

Hist 231 -  
The Foundations of American Society: Beginnings to 1877  
Fall 2004, MWF 12:50-1:40  
Humanities Hall 201

Dr. Susan Youngblood Ashmore  
Office: Language Hall 101  
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. 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 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.

Edmund S. Morgan, *The Puritan Dilemma: The Story of John Winthrop*, 2<sup>nd</sup> Ed., Longman Press: New York, 1999.

Edward Countryman, *Historians at Work: What Did The Constitution Mean to Early Americans?*, Bedford/St. Martin's Press: Boston, 1999.

Deborah Gray White, *Ar'n't I a Woman?: Female Slaves in the Plantation South*, Revised Edition., W.W. Norton and Company: New York, 1999.

Robert H. Abzug, *Cosmos Crumbling: American Reform and the Religious Imagination*, Oxford University Press: New York, 1994.

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:

Midterm Essay Exam (25%) given on **October 18**; Document Analysis (20%): a 5-7 typed pages, double-spaced essay analyzing an assigned document in conjunction with one of the assigned readings. Puritan document analysis due at the *beginning* of class on **September 17**, Slavery document analysis due at the *beginning* of class on **November 15**, Antebellum Reform document analysis 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 (15%); attendance and general class participation (10%); final essay exam (30%) given on **Tuesday December 14 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 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 97-100 in the Oxford College 2004-2005 Catalog.

#### **Attendance Policy:**

Class begins at 12:50 and ends at 1:40. 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 for 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 colleagues in the discussion.

If you miss 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 7) 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 also do not accept written assignments, such as your document analysis essays, via e-mail. I only accept hard copies of written assignments.

#### **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 first floor of Language Hall, Office 101.

**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.

**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 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 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.

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, such as your document analysis essays, 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. \_

**Explanation of Document Analysis Assignment:** The professor is the audience for this assignment. This writing assignment is to help you show the professor how well you have learned to think historically by recognizing and criticizing evidence and using primary and secondary sources to reason inductively going from specifics to generalizations. 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 typed essay analyzing an assigned document and placing it in its historical context. The resources you will use for this essay include the document and either Edmund Morgan's *The Puritan Dilemma*, or Deborah Gray White's *Ar'n't I a Woman?*, or Robert Abzug's *Cosmos Crumbling*. **No other sources may be used for this assignment.**

There are two basic forms of historical evidence: *primary* and *secondary*. Sources generated by participants in events or first-hand accounts of events constitute *primary* evidence. Examples include: newspapers, diaries, speeches, reports, letters, interviews, photographs, statistical data, and maps. Historians rely upon primary sources to analyze past events and then create *secondary* sources, such as monographs (books), essays, articles, and textbooks, that interpret historical events. Creators of secondary sources, like historians, have typically not witnessed the event or history they analyze.

To conduct research for your document analysis you will answer the following questions: Who wrote or created the document—what is the creator's social background, what position did the author hold, what group did the author belong to? When and where was the document created? What do you know about this time and place? Who is the intended audience? How might the intended audience and purpose have influenced the author? Do you see any exaggerations, omissions, or misconceptions? Beyond the obvious facts in the document, what characteristics of society at this time does the document shed light upon—in other words what is the concept or theme of the document, what is its "big picture"? What is the story line? Why was the document created? What type of document is this? What are the basic assumptions made in this document? Can you believe this document? What can you learn about the society that produced this document? What does this document mean to you? What historical context is needed to understand the significance of this document? What meaning does the document have for today? How does the document illustrate change over time? How can you relate this document to the broader approach of the book you read in conjunction with this assignment?

After answering these questions, construct a narrative essay analyzing the document and placing it in its historical context. 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 Puritan Document Analysis is due at the *beginning* of class on **September 17**, the Slavery Document Analysis is due at the *beginning* of class on **November 15**, the Antebellum Reform Document Analysis is due at the *beginning* of class on **November 19**.

The Honor Code is in force with regard to your Document Analysis. See pp. 97-100 in the Oxford College 2004-2005 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. Take a long break—at least four hours—between drafting your essay and finalizing 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 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 historical evidence *and* historical analysis.
4. Do not use one-sentence paragraphs; do not use quotations that are not introduced or the person making the quotation is not identified.
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 25	Syllabus, Why Study History?	
Aug 27	Natives and Colonizers	
Aug 30		Jamestown, Virginia E-Res:
Sept 1		17 <sup>th</sup> -Cent Chesapeake Seventeenth-Century Chesapeake E-Res: 17 <sup>th</sup> -Cent Chesapeake
Sept 3		Massachusetts Bay Colony Morgan, <i>Puritan Dilemma</i>
Sept 6	No Class – Labor Day Holiday	

Sept 8		Seventeenth-Century New England Morgan, <i>Puritan Dilemma</i>
Sept 10	<b>Quiz and Discussion of Morgan, <i>Puritan Dilemma</i></b>	
Sept 13		Colonial Pennsylvania and New York E-Res:
Sept 15		Colonial PA, NY Colonial Society: Enlightenment/Great E-Res: Colonial Society
Sept 17	Awakening The French and Indian War (The Seven Years War) <b>Puritan Document Analysis due at the <i>beginning</i> of class</b>	
Sept 20		Imperial Crisis E-Res:
Sept 22		Imperial Crisis Imperial Crisis E-Res:
Sept 24		Imperial Crisis Declaration of Independence E-Res: War for Indep.
Sept 27		War for Independence E-Res:
Sept 29		War for Indep. War for Independence E-Res: War for Indep.
Oct 1	<b>Last Day to Drop Without Penalty</b>	Republican Society E-Res: New Nation
Oct 4		Federal Constitution E-Res:
Oct 6		New Nation Federal Constitution E-Res:
Oct 8	<b>Quiz and Discussion of the Federal Constitution, the Bill of Rights, and Edward Countryman, <i>Historians at Work: What dd the Constitution Mean to Early Americans?</i></b>	New Nation
Oct 11	<b>No Class – Fall Break Holiday</b>	
Oct 13	Washington's Administration	
Oct 15	The Young Nation	
Oct 18	<b>Midterm Essay Exam</b> covering Natives and Colonizers through Federal Constitution, E-Reserve readings, Morgan <i>Puritan Dilemma</i> , Countryman, <i>Historians at Work</i> , lectures through Oct 8. Bring pen or pencil.	
Oct 20	Washington's Administration	

Oct 22		The Young Nation E-Res: Young Nation
Oct 25		The Revolution of 1800 and Jefferson E-Res: Young Nation
Oct 27	The Age of Jackson	
Oct 29		Antebellum South E-Res: Antebell. South & White, <i>Ar'n't I a Woman?</i>
Nov 1		Antebellum South E-Res: Antebell.South & White, <i>Ar'n't I a Woman?</i>
Nov 3	<b>Quiz and Discussion of Deborah Gray White, <i>Ar'n't I a Woman?</i></b>	
Nov 5	Antebellum North	
Nov 8		2 <sup>nd</sup> Great Awakening & Antebellum Reform E-Res: 2 <sup>nd</sup> Gr.Awak; Abzug
Nov 10		2 <sup>nd</sup> Great Awakening & Antebellum Reform E-Res: 2 <sup>nd</sup> Gr.Awak.; Abzug
Nov 12	<b>Quiz and Discussion of Robert Abzug, <i>Cosmos Crumbling</i></b>	
Nov 15		Sectional Conflict 1840s E-Res: Sectional Conflict
Nov 17	<b>Slavery Document Analysis due at the <i>beginning</i> of class</b>	Sectional Conflict 1850s E-Res:
Nov 19		Sectional Conflict Sectional Conflict–Dred Scott to Lincoln E-Res: Sectional Conflict
Nov 22		<b>Antebellum Reform Document Analysis due at the <i>beginning</i> of class</b>
Nov 24	No Class – Thanksgiving Break	The Coming of the Civil War E-Res: Civil War; Gienapp
Nov 26	No Class – Thanksgiving Break	
Nov 29		The Civil War E-Res:
Dec 1		Civil War; Gienapp The Civil War E-Res:
Dec 3	<b>Quiz and Discussion of William Gienapp, <i>Abraham Lincoln and Civil War America</i></b>	Civil War; Gienapp

Dec 6

The Civil War Aftermath

E-Res:

Civil War

Dec 8

Reading Day

Dec 14

Final Essay Exam, 2:00-5:00, bring pen or pencil\_

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

**Hist 231, Fall 2004**

**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.

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

Documents:

John Winthrop, "A Model of Christian Charity" sermon

Conversion narrative of "Old Goodwife Cutter"

Conversion narrative of Robert Browne

Map of Boston 1770

Readings:

Edmund Morgan, The Puritan Dilemma: The Story of John Winthrop, 2<sup>nd</sup> ed., Longman Press: New York, 1999.

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

Documents:

Private Journal by Madam Knight on a Journey from Boston to New York, 1704

Description of Pennsylvania by William Penn, 1681

Readings:

Gary B. Nash, "Up from the Bottom in Franklin's Philadelphia," Past and Present, No. 77 (Nov. 1977), pp. 57-83.

### **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:

Carla Mulford, "Figuring Benjamin Franklin in American Cultural Memory," The New England Quarterly, Vol 72, No. 3 (Sept 1999).

## **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)

The U.S. Constitution found in Edward Countryman, Historians at Work: What did the Constitution Mean to Early Americans?, Bedford/St. Martin's Press: Boston, 1999.

### **Readings:**

Edward Countryman, Historians at Work: What did the Constitution Mean to Early Americans?, Bedford/St. Martin's Press: Boston, 1999. Part I: Introduction, Part II: Some Current Questions 1. What were the issues in 1787? 2. Were the framers counter-revolutionaries?, 3. What did the Federalists achieve?

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 (p 51 in Noble Cunningham)

Alexander Hamilton, "Opinion on the Constitutionality of Establishing a National Bank," February 23, 1791 (p 55 in Noble Cunningham)

### **Readings:**

Edward Countryman, Historians at Work: What did the Constitution Mean to Early Americans?, Bedford/St. Martin's Press: Boston, 1999. Part II: Some Current Questions 4. Did the Constitution create a republic of white men?

## **Antebellum South**

### **Documents:**

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.

Photographs of slave women, Edward D.C. Campbell, Jr., and Kym S. Rice editors, Before Freedom Came: African-American Life in the Antebellum South, (Museum of the Confederacy, Richmond and the University Press of Virginia: Charlottesville, 1991), pp. xi, 57.

Advertisement for a slave sale, Ibid., p. 116.

### **Readings:**

Deborah Gray White, Ar'n't I a Woman?: Female Slaves in the Plantation South, Revised Edition, W.W. Norton and Company: New York, 1999.

## **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:**

Robert H. Abzug, Cosmos Crumbling: American Reform and the Religious Imagination, Oxford University Press: New York, 1994.

## **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.

## **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:

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