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 and on reserve at the library.

Primary documents and secondary journal articles on E-Reserves.

Grading and Assignments:
Identification Exam (10%) given on September 25; Midterm Essay Exam (15%) given on October 23; Document Analysis (25%): a 5-7 typed pages, double-spaced essay analyzing an assigned document in conjunction with one of the assigned readings. American Revolution document analysis due at the beginning of class on October 13, Slavery document analysis or Five Points document analysis due at the beginning of class on November 20; quizzes (announced and unannounced) from assigned reading material—including books as well as primary documents and secondary journal articles on E-Reserves (10%); attendance and general class participation (10%); final essay exam (30%) given on Tuesday December 19 from 9:00 a.m.–12:00 noon. All assignments as well as your final course grade will be based on the +/- system. Study questions for the identification examination, 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 96-99 in the Oxford College 2006-2008 Catalog.

**Attendance Policy:**

Class begins at 10:40 and ends at 11:30. Regular attendance and active participation in class are assumed to be essential parts of the learning process. You will sign in for yourself at the beginning of each class. Do not sign in 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 classmates in the discussion.

If you miss the identification exam, 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 12) 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 document analysis 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 205A.

**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 second floor of Language Hall, Office 205A.

**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. Do not bring your cell phone to class during the identification exam, the mid-term, or the final exam. I will ask you to leave your cell 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 your identification exam, mid-term exam, or final exam.

**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 part of our society. 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, 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 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 or instant messaging abbreviations. 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. 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 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. I also do not accept written assignments via e-mail, such as your document analysis 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 205A.

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 me 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. The resources you will use for this essay include the document, either Alfred F. Young, *The Shoemaker and the Tea Party: Memory and the American Revolution*, Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market*, or Tyler Anbinder, *Five Points*, and class lecture notes. **No other sources may be used for this assignment including internet sources. A zero grade will be given for the assignment if any other source is used.**

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 creator hold, what group did the creator 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 American Revolution Document Analysis is due at the beginning of class on October 13, the Slavery Document Analysis is due at the beginning of class on November 20, the Five Points Document Analysis is due at the beginning of class on November 20.
The Honor Code is in force with regard to your Document Analysis. See pp. 96-99 in the Oxford College 2006-2008 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. You will need to edit your own work. Take a long break—at least four hours—between drafting your essay and editing 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 (meaning your own historical conclusions about the topic).
4. Do not use one-sentence paragraphs; do not use quotations that are not introduced or the person making the quotation is not identified. A correct example is: Joyce Appleby has noted that for the generation who came of age after the American Revolution “young people looked more to their peers for models of behavior.” An incorrect example is: For the generation who came of age after the American Revolution “young people looked more to their peers for models of behavior.” Notice the difference. In the correct sentence you know who is speaking because I have pointed that out. In the incorrect example the quote has no authority because you have no idea who is speaking. The quote comes out of nowhere.
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 I needed.”
9. Use “who” or “whom” to refer to people, never “which” or “that.” “A soldier who../.” is correct. “The soldier that../.” is incorrect. Use “that” to refer to things. “The car that../.” is correct.
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.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Aug 30</td>
<td>Syllabus, Why Study American History?</td>
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<tr>
<td>Sept 1</td>
<td>Natives and Colonizers</td>
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<td>Sept 4</td>
<td><strong>No Class – Labor Day Holiday</strong></td>
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<td>Sept 6</td>
<td>Jamestown, Virginia</td>
<td>E-Res: 17th-Cent Chesapeake, Hawke</td>
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<td>Sept 8</td>
<td>Seventeenth-Century Chesapeake</td>
<td>E-Res: 17th-Cent Chesapeake</td>
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<td>Sept 11</td>
<td>Colonial New England</td>
<td>Hawke</td>
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<td>Sept 13</td>
<td>Colonial New England</td>
<td>Hawke</td>
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<td>Sept 15</td>
<td>Colonial Pennsylvania and New York</td>
<td>Hawke</td>
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<td>Sept 18</td>
<td>Colonial Pennsylvania and New York</td>
<td>E-Res: Colonial PA, NY</td>
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<td>Sept 20</td>
<td>The French and Indian War (The Seven Years War)</td>
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<td>Sept 22</td>
<td>The Imperial Crisis</td>
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<td>Sept 25</td>
<td>Identification Exam -- includes readings and lecture notes from</td>
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<td>Natives and Colonizers through Colonial Pennsylvania and New York;</td>
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<td>bring a pen or pencil to exam</td>
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<td>Sept 27</td>
<td>Imperial Crisis</td>
<td>E-Res: Imperial Crisis, Young</td>
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<td>Sept 29</td>
<td>Last Day to Drop Without Penalty</td>
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<td>Declaration of Independence</td>
<td>E-Res: War for Indep, Young</td>
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<td>Oct 2</td>
<td>War for Independence</td>
<td>E-Res: War for Indep, Young</td>
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<td>Oct 4</td>
<td>War for Independence</td>
<td>E-Res: War for Indep, Young</td>
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<td>Oct 6</td>
<td>Republican Society</td>
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<td>Oct 9</td>
<td>No Class – Fall Break Holiday</td>
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<td>Quiz and Discussion of the Federal Constitution, the Bill of Rights</td>
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<td>American Revolution Document Analysis due at the beginning of class.</td>
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<td>Oct 16</td>
<td>The Young Nation</td>
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<td>Oct 18</td>
<td>The Revolution of 1800 and Jefferson</td>
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<td>Oct 20</td>
<td>The Age of Jackson</td>
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<td>Oct 23</td>
<td>Midterm Essay Exam covering French and Indian War through the Young</td>
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<td>Nation, E-Reserve readings, Young, lectures through Oct 16. Bring</td>
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<td>pen or pencil.</td>
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<td>Oct 25</td>
<td>The Age of Jackson</td>
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<td>Oct 27</td>
<td>Antebellum South</td>
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<td>E-Res: Antebell South &amp; Johnson</td>
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<td>Oct 30</td>
<td>Antebellum South</td>
<td>E-Res: Antebell South &amp; Johnson</td>
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<td>Nov 1</td>
<td>Antebellum South</td>
<td>E-Res: Antebell South &amp; Johnson</td>
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<td>Nov 4</td>
<td>Quiz and Discussion of Johnson, Soul by Soul</td>
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<td>Nov 6</td>
<td>Antebellum North</td>
<td>Gienapp, pp. 1-24, Anbinder</td>
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<td>Nov 8</td>
<td>Antebellum North</td>
<td>Anbinder</td>
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<td>Nov 10</td>
<td>Antebellum Reform</td>
<td>Anbinder</td>
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<td>Nov 13</td>
<td>Quiz and Discussion of Anbinder, <em>Five Points</em></td>
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<td>Nov 15</td>
<td>Sectional Conflict 1840s</td>
<td>E-Res: Sectional Conflict, Anbinder</td>
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<td>Nov 17</td>
<td>Sectional Conflict 1840s</td>
<td>E-Res: Sectional Conflict, Anbinder</td>
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<td>Nov 20</td>
<td>Sectional Conflict 1850s</td>
<td>E-Res: Sectional Conflict, Gienapp, pp. 49-71</td>
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<td>Slavery Document Analysis or Five Points Document Analysis due at the beginning of class</td>
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<td>Nov 22</td>
<td>No Class – Thanksgiving Holiday</td>
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<td>Nov 24</td>
<td>No Class – Thanksgiving Holiday</td>
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<td>Nov 27</td>
<td>Sectional Conflict 1850s</td>
<td>E-Res: Sectional Conflict, Anbinder</td>
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<td>Dec 1</td>
<td>The Coming of the Civil War</td>
<td>E-Res: Civil War, Anbinder</td>
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<td>Dec 4</td>
<td>The Coming of the Civil War</td>
<td>E-Res: Civil War; Gienapp, pp. 99-125</td>
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<td>Dec 6</td>
<td>The Civil War</td>
<td>E-Res: Civil War; Gienapp, pp. 126-150</td>
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<td>Dec 8</td>
<td>The Civil War</td>
<td>E-Res: Civil War; Gienapp, pp. 151-203</td>
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<td>Quiz and Discussion of William Gienapp, <em>Abraham Lincoln and Civil War America</em></td>
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<td>Dec 11</td>
<td>The Civil War Aftermath</td>
<td>E-Res: Civil War</td>
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<td>Dec 13</td>
<td>Reading Day</td>
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<td>Dec 19</td>
<td>Tuesday <strong>Final Essay Exam, 9:00 a.m.–12:00 noon, bring pen or pencil</strong></td>
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E-Reserve Documents and Journal Articles
Hist 231, Fall 2006
Dr. Susan Youngblood Ashmore

Seventeenth-Century Chesapeake

Document:

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

Readings:

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:

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:

Colonial Society: Enlightenment and The Great Awakening

Document:

Readings:

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

Reading:

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

Reading:

The Young Nation

Documents:

Readings:

The Age of Jackson

Documents:

Antebellum South

Documents:

Reading:

Second Great Awakening and Antebellum Reform

Documents:

Reading:
Sectional Conflict

Documents:
- Bishop Andrew Letter, Special Collections, Woodruff Library, Emory University

Civil War

Documents:
- Lincoln’s First Inaugural Address, March 4, 1861.
- Emancipation Proclamation, January 1, 1863.
- Lincoln’s Second Inaugural Address

Reading:
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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 96-99 in the Oxford College 2006-2008 Catalog.

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Class begins at 11:45 and ends at 12:35. Regular attendance and active participation in class are assumed to be essential parts of the learning process. You will sign in for yourself at the beginning of each class. Do not sign in 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 classmates in the discussion.

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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. Do not bring your cell phone to class during the identification exam, the mid-term, or the final exam. I will ask you to leave your cell 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 your identification exam, mid-term exam, or final exam.

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 part of our society. 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, e-mail messages to professors, student discussion lists–that do not
necessary 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, or instant messaging
abbreviations. 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. 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 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. I also do not accept
written assignments via e-mail, such as your document analysis 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 205A.

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 me 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. The
resources you will use for this essay include the document, either Alfred F. Young, The Shoemaker and the Tea
Party: Memory and the American Revolution, Walter Johnson, Soul by Soul: Life Inside the Antebellum Slave
Market, or Tyler Anbinder, Five Points, and class lecture notes. No other sources may be used for this
assignment including internet sources. A zero grade will be given for the assignment if any other source is
used.

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 creator hold, what group did the
creator 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 American Revolution
Document Analysis is due at the beginning of class on October 13, the Slavery Document Analysis is due at the
beginning of class on November 20, the Five Points Document Analysis is due at the beginning of class on
November 20.
The Honor Code is in force with regard to your Document Analysis. See pp. 96-99 in the Oxford College 2006-2008 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. You will need to edit your own work. Take a long break—at least four hours—between drafting your essay and editing 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 (meaning your own historical conclusions about the topic).
4. Do not use one-sentence paragraphs; do not use quotations that are not introduced or the person making the quotation is not identified. A correct example is: Joyce Appleby has noted that for the generation who came of age after the American Revolution “young people looked more to their peers for models of behavior.” An incorrect example is: For the generation who came of age after the American Revolution “young people looked more to their peers for models of behavior.” Notice the difference. In the correct sentence you know who is speaking because I have pointed that out. In the incorrect example the quote has no authority because you have no idea who is speaking. The quote comes out of nowhere.
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 I needed.”
9. Use “who” or “whom” to refer to people, never “which” or “that.” “A soldier who. . .” is correct. “The soldier that. . .” is incorrect. Use “that” to refer to things. “The car that. . .” is correct.
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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>E-Res:</th>
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<tbody>
<tr>
<td>Aug 30</td>
<td>Syllabus, Why Study American History?</td>
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<tr>
<td>Sept 1</td>
<td>Natives and Colonizers</td>
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<tr>
<td>Sept 4</td>
<td><strong>No Class – Labor Day Holiday</strong></td>
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<td>Sept 6</td>
<td>Jamestown, Virginia</td>
<td>17th-Century Chesapeake, Hawke</td>
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<td>Sept 8</td>
<td>Seventeenth-Century Chesapeake</td>
<td>17th-Century Chesapeake</td>
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<td>Sept 11</td>
<td>Colonial New England</td>
<td>Hawke</td>
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<td>Sept 13</td>
<td>Colonial New England</td>
<td>Hawke</td>
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<tr>
<td>Sept 15</td>
<td>Colonial Pennsylvania and New York</td>
<td>Hawke</td>
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<td>Sept 18</td>
<td>Colonial Pennsylvania and New York</td>
<td>Colonial PA, NY</td>
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<td><strong>Sept 20</strong></td>
<td>The French and Indian War (The Seven Years War)</td>
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<td>Sept 22</td>
<td>The Imperial Crisis</td>
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<tr>
<td>Sept 25</td>
<td>Identification Exam – includes readings and lecture notes from Natives and Colonizers through Colonial Pennsylvania and New York; bring a pen or pencil to exam</td>
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<td>Sept 27</td>
<td>Imperial Crisis</td>
<td>Imperial Crisis, Young</td>
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<td>Sept 29</td>
<td>Declaration of Independence</td>
<td>War for Indep, Young</td>
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<td>Oct 2</td>
<td>War for Independence</td>
<td>War for Indep, Young</td>
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<td>Oct 4</td>
<td>War for Independence</td>
<td>War for Indep, Young</td>
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<td>Oct 6</td>
<td>Republican Society</td>
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<tr>
<td>Oct 9</td>
<td><strong>No Class – Fall Break Holiday</strong></td>
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<td>Oct 11</td>
<td>Federal Constitution</td>
<td>New Nation</td>
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<td>Oct 13</td>
<td>Federal Constitution</td>
<td>New Nation</td>
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<td><strong>Quiz and Discussion of the Federal Constitution, the Bill of Rights</strong></td>
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<td>American Revolution Document Analysis due at the beginning of class.</td>
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<td>Oct 16</td>
<td>The Young Nation</td>
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<td>Oct 18</td>
<td>The Revolution of 1800 and Jefferson</td>
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<td>Oct 20</td>
<td>The Age of Jackson</td>
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<td>Oct 23</td>
<td>Midterm Essay Exam – covering French and Indian War through the Young Nation, E-Reserve readings, Young, lectures through Oct 16. Bring pen or pencil.</td>
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<td>Oct 25</td>
<td>The Age of Jackson</td>
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<td>Oct 27</td>
<td>Antebellum South</td>
<td>Antebell South &amp; Johnson</td>
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<td>Oct 30</td>
<td>Antebellum South</td>
<td>E-Res: Antebell South &amp; Johnson</td>
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<td>Nov 1</td>
<td>Antebellum South</td>
<td>E-Res: Antebell South &amp; Johnson</td>
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<td>Nov 4</td>
<td><strong>Quiz and Discussion of Johnson, Soul by Soul</strong></td>
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<td>Nov 6</td>
<td>Antebellum North</td>
<td>Gienapp, pp. 1-24, Anbinder</td>
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<tr>
<td>Nov 8</td>
<td>Antebellum North</td>
<td>Anbinder</td>
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<tr>
<td>Nov 10</td>
<td>Antebellum Reform</td>
<td>Anbinder</td>
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Nov 15 | Sectional Conflict 1840s | E-Res: Sectional Conflict, Anbinder
Nov 17 | Sectional Conflict 1840s | E-Res: Sectional Conflict, Anbinder
Nov 20 | Sectional Conflict 1850s | E-Res: Sectional Conflict, Gienapp, pp. 49-71

**Slavery Document Analysis or Five Points Document Analysis due at the beginning of class**

Nov 22 | No Class – Thanksgiving Holiday
Nov 24 | No Class – Thanksgiving Holiday
Nov 27 | Sectional Conflict 1850s | E-Res: Sectional Conflict, Anbinder
Dec 1  | The Coming of the Civil War | E-Res: Civil War, Anbinder
Dec 4  | The Coming of the Civil War | E-Res: Civil War; Gienapp, pp. 99-125
Dec 6  | The Civil War | E-Res: Civil War; Gienapp, pp. 126-150
Dec 8  | The Civil War | E-Res: Civil War; Gienapp, pp 151-203

**Quiz and Discussion of William Gienapp, *Abraham Lincoln and Civil War America***

Dec 11 | The Civil War Aftermath | E-Res: Civil War
Dec 13 | Reading Day
Dec 18 | **Monday, Final Essay Exam, 2:00-5:00 p.m., bring pen or pencil**
E-Reserve Documents and Journal Articles
Hist 231, Fall 2006
Dr. Susan Youngblood Ashmore

Seventeenth-Century Chesapeake
Document:
William Byrd, “Entries from His Secret Diary,” 1709, in Link and Spruill, pp. 64-68.
Readings:

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:

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:

Colonial Society: Enlightenment and The Great Awakening
Document:
Readings:

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
Reading:
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

Reading:

The Young Nation

Documents:

Readings:

The Age of Jackson:

Documents:

Antebellum South

Documents:

Reading:

Second Great Awakening and Antebellum Reform

Documents:

Reading:
Sectional Conflict

Documents:
  Bishop Andrew Letter, Special Collections, Woodruff Library, Emory University

Civil War

Documents:
  Lincoln’s First Inaugural Address, March 4, 1861.
  Emancipation Proclamation, January 1, 1863.
  Lincoln’s Second Inaugural Address

Reading: