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:

Office Hours: 8:30-9:10, MTWR; 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”.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Mid-term Exam</td>
<td>40%</td>
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<tr>
<td>Final Exam</td>
<td>45%</td>
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<tr>
<td>Class Participation</td>
<td>15%</td>
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*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”  
John Cotton, *A Treatise of the Covenant of Grace*  
AIT: 7-15

**Puritanism**

Roger Williams, *The Bloudy Tenent of Persecution . . .*  
Cotton Mather, Selections from *Bonifacius*  
AIT: 40-50

**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  
Thomas Paine, *Common Sense*  
AIT: 113-122

**The American Revolution**

Thomas Jefferson, “Declaration of Independence”  
Thomas Paine, *The American Crisis*  
Handout

**Forging a New National Identity**

“Brutus,” “Essay of Brutus”  
James Madison, *The Federalist*, “Number 10” and “Number 51”  
AIT: 136-140

**Forging a New National Identity**

Mid-term Exam

**Jeffersonianism**

John Adams, “Letter to Thomas Jefferson, Nov. 15, 1813”  
AIT: 170-178

**Jeffersonianism**

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*  
John Humphrey Noyes, *The Berean*  
AIT: 236-246

AIT: 248-254
Education; Art and Architecture; A National Literature

Education; Art and Architecture; A National Literature
Herman Melville, “Hawthorne and His Mosses” AIT: 426-438

Manifest Destiny and Cultural Reform
Henry C. Carey, The Harmony of Interests AIT: 326-338
Ralph Waldo Emerson, “The Divinity School Address” AIT: 344-353
Ralph Waldo Emerson, “Self-Reliance” AIT: 354-367

Cultural Reform
Elizabeth Palmer Peabody, “Plan of the West Roxbury Community” AIT: 376-381

Women’s Roles and Women’s Rights
Catharine Beecher, A Treatise on Domestic Economy AIT: 312-324

Women’s Roles and Women’s Rights
Margaret Fuller, Woman in the Nineteenth Century AIT: 383-400
Louisa McCord, “Enfranchisement of Woman” AIT: 454-464

Agitation for Abolition
William Lloyd Garrison, Thoughts on African Colonization AIT: 257-264
Orestes Brownson, “The Laboring Classes” AIT: 297-310
Henry David Thoreau, “Resistance to Civil Government” AIT: 402-414

Southern Apologists
John C. Calhoun, A Disquisition on Government AIT: 443-451
George Fitzhugh, Sociology for the South AIT: 466-475

The Coming Conflict
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