

AMERICAN SOCIETY TO 1877
HISTORY 151
SPRING 1999

Dr. Gail S. Murray

Office: Clough 303

Office Hours: M & W: 3:00 -4:00 p.m.

Th: 2:30 -4:00 p.m.

and also by appointment

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COURSE DESCRIPTION: *"American Society to 1877"* will not trace the entire development of the American past. That is impossible in one semester. Instead, we will follow a chronological framework, but lift up particular themes or controversial issues within each period. The emphasis in this course will be on understanding the cultural diversity of America, on recognizing the differences that race, class, and gender bring to the American experience, and in analyzing the development of American myths and values. The course ends with the redefining of the nation during Reconstruction.

The basic framework for the course is the textbook **The American Promise, I**; this provides the chronological narrative of U. S. history. This narrative will be supplemented by primary documents in **Reading the American Past, I** and three other monographs. These three studies illustrate different approaches to understanding history: material culture, autobiography, and fiction.

HOW TO SUCCEED IN COLLEGE HISTORY: The objective in college history is NOT to tell you yet again what happened in the past, but to analyze WHY events happened, HOW historians have interpreted those events, and what meaning they had for people of that time. Each class will begin with the assumption that you KNOW the basic "story" of what happened already. My task is to provoke discussion about the MEANING of the past.

Every class will begin with an outline covering the main topics and issues for that day. **We will not discuss all the points in class but you are responsible for understanding each one.** Use the assigned material in your **textbook** to fill in the gaps. Thus, reading the text is a basic requirement. Reading assignments are designed to take about 3 hours per class session.

You will find expectations in this class different from most High School history classes. Knowledge of "facts" is assumed; how you construct those "facts" into an intelligible understanding of the past is what counts. The following activities will assure your success in this class:

1. Reading the assigned material
2. Formulating questions about what you read and bringing those to class
3. Making notes in the margins of your readings or in a separate notebook. This will save time when reviewing for the test.
4. Taking notes in class, not just copying down the outline from the board
5. Actively participating in class discussions. No student can expect to make an "A" unless she/he can articulate in both oral and written form the subtleties of interpreting the American experience.

Regular attendance is expected. A student who misses more than 3 classes will suffer a grade reduction.

COURSE REQUIREMENTS: You will be evaluated on the basis of points accumulated. The following chart is a close approximation of possible points, although you may expect some changes depending on campus speakers and the needs and responses of this particular class.

2 Tests @ 100 points each	200
2 Interpretive Essays @ 40 points each	80
6 Reading quizzes @ 10 each	60
Discussion participation	40
Final Exam	<u>120</u>
	500 points

Grades are then determined on the basis of percentages: 93%-100% of total points earns an "A"; 92%-90% earns an "A-" etc. Extra credit may be offered for attending speakers or films, but do not assume such opportunities will salvage a low average: they will not.

-Quizzes are often **unannounced**. I do not give make-up quizzes unless a college event has taken you out-of-town on the day of the quiz. However, I will give 7 quizzes and you **may drop** your lowest quiz grade.

-Participation in Group problem-solving and discussion is a part of classroom activity and contributes to your **Discussion** grade.

ESSAYS: The instructor will provide the essay question for each assignment. You are to develop an interpretive response based on the **common readings** assigned; no outside research is required. Preface your essay with a title page which includes your name, the course name, date and title of paper. Do not put your name on succeeding pages. NUMBER the pages; double-space; leave ample margins for comments; do not exceed 3 pages.

Essays are due at the beginning of the class period. **Late papers** will be penalized one step for every school day late.

TESTS: Tests will be taken in class and will consist of two parts: one section will be short answer questions; the other section will have four essay questions from which you will choose two. No class time will be spent on review; weekly reviews of your class and reading notes will make test preparation much less difficult. Ordinarily, missed tests may not be made up.

COURSE READINGS: The books for this course were chosen not only to cover different historical periods, but also to introduce you to different ways of writing history. Each is indicated in the Assignments as:

Text = Roark, et.al., **The American Promise, Vol. I**
 Doc = Johnson, **Reading the American Past, Vol. I**
 Deetz, **In Small Things Forgotten: Archaeology of Early American Life**

Douglass, **The Narrative of the Life of Frederick Douglass**
Shaara, **Killer Angels**

CLASS ASSIGNMENTS

UNIT I: PLANTING COLONIES

TUESDAYS

THURSDAYS

1/14 INTRODUCTION: Goals of social history; themes of this course; requirements

LECTURE: The First Presidential Impeachment Trial

1/19 NATIVE AMERICAN PEOPLES

Text, pp 11-30

Doc, "The Creation," 7-12

1/21 EUROPEAN EXPLORATION

Text, 35-65

Group Discussion of Doc, "A
Mexica Description," 22-29

1/26 PLANTING SOUTHERN
COLONIES

Text, 75-94; 102-109

Doc, "Sex & Race Relations," 37-
QUIZ #1

1/28 PLANTING NORTHERN
COLONIES

Text, 113-142

40 Doc, "Faith Tested," 54-57

2/2 18TH C. ECONOMY & SLAVERY

Text, 153-181

Doc, "Poor Richard's Advice," 66-

2/4 MATERIAL CULTURE

Deetz, In Small Things Forgotten, pp

92-136

70

2/9 MENTAL WORLDS AND
AMERICAN DIVERSITY

**First Essay Assignment Due on
material culture in colonial America**
Text, 181-192

2/11 CRISIS OF BRITISH EMPIRE,(1750-
1770)

T, 197-224

2/16 TEST #1: BRING BLUEBOOK

II. INDEPENDENT NATION

2/18 REVOLUTION WITHIN

Text, 224-250 and "Declaration of Independence," Text, A1-A2
Doc, "A Judge's Catalog of Rebellious Crowds," 86-90 and "Thomas Paine's Common Sense," 94-99

2/23 INDEPENDENCE

Text, 250-273
Group Discussion of Doc, "Letters of John & Abigail," 99-107

2/25 BUILDING A REPUBLIC, I
Text, 277-296

Doc, "George Washington Calls,"
113-118 and "Thomas Jefferson on Race,"
118-123

3/2 BUILDING A REPUBLIC, II
Text, 296-308
"The Constitution," Text A4-A9

3/4 NEW NATION TAKES FORM, 1787-
1800
Text, 313-342
Doc, "Making the Case," 123-130

****spring break****

3/16 REPUBLICAN ASCENDANCY,
1800-1824 and WOMEN IN THE NEW
REPUBLIC
Text, 347-371
Doc, "Education for Young
Women," 139-142 and "Letters on
Equality," 179-182

3/18 POLITICAL & DIPLOMATIC
REALIGNMENTS
Text, 371-402

3/23 JACKSON'S AMERICA

Text, 402-425

Group Discussion of Doc,
"Memorial Protest of the Cherokee
Nation," 175-179

3/25 ABOLITIONISM & AMISTAD

Worksheet and Film Viewing:
today from 9:40-12:45 OR 4:00-7:00 p.m.

3/30 TEST #2: BRING BLUEBOOK

4/1 EASTER BREAK - no classes

4/6 THE SLAVE SOUTH, I
Text, 429-449, 458-466
Doc, "Proslavery Argument," 196-

4/8 THE SLAVE SOUTH, II
Douglass, Autobiography
200

III. DIVIDED NATION

4/13 EXPANSION & POLITICAL CRISIS
Text, 492-527
Second Essay Assignment Due

4/15 THE HOUSE DIVIDED, 1846-1861
Text, 528-556
Group Discussion of "The Speech
at Peoria," 223-226

Begin Shaara, Killer Angels

4/20 CRUCIBLE OF WAR, 1861-1865
Text, 561-590
Doc, "Lincoln's War Aims," 237-

4/22 GETTYSBURG
Discuss, Killer Angels,
240

Continue reading Killer Angels,

4/27 EMANCIPATION, 1865-70
Text, 590-614
Doc, "Black Codes," 253-57

4/29 RECONSTRUCTION and a
RETURN TO PRESIDENTIAL
IMPEACHMENT

**Final Exam for "M" hour is scheduled
for Tuesday, May 4, 8:30-11:00 a.m.**