

HIST 231Q-10A
The Foundations of American Society: Beginnings to 1865
Fall 2014, MWF 10:45-11:50
Language Hall 202

Dr. Susan Youngblood Ashmore
Office: Language Hall 213
Office Hours: M 2:00-3:00, Th 3:30-4:30
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COURSE SYLLABUS

Course Description:

This course will introduce you to the history of the United States from the colonial era through the Civil War by paying particular attention to how historians do their work. 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 to 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 able to interpret primary documents by placing them in their historical context, understand the various perspectives historians have taken as they write about America's past, be familiar with the most important people, ideas, and events of early American history, and realize their significance for today.

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

Mark Donnelly and Claire Norton, *Doing History*, New York: Routledge, 2001.

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

Erskine Clarke, *Dwelling Place: A Plantation Epic*, New Haven: Yale University Press, 2005.

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

Primary and secondary documents on Course Reserves (located on the Oxford College Library web page under the Research and Learning tab, choose Course Reserves, choose Hist 231Q 2014).

Grading and Assignments:

Short Essay Exam (10%) given on **September 29**; Midterm Essay Exam (20%) given on **October 24**; Historical Essay (25%): a 6-8 typed pages, double-spaced essay on *Dwelling Place* due at the beginning of class, on **November 24**, quizzes (announced and unannounced) and reading journal entries from assigned reading material—including books as well as primary and secondary documents on Course Reserves (10%); participation and attendance (5%), final essay exam given on **Tuesday, December 16 from 2:00-5:00 P.M.** (30%). All assignments as well as your final course grade will be based on the +/- system. Study questions for all exams will be distributed at least one week prior to each exam. Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purpose of improving instruction and enhancing Emory education.

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 the Oxford College Catalog or the Oxford College Home Page on the web under the Current Student tab, Academic Resources.

Attendance Policy:

Class begins at 10:45 and ends at 11:50. Regular attendance and active participation in class are essential parts of the learning process. Students are allowed two absences, every absence after that will deduct points from the attendance/class participation portion of your final course grade. If you do miss class, 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 this class. During discussions of reading material you should prepare before class and actively participate with your classmates in the discussion. You must get my permission to use a laptop to take notes in class.

If you miss an examination, **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 medical or family emergency. All make-up 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.*

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 213.

Class Etiquette for the Digital Generation:

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 213.

Mobile Phones: I do not accept phone calls during class, nor should you. Turn off your mobile phones before the beginning of class. If a ringing cell phone becomes a common occurrence, I will ask you to leave the class. If you receive a text message in class, do not read it or compose a response to it during class. If you read or send a text message during class, I will ask you to leave the class. Do not bring your mobile phone to class during any exam. I will ask you to leave your 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 an exam.

Laptop Computers and Tablet Computers: You may **not** use a laptop computer or tablet computer to take notes in class. Computers may be used only on specific days to access primary documents found on Course Reserves. If you simply must use a computer to take notes you have to get my permission in advance. New research (<http://pss.sagepub.com/content/early/2014/05/21/0956797614524581>) shows that if learning is your goal, using a laptop during class is a terrible idea. The act of taking notes on a computer actually seems to interfere with your ability to remember information. The psychologists who conducted the study found that students on laptops mindlessly typed everything the professor said. Note taking by hand is a key step to learning because you have to actively listen and decide what is important. This study also found that students who use laptops focus on the lecture or material at hand only 60% of the time; they use the other 40% of their time in class on the internet. Social science and common sense are pretty clear here. If you want to learn something from a class or lecture—it is best to take notes using a pen and paper.

Electronic communication: We will have a class conference through Emory Bubble (<https://login.emorybubble.com/>). Our class bubble is called Hist231Q Ashmore Fall 2014. The hashtags affiliated with our class are #ashmorehistorysurvey and #hist231Q. I will post all assignments as well as other pertinent items to enhance class discussion. When communicating with your fellow classmates or with me on my personal e-mail address do not post anything that you would not be comfortable saying to your classmate or to me in person.

Communicating online is an important part of our society. All of us do this on a regular basis. However, the convenience of online communication 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 online communication in our class: When writing to me or on our Emory Bubble class conference, you should use a formal or mature 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 curse words and other slang in formal situations. Get in the habit of using your professional voice when communicating as a professional, in your case your profession is being a college student. Most importantly, remember that even though you cannot see them, you are communicating with real human beings whenever you communicate online. 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 4:30, and I don't check e-mail over the weekend. So, note that I read e-mail from 9:00-4:30 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 213.

Finally, remember that communication online is not a very private communication system. Your messages can be printed out, and they can also be forwarded to others. 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.

SCHEDULE

CR stands for Course Reserves found on the Oxford College Library webpage under the Research and Learning Tab

| | | |
|---------|---|---|
| Aug 27 | Syllabus, What Does It Mean to be an American? | |
| Aug 29 | Learning to see historical evidence in Oxford | <i>Doing History</i> , Chap 9, CR: Auslander, "The Other Side of Paradise: Glimpsing Slavery in the University's Utopian Landscapes", "Slavery in Oxford" |
| | Class outing: 5:00 p.m. meet at the Oxford City Cemetery to see what Auslander found there. | |
| Sept 1 | Labor Day—No Class | |
| Sept 3 | Thinking about the study of history | <i>Doing History</i> , Part I, pp 3-50. |
| Sept 5 | Jamestown, Virginia | CR: 17 th Cent Chesapeake |
| Sept 8 | Jamestown, Virginia | CR: 17 th Cent Chesapeake |
| Sept 10 | Quiz and Discussion of Eltis | CR: Eltis: "Atlantic History in Global Perspective" |
| Sept 12 | Colonial New England | CR: "God in America" Episode 1 "A New Adam" (first 33 minutes only) |
| Sept 15 | Colonial New England | |
| Sept 17 | Reading Journal and Discussion of Ulrich | CR: Ulrich, Chapter One: "An Indian Basket" (pp.41-74), <i>Doing History</i> , Chap 3. |
| Sept 19 | Colonial Society—Religion | CR: "God in America" Episode 1 "A New Adam" (begin at 33 minutes to end) |
| Sept 22 | Colonial Society—Class | CR: Wood, "Becoming a Gentleman" |
| | Quiz and discussion of Wood | |
| Sept 24 | Imperial Crisis | CR: Imperial Crisis |
| Sept 26 | <i>Imperial Crisis</i> | CR: <i>Imperial Crisis</i> |
| Sept 29 | Essay Exam —includes readings and lecture notes from Aug 29 through Sept 22; bring pen or pencil to exam | |
| Oct 1 | Imperial Crisis | <i>The Shoemaker and the Tea Party</i> , p. vii-32. |
| Oct 3 | Imperial Crisis | <i>The Shoemaker and the Tea Party</i> , pp. 33-41, <i>Doing History</i> , Chap 4 |
| Oct 6 | American Revolution | <i>The Shoemaker and the Tea Party</i> , pp. 42-51, <i>Doing History</i> , Chap 5 |
| Oct 8 | American Revolution | <i>The Shoemaker and the Tea Party</i> , pp. 52-66 |
| Oct 10 | American Revolution | Reading Journal and discussion of <i>The Shoemaker and the Tea Party</i> and <i>Doing History</i> , Chapters 4 and 5 <i>due at the beginning of class.</i> |
| Oct 13 | Fall Break—No Class | |
| Oct 15 | New Nation quiz and discussion on Wood | CR: "God in America" Episode 2 "A New Eden" (first 20 minutes only), Wood, "The Greatness of George Washington" |
| Oct 17 | New Nation | CR: U.S. Constitution and First Ten Amendments |
| | Last day to drop without penalty | David Souter, Harvard Commencement Address |
| Oct 20 | New Nation | CR: U.S. Constitution and First Ten Amendments |
| | | David Souter, Harvard Commencement Address |
| Oct 22 | Antebellum South | |
| Oct 24 | Mid-Term Essay Exam covering Imperial Crisis through Federal Constitution and Bill of Rights, CR readings, Young, Wood, lectures through Oct 20 th . Bring pen or pencil. | |

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| Oct 27 | Antebellum South | CR: Antebell South & <i>Dwelling Place</i> , Chap 1-6 |
| Oct 29 | Antebellum South | CR: Antebell South & <i>Dwelling Place</i> , Chap 7-12 |
| Oct 31 | Discussion of <i>Dwelling Place</i> Chapters 1-12, Reading Journal Entry due at the beginning of Class | |
| Nov 3 | Antebellum South | CR: <i>Dwelling Place</i> , Chap 13-16 |
| Nov 5 | Antebellum Reform | CR: 2 nd Great Awakening & <i>Dwelling Place</i> , Chap 17-20, "God in America" Episode 2, "New Eden" (begin at 19:38, end at 38:40) |
| Nov 7 | Antebellum Reform | CR: <i>Dwelling Place</i> , Chap 21-24. |
| Nov 10 | Discussion of <i>Dwelling Place</i>, Chapters 13-24, Reading Journal Entry due at the beginning of Class | |
| Nov 12 | Sectional Conflict 1840s | CR: Sectional Conflict, <i>Lincoln</i> , Chap 1-2 |
| Nov 14 | Sectional Conflict 1840s | CR: Sectional Conflict, <i>Lincoln</i> , Chap 3 |
| Nov 17 | Sectional Conflict 1850s | CR: Sectional Conflict, <i>Dwelling Place</i> , Chap 25-28 |
| Nov 19 | Sectional Conflict 1850s | CR: Sectional Conflict, <i>Dwelling Place</i> , Chap 25-28 |
| Nov 21 | Sectional Conflict—Dred Scott to Lincoln | CR: Sectional Conflict, <i>Lincoln</i> , Chap 4 |
| Nov 24 | Civil War | CR: Civil War |
| | Essay on <i>Dwelling Place</i> due at the <u>beginning of class</u> | |
| Nov 26 | Thanksgiving Holiday—No Class | |
| Nov 28 | Thanksgiving Holiday—No Class | |
| Dec 1 | Civil War | CR: Civil War, <i>Dwelling Place</i> , Chap 29, <i>Lincoln</i> Chap 5, 6 |
| Dec 3 | Civil War | CR: Civil War, <i>Lincoln</i> , Chap 7-8 |
| Dec 5 | Quiz and Discussion of <i>Dwelling Place</i>, Chap 25-30 and <i>Lincoln</i> | |
| Dec 8 | What does it mean to be an American in 1865? | |
| Dec 10 | Reading Day | |
| Dec 16 | Final Essay Exam, 2:00-5:00 p.m., bring pen or pencil | |

Hist 231Q Course Reserves
Primary Documents, Journal Articles, and Films
(Located on the Oxford College Library webpage under the Research and Learning Tab)

Historical Evidence in Oxford:

Documents:

--Slavery in Oxford, Georgia, "A Dream Deferred: African-Americans at Emory and Oxford Colleges 1836-1968," (<http://www.marial.emory.edu/exhibitions/dream/slavery.html>)

Readings:

--Mark Auslander, "The Other Side of Paradise: Glimpsing Slavery in the University's Utopian Landscapes," *Southern Spaces*, May 13, 2010, (<http://www.southernspaces.org/2010/other-side-paradise-glimpsing-slavery-universitys-utopian-landscapes>)

--Mark Donnelly and Claire Norton, "Popular History" Chapter 9 in *Doing History*, (New York: Routledge, 2011), pp. 153-170. (Please note that this book is published in England and therefore uses British punctuation, which is different from American punctuation.)

Seventeenth-Century Chesapeake:

Documents:

--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, (Boston: Bedford/St. Martin's Press, 1999), pp 42-49.

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

Readings:

--David Eltis, "Atlantic History in Global Perspective," in Francis G. Couvares, et. al., *Interpretations of American History*, Vol One, (Boston: Bedford/St. Martin's Press, 2009), pp. 115-126.

Seventeenth-Century New England:

Documents:

--John Winthrop, "A Model of Christian Century," sermon.

Readings:

Laurel Thatcher Ulrich, "An Indian Basket," in *The Age of Homespun: Objects and Stories in the Creation of an American Myth*, (New York: Vintage, 2001), pp. 41-74.

Film:

"God in America" Episode 1: "A New Adam" from beginning to 33:00 minutes (documentary is online at <http://www.pbs.org/godinamerica/view/>)

Colonial America Society—Class and Religion:

Readings:

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

Film:

"God in America" Episode 1: "A New Adam" from 33:00 minutes to the end (documentary is online at <http://www.pbs.org/godinamerica/view/>)

Imperial Crisis and War for Independence:

Documents:

- The Stamp Act
- Broadside of 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).
- John Adams' courtroom argument, from trial of Boston Massacre
- The Olive Branch Petition
- The Declaration of Independence

Readings:

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

Film:

"John Adams" Part One: "Join or Die," HBO Films, Tom Hooper Director, 2008.

The New Nation:

Documents:

- The U.S. Constitution
- Thomas Jefferson, "Virginia Statue on Religious Freedom"

Reading:

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

Film:

"God in America" Episode 2: "A New Eden" beginning to 20:00 (documentary is online at <http://www.pbs.org/godinamerica/view/>)

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*, (Baton Rouge: Louisiana State University Press, 1981), pp. 136-167.

Reading:

Ersine Clarke, *Dwelling Place: A Plantation Epic*, (New Haven: Yale University Press, 2005).

Second Great Awakening and Antebellum Reform:

Documents:

- Autobiography of Rev. James B. Finley or, Pioneer Life in the West*, 1854, Chapter VIII, google books.
- Frederick Douglass, "Colonization," *The North Star*, January 26, 1849 (utc.iath.virginia.edu/abolitn/bar03at.html)
- William Lloyd Garrison, "Exposure of the American Colonization Society," *Selections from the Writings of W.L. Garrison*, Boston: 1852. (utc.iath.virginia.edu/abolitn/abeswlgbt.html)

Film:

"God in America" Episode 2: "A New Eden" begin 19:38 and end 38:40 (documentary is online at <http://www.pbs.org/godinamerica/view/>)

Sectional Conflict:

Documents:

- Bishop Andrew Letter, Manuscript and Rare Books, Special Collections, Woodruff Library, Emory University.
- Dred Scott v. Sanford* (1857), in Paul Finkelman, *Dred Scott v. Sanford: A Brief History with Documents*, (Boston: Bedford/St. Martin's Press, 1997).

Civil War:**Documents:**

- Walt Whitman, "States," *Leaves of Grass*, (New York: W. W. Norton, 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*, (New York: Simon and Schuster, 1992), pp. 261-263.
- Lincoln's Second Inaugural Address

Reading:

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