

HIST 231 1 J  
The Foundations of American Society: Beginnings to 1877  
Fall 2002, T Th 1:00-2:15  
Seney Hall 322  
appointment

Dr. Susan Youngblood Ashmore  
Office: Language Hall 101  
Office Hours: MW 2:30-3:30 or  
T Th 2:30-3:30 or by

E-mail: [sashmor@emory.edu](mailto:sashmor@emory.edu)  
Phone: 770-784-8318

## 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 we will focus on what it means to be an American and how that has changed over time with specific emphasis on migration, diversity, the concept of individual freedom, and the creation and maintenance of the Union. 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, the American Revolution and its aftermath, the era of Andrew Jackson, social and cultural life in nineteenth-century America, expansion and sectional crisis, and the Civil War.

### Course Goals:

There are several objectives for this course. First, by gaining a factual knowledge of this historical period the course seeks to assist students in learning to think historically by recognizing and criticizing evidence and using primary and secondary sources to reason inductively going from specifics to generalizations. Second, this course hopes to teach students to ask questions about the past to gain new perspectives on the past as well as the ability to educate themselves in the future. Third, the course strives to help students discover, understand, and appreciate the interplay of forces and personalities that shape historical change in America's past. Fourth, this course will help students develop reading, researching, and writing skills that will benefit them in upper division classes. At the end of the course students should be able to recognize a historical argument when they see one, be familiar with the most important people, ideas, and events of early American history, and understand their significance for today.

**Required Readings:** These books are available at the campus bookstore.

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.

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 Blight, ed. *Narrative of the Life of Frederick Douglass*, Bedford/St. Martin's Press, 1993.

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

Charles B. Dew, *Apostles of Disunion: Southern Secession Commissioners and the Cause of the Civil War*, University of Virginia Press: Charlottesville, 2002.

Primary documents and secondary journal articles on E-Reserves.

### Grading and Assignments:

Midterm Essay Exam (20%) given on **Tuesday, October 22**; 2 book reviews (20%): a book review of either Ulrich or Cunningham, a book review of either Masur or Douglass due at the *beginning* of class (Ulrich, **September 17** or Cunningham **October 31**, Masur **November 14** or Douglass **November 21**); unannounced quizzes from reading material (10%); review of reading journal (10%) due **October 10 and November 26**; attendance and general class participation (10%); final essay exam (30%) given on **Tuesday December 17 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.

Explanation of Reading Journal Assignment: Throughout the semester you will read primary documents and journal articles that have been placed on E-reserves through the library web page. Your responsibility is to read all of the documents and journal articles assigned throughout the semester and keep

a reading journal that answers assigned questions that are posted on the LearnLink class conference. Reading journal review due dates are **October 10 and November 26**.

Explanation of Book Review Assignment: Each student will write two book reviews that are 4-6 pages in length using double-spaced lines of either Ulrich or Cunningham and either Masur or Douglass. Each book review should summarize the main theme(s) in the book and comment on their importance to your understanding of this course's themes. In writing your book reviews you should ask yourself the following: 1. Why did the author write this book; 2. What generalizations did the author hope you would remember after all the details had been forgotten; 3. How successful was the author in convincing you that these generalizations are worth remembering? Be sure to comment here on the reasons the author gave for making his/her generalizations and the ways she/he used historical evidence to support his/her reasons and generalizations.

#### **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 94-97 in the Oxford College 2002-2003 Catalog.

#### **Attendance Policy:**

Class begins at 1:00 and ends at 2:15. 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 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.

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 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.

#### **Class Etiquette:**

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

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

#### **SCHEDULE**

|                                      |  |  |
|--------------------------------------|--|--|
| Aug 29                               | Syllabus, September 11, 2001: A Case Study in the Process of Studying History  |  |
| Sept 3<br>Sept 5                     | Natives and Colonizers<br>New Spain  | E-Reserves: Discovery  |
| Sept 10<br>Ches.                     | Jamestown, 17th-Cent Chesapeake  | Kolchin, Chap 1; E-Res. 17th-Cent  |
| Sept 12                              | Massachusetts Bay Colony,<br>17th-Cent. Neng   | Ulrich, <i>Good Wives</i>  |
| Sept 17<br>Sept 19                   | Discussion of Ulrich <i>Good Wives</i> ,<br>Colonial South Carolina, Georgia, &<br>Middle Colonies   | <b>Book Review due at beginning of class</b><br>Kolchin, Chap 2  |
| Sept 24                              | Colonial Society: Enlightenment/Great<br>Awakening   | E-Reserves: Colonial Society   |
| Sept 26                              | The French and Indian War (The Seven Years War)  |  |
| Oct 1<br>Oct 3                       | Imperial Crisis<br>Discussion of the Decl of Indep; Road to War  | E-Reserves: Imperial Crisis  |
| Oct 8<br>Kolchin Chap3               | War for Independence   | E-Reserves: War for Indep,   |
| Oct 10                               | Republican Society<br><b>Reading Journals Due at the beginning of class</b>  | E-Reserves: The New Nation   |
| Oct 15<br>Oct 17                     | No Class–Fall Break Holiday<br>The Federal Constitution  | E-Reserves: The New Nation   |
| Oct 22                               | <b>Midterm Essay Exam</b> covering Natives and Colonizers through War for<br>Independence, E-Reserve readings, Ulrich, lectures through Oct 10. Blue Book Required |  |
| Oct 24                               | Discussion of the Federal Constitution and the Bill of Rights  |  |
| Oct 29<br><i>Hamilton</i> ;          | The Young Nation<br>Washington Administration  | Cunningham <i>Jefferson vs.</i>  |
| Oct 31                               | Discussion of Cunningham <i>Jefferson vs. Hamilton</i> ,   | <b>Book Review due at the beginning of class</b>   |
| Nov 5<br>Nov 7                       | Jefferson and Madison; Jacksonian America<br>Jacksonian America  | Masur <i>1831</i> , Chapter 3 and 4<br>E-Reserves: American Nationalism  |
| Nov 12<br>Abolition; Kolchin Chap 4; | Domesticity and Reform<br>E-Reserves: 2nd Great Awak & Ante.Reform   | Masur <i>1831</i> , Chapter 2: Slavery and   |
| Nov 14<br>E-Res.                     | Economic Expansion   | Masur <i>1831</i> , Chapter 5: Machines & Nature;  |
|                                      | Discussion of Masur <i>1831</i> , <b>Book Review due at the beginning of class</b>   |  |
| Nov 19<br>Nov 21<br>Nov 26           | Antebellum South<br>Discussion of Douglass <i>Narrative</i> ,<br>Sectional Conflict–the 1850s  | Douglass <i>Narrative of a Life</i> ; Kolchin Chapters 5-6<br><b>Book Review due at the beginning of class</b><br>E-Reserves: Sectional Conflict |
| Nov 28                               | <b>Reading journals due at the beginning of class</b><br>No Class–Thanksgiving Holiday   |  |

|                |                             |   |
|----------------|-----------------------------|---|
| Dec 3<br>Chap7 | The Coming of the Civil War | <i>Dew Apostles of Disunion</i> ; Kolchin |
| Dec 5          | The Civil War               | E-Reserves: Civil War                     |
| Dec 10         | The Civil War               | E-Reserves: Civil War                     |
| Dec 11         | Reading Day                 |   |

Dec 17 **Final Essay Exam, 2:00-5:00, bring blue book**

## **Documents and Journal Articles**

**Hist 231, Fall 2002**

**Dr. Susan Youngblood Ashmore**

### **Discovery**

Document:

Marco Polo, The Travels, (Penguin: New York, 1958), pp. 243-248.

Readings:

Delno West, "Christopher Columbus and His Enterprise to the Indies: Scholarship of the Last Quarter Century," William and Mary Quarterly, 3rd Ser., Vol 49, (April 1992), pp. 254-277.

### **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, Chapter One: Origins and Consolidation.

T.H. Breen, "Horses and Gentlemen: The Cultural Significance of Gambling Among the Gentry of Virginia," William and Mary Quarterly, 3rd Ser., Vol 34, No. 2 (Apr 1977), pp. 239-257.

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

Document:

Hetty Shepard, "Diary of a Puritan Girl," in Robert d. Marcus and David Burner, eds, America Firsthand: Readings from Settlement to Reconstruction, (Bedford/St. Martin's Press: Boston, 1997), pp. 68-72.

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

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

Document:

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

John Locke, "Of Property," in Thomas P. Peardon, ed. John Locke, The Second Treatise of Government, (MacMillan: New York, 1952), pp. 16-30.

Readings:

C. Bradley Thompson, "Young John Adams and the New Philosophical Rationalism," William and Mary Quarterly, 3rd Ser., Vol 55, No. 2. (Apr. 1998), pp. 259-280.

**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.

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

**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.

Readings:

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

**Washington's Administration**

Readings:

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.

## **The Young Nation**

### Readings:

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

## **American Nationalism**

### Documents:

Andrew Jackson, "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.

### Readings:

Walter H. Conser, Jr., "John Ross and the Cherokee Resistance Campaign, 1833-1838," Journal of Southern History, Vol. 44, No. 2 (May 1978), pp. 191-212.

## **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.

### Readings:

Ian R. Tyrrell, "Drink and Temperance in the Antebellum South: An Overview and Interpretations," Journal of Southern History, Vol 48., No. 4 (Nov. 1982), pp. 485-510.

Peter Kolchin, American Slavery 1619-1877, Hill and Wang: New York, 1993, Chapter 4: Antebellum Slavery

## **Antebellum North**

### Documents:

Abraham Lincoln, "To the People of Sangamo County," in Andrew Delbanco, ed., The Portable Abraham Lincoln, (Viking Press: New York, 1992), pp. 5-9.

### Readings:

Edward Pessen, "How Different from Each Other Were the Antebellum North and South?" American Historical Review, Vol 85, No. 5. (Dec 1980), pp. 1119-1149.

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

## **Antebellum South**

### Documents and Readings:

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

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).

## **Sectional Conflict**

Documents:

Dred Scott v. Sanford, 1857, in Commager, Vol I, pp. 339-345.

Readings:

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

**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, in Commager, Vol. I, pp. 385-388.

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

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.

Readings:

Charles B. Dew, Apostles of Disunion: Southern Secession Commissioners and the Cause of the Civil War, (University of Virginia Press: Charlottesville, 2002).

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