

HIST 4325.401  
Early American Social and Intellectual History

**Early American Social and Intellectual History  
Syllabus and Calendar**

**Course Description:** This course traces the principal social and intellectual movements in America from the colonial period through the Civil War.

**Textbook:**

David A. Hollinger, ed. *The American Intellectual Tradition*, v. 1. 5<sup>th</sup> ed.

**Office Hours:** 8:30-9:10, MTWRF; other times by appointment.

**Major Learning Outcomes:** The purposes of this class are to develop a basic understanding of the major themes and events of American Social and Intellectual History, and to develop analytical and communicative skills that have a usefulness in, and beyond, the study of history. Through an examination of the major events, personalities, and trends in American Social and Intellectual History the student should: 1) be able to demonstrate a knowledge of important factual information concerning the period; 2) be able to offer analysis of the importance of events; 3) identify major trends and developments in various periods and areas within the time span of the course, and describe them by explaining their major features and lasting impacts; 4) gain an understanding of how the past helps to shape the present and the future; 5) develop skills in reading comprehension as well as verbal and written expression of knowledge.

**Methods of Evaluation:** There will be one exam and one comprehensive final. The mid-term exam and final will consist of essay questions drawn from the textbook and from class lectures. I will use the ten-point scale in grading: 100-90 is an “A”; 89-80 is a “B”; 79-70 is a “C”; 69-60 is a “D”; and 59 and below is a “F”.

Mid-term Exam	40%
Final Exam	45%
Class Participation	15%

*The American Intellectual Tradition* is your textbook and will provide readings to support lectures. Exam questions will be drawn from this text and lectures. The remaining 15% of your grade is based upon class participation. I determine this grade based upon class attendance and my evaluation of your participation in class discussions and behavior. Every absence after the first grace absence is worth 15 points deducted from your class participation grade.

**Methods of Instruction:** Lecture is the primary teaching method; however, class discussions will also be utilized and each student should be prepared to discuss the day’s readings.

**Attendance:** All students are expected to attend every class meeting. Students who anticipate being absent from class due to religious observances are requested to inform the instructor in writing by the end of the second week of class. Make-up exams will be given only to students with, in the opinion of the instructor, a valid reason for missing the exam, **AND** all make-up exams will be administered on Thursday, August 9 from 1 to 4 PM. Failure to take the make-up on the assigned day will result in a zero for that exam.

**Behavior:** All students will maintain respect and courtesy for their classmates and for the instructor. Do not use pagers, cell phones, communicators, signal fires, or other disruptive communicative devices during class. Turn off such annoying hindrances to the learning process before class begins. Frequent violations of this rule will result in a lowered class participation grade and egregious violations may result in the instructor lowering the student’s semester grade. No profanity, sleeping, talking that interrupts the instructor, lewd, rude, or socially unacceptable behavior (and even some socially acceptable behavior may not be allowed in class). “Free love” should not be practiced in this class—hands off others and yourself. Remember, although the United States practices democracy in the form of a representative constitutional republic, this class is a benevolent dictatorship. If student conduct becomes unacceptable, the instructor will ask the student to leave and not return.

Tentative Calendar of Instruction:

Introduction, Syllabus Discussion; The Colonial Impulse

**Puritanism**

John Winthrop, "A Modell of Christian Charity" AIT: 7-15  
John Cotton, *A Treatise of the Covenant of Grace* AIT: 17-27

**Puritanism**

Roger Williams, *The Bloody Tenent of Persecution . . .* AIT: 40-50  
Cotton Mather, Selections from *Bonifacius* AIT: 52-64  
**The Great Awakening**  
Jonathan Edwards, "Sinners in the Hands of an Angry God" AIT: 67-76

**The Great Awakening**

Jonathan Edwards, *A Treatise Concerning Religious Affections* AIT: 77-92

**Colonial Life**

Benjamin Franklin, *The Autobiography* AIT: 100-111

**Stirrings of Revolt**

John Adams, *A Dissertation on the Canon and the Feudal Law* AIT: 113-122  
Thomas Paine, *Common Sense* AIT: 124-130

**The American Revolution**

Thomas Jefferson, "Declaration of Independence" AIT: 132-134  
Thomas Paine, *The American Crisis* Handout

**Forging a New National Identity**

Alexander Hamilton, "Constitutional Convention Speech . . ." AIT: 136-140  
"Brutus," "Essay of Brutus" AIT: 142-152  
James Madison, *The Federalist*, "Number 10" and "Number 51" AIT: 154-161

**Forging a New National Identity**

**Mid-term Exam**

**Jeffersonianism**

John Adams, "Letters to Samuel Adams, Oct. 18, 1790"  
John Adams, "Letter to Thomas Jefferson, Nov. 15, 1813" AIT: 170-178

**Jeffersonianism**

Thomas Jefferson, "Letters to John Adams, Oct. 28, 1813"  
Thomas Jefferson, "Letters to Benjamin Rush, Apr. 21, 1803"  
Thomas Jefferson, "Letters to Thomas Law, June 13, 1814" AIT: 191-202

**Ferment of Reform—The Second Great Awakening**

William Ellery Channing, "Unitarian Christianity" AIT: 208-219  
Nathaniel William Taylor, *Concio ad Clerum* AIT: 222-234

**Ferment of Reform—The Second Great Awakening**

Charles Grandison Finney, *Lectures on Revivals of Religion* AIT: 236-246  
John Humphrey Noyes, *The Berean* AIT: 248-254

<b>Education; Art and Architecture; A National Literature</b>	
George Bancroft, "The Office of the People in Art, Government, . . ."	AIT: 287-294
Horace Bushnell, "Christian Nurture"	AIT: 416-424
<b>Education; Art and Architecture; A National Literature</b>	
Herman Melville, "Hawthorne and His Mosses"	AIT: 426-438
<b>Manifest Destiny and Cultural Reform</b>	
Henry C. Carey, <i>The Harmony of Interests</i>	AIT: 326-338
Ralph Waldo Emerson, "The Divinity School Address"	AIT: 344-353
Ralph Waldo Emerson, "Self-Reliance"	AIT: 354-367
<b>Cultural Reform</b>	
Elizabeth Palmer Peabody, "A Glimpse of Christ's Idea of Society"	AIT: 369-375
Elizabeth Palmer Peabody, "Plan of the West Roxbury Community"	AIT: 376-381
<b>Women's Roles and Women's Rights</b>	
Judith Sargent Murray, "On the Equality of the Sexes"	AIT: 163-168
Sarah Grimké, <i>Letters on the Equality of the Sexes</i> . . .	AIT: 271-285
Catharine Beecher, <i>A Treatise on Domestic Economy</i>	AIT: 312-324
<b>Women's Roles and Women's Rights</b>	
Margaret Fuller, <i>Woman in the Nineteenth Century</i>	AIT: 383-400
Louisa McCord, "Enfranchisement of Woman"	AIT: 454-464
<b>Agitation for Abolition</b>	
William Lloyd Garrison, <i>Thoughts on African Colonization</i>	AIT: 257-264
William Lloyd Garrison, "Prospectus of <i>The Liberator</i> "	AIT: 265-269
Orestes Brownson, "The Laboring Classes"	AIT: 297-310
Henry David Thoreau, "Resistance to Civil Government"	AIT: 402-414
<b>Southern Apologists</b>	
John C. Calhoun, <i>A Disquisition on Government</i>	AIT: 443-451
George Fitzhugh, <i>Sociology for the South</i>	AIT: 466-475
<b>The Coming Conflict</b>	
Frederick Douglass, "What to the Slave is the Fourth of July?"	AIT: 493-506
Abraham Lincoln, "Speech to Peoria, Illinois"	AIT: 509-516
Abraham Lincoln, "Address Before the Wisconsin State . . ."	AIT: 517-519
Abraham Lincoln, "Address Delivered at the Dedication . . ."	AIT: 520
Abraham Lincoln, "Second Inaugural Address"	AIT: 521-522

**FINAL EXAM**