." is incorrect.
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 28	Syllabus, Why Study History?	
Sept 2	Natives and Colonizers	
Sept 4		Jamestown, Virginia Kolchin, Chap 1
Sept 9		Seventeenth- Century Chesapeake E-Reserves: 17 th -Cent Chesapeake
Sept 11		Massachusetts Bay Colony Ulrich, <i>Good Wives</i>
Sept 16	Quiz and Discussion of Ulrich, <i>Good Wives</i>	
Sept 18		Colonial South Carolina and Georgia Kolchin, Chap 2
Sept 23	The French and Indian War (The Seven Years War)	
Sept 25		Imperial Crisis E- Reserves: Imperial Crisis
Sept 30	Discussion of the Declaration of Independence	
Oct 2		War for Independence E-Reserves: War for Indep, Kolchin, Chap3
Reading Journals Due at the Beginning of Class		
Oct 7	Republican Society	

Oct 9	Midterm Essay Exam covering Natives and Colonizers through War for Independence, E-Reserve readings, Ulrich, lectures through Oct 3. Blue Book Required.
Oct 14	No Class–Fall Break Holiday
Oct 16	Federal Constitution E-Reserves: US Const. and Bill of Rights
Oct 21	Discussion of the U.S. Constitution and Bill of Rights
Oct 23	The Young Nation Barth, <i>Lewis and Clark</i>
Oct 28	Jeffersonian America
Oct 30	Quiz and Discussion of Barth, <i>Lewis and Clark Expedition</i>
Nov 4	Antebellum South Kolchin, Chap 5, E-Res: Antebell.South
Nov 6	Antebellum North Essay on Lewis and Clark Expedition due at the beginning of class
Nov 11	Sectional Conflict 1840s E-Res: Sectional Conflict, Kolchin,Chap6
Nov 13	Sectional Conflict 1850s E-Res: Sectional Conflict
Nov 18	The Coming of the Civil War E- Reserves: Civil War
Nov 20	The Civil War E- Reserves: Civil War Reading journals due at the beginning of class
Nov 25	The Civil War E-Reserves: Civil War; McPherson
Nov 27	No Class–Thanksgiving Holiday
Dec 2	The Civil War E-Reserves: Civil War; McPherson Quiz and Discussion of McPherson
Dec 4	Reconstruction E- Reserves: Reconstruction, Kolchin Chap 7, Goldman

Dec 9

Reconstruction
E-
Reserves: Reconstruction, Kolchin
Chap
**Quiz and
Discussion of Goldman, Kolchin
7, Goldman**

Dec 10

Reading Day

Dec 11

Final Essay Exam, 2:00-5:00, bring blue book

**E-Reserve Documents and Journal Articles
Hist 231, Fall 2003
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:

Peter Kolchin, American Slavery 1619-1877, Hill and Wang: New York, 1993, Preface and Chapter One: Origins and Consolidation, pp. ix-27.

Seventeenth-Century New England

Readings:

Laurel Thatcher Ulrich, Goodwives: Image and Reality in the Lives of Women in Northern New England, 1650-1750, (Vintage Books: New York, 1980).

Colonial South Carolina and Georgia

Document and Readings:

Peter Kolchin, American Slavery 1619-1877, Hill and Wang: New York, 1993, Chapter Two: The Colonial Era, pp. 28-62.

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:

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

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)

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.

The U.S. Constitution

Readings:

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

Peter Kolchin, American Slavery 1619-1877, Hill and Wang: New York, 1993, Chapter Three: American Revolution, pp. 63-92.

The Young Nation

Readings:

Gunther Barth, editor, The Lewis and Clark Expedition: Selections from the Journals Arranged by Topic, (Bedford/St. Martin's Press: Boston, 1998).

Antebellum South

Documents and Readings:

Peter Kolchin, American Slavery 1619-1877, Hill and Wang: New York, 1993, Chapter Four: Antebellum Slavery: Organization, Control, and Paternalism and Chapter Five: Antebellum Slavery: Slave Life and Chapter Six: The White South: Society, Economy, Ideology, pp. 93-168.

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

Second Great Awakening and Antebellum Reform

Documents:

Lyman Beecher, "Six Sermons on Intemperance," 1828.

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.

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.

Readings:

Peter Kolchin, American Slavery 1619-1877, Hill and Wang: New York, 1993, Chapter Six: The White South: Society, Economy, Ideology, pp. 93-168.

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

Readings:

James M. McPherson, What They Fought For 1860-1865, (Doubleday Press: New York, 1994).

Reconstruction

Documents:

Black Codes

13th, 14th, 15th Amendments to the U.S. Constitution

Readings:

Peter Kolchin, American Slavery 1619-1877, Hill and Wang: New York, 1993, Chapter Seven: The End of Slavery, p.200-237.

Robert M. Goldman,
Reconstruction and Black Suffrage: Losing the Vote in Reese and Cruikshank,
(University Press of Kansas:

