Dr. Gail S. Murray
Office: Clough 303               Telephone: X 3289
Office Hours: M & W: 3:00 -4:00 p.m.   Home: 761-1345
    Th: 2:30 -4:00 p.m.               E-Mail: murray@rhodes.edu
and also by appointment

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.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>2 Tests @ 100 points each</td>
<td>200</td>
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<tr>
<td>2 Interpretive Essays @ 40 points each</td>
<td>80</td>
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<tr>
<td>6 Reading quizzes @ 10 each</td>
<td>60</td>
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<td>Discussion participation</td>
<td>40</td>
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<td>Final Exam</td>
<td>120</td>
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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
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Text Pages</th>
<th>Doc Pages</th>
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<tr>
<td>1/26</td>
<td>PLANTING SOUTHERN COLONIES</td>
<td>75-94; 102-109</td>
<td>“Sex &amp; Race Relations,” 37-40</td>
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<td></td>
<td>Quiz #1</td>
<td></td>
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<tr>
<td>1/28</td>
<td>PLANTING NORTHERN COLONIES</td>
<td>113-142</td>
<td>“Faith Tested,” 54-57</td>
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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

2/23 INDEPENDENCE
   Text, 250-273
Murray

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
III. DIVIDED NATION

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

4/8 THE SLAVE SOUTH, II
Douglass, Autobiography

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*

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<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Pages</th>
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<tbody>
<tr>
<td>4/20</td>
<td><em>Crucible of War, 1861-1865</em></td>
<td>561-590</td>
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<tr>
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<td>Text</td>
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<td>Doc, “Lincoln’s War Aims,”</td>
<td>237-240</td>
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<tr>
<td>4/22</td>
<td><em>Gettysburg</em></td>
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<td>Discuss, <em>Killer Angels,</em></td>
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</table>
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.