

Huntingdon College

Adult Degree Completion Program

COURSE NUMBER: HIST 411
COURSE NAME: Social & Intellectual History of the U.S. I
Spring 2009, Session I, Bay Minette

INSTRUCTOR'S NAME: Jim Sims

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COURSE DESCRIPTION: An exploration of the important social and intellectual concerns and movements in American history from the Colonial Period to 1860. Emphasis includes historical and cultural literacy.

PREREQUISITE: none

TEXT REQUIRED: Laura A. Belmonte, Speaking of America: Readings in U.S. History, Vol. 1 to 1877, Oklahoma State University, (**see Huntingdon College booklist for Edition and ISBN**)

Benjamin G. Rader, American Ways: A History of American Cultures, 1500 to 1865, Vol. I, University of Nebraska at Lincoln; (**see Huntingdon College booklist for Edition and ISBN**)

COURSE LEARNING OUTCOMES:

- **Explain** the significance of American social and intellectual concerns and movements to the Civil War
- **Develop** a set of interpretive strategies for understanding documents from American social and intellectual history to the Civil War
- **Describe** the major social movements, ideas, individuals, and groups involved in American social and intellectual history to the Civil War
- **Analyze** and **Evaluate** historical documents from American social and intellectual history
- **Apply** historical methods to understanding American social and intellectual history to the Civil War

COURSE ASSIGNMENTS & GRADING CRITERIA:

The following items are required for the course:

1. **Learning Journal:** A weekly journal demonstrating that you have read the texts. The journal should also detail questions that arise during your reading. They may also be used for discussion. (You may use a spiral notebook or small binder)
2. **Mid-term Exam:** An exam given at week three. Exam format will be discussed during the first class meeting.
3. **Research Paper:** a project in which each student will focus on a particular social or intellectual movement. The project should include: 1) origins of the movement, 2) cultural context, 3) major themes/ideas, 4) successes and failures, and 5) lasting influences. The project is due on the evening of the final class meeting. The instructor must approve all topics. Guidelines will be discussed during the first class session.
4. **Final Exam:** An exam given at week five.

5. **Participation:** This course is a seminar, so effective and enthusiastic participation on your part is a requirement.

Grading Elements	Percentage:
1. Five learning journals:	20%
2. Mid-term Exam:	20%
3. Research Project:	20%
4. Final Exam:	20%
5. Participation:	20%
Total Points	100%

GRADE POINT EQUIVALENTS - Describe the point range for each letter grade.

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59-below

ATTENDANCE POLICY:

Absences and Tardiness – All students are required to attend the first session. Those who do not attend the first session will be automatically dropped from the course. Students with more than one absence will receive an "F" for the course. Since this class meets only five times, missing a single class meeting is equivalent to missing three weeks of a regular term. If you cannot attend a class you must let the instructor know via email as soon as possible. In case of absences you are responsible for obtaining all handouts and assignments. Tardiness may result in a deduction in your class participation grade. Excessive tardiness may count as an absence.

Participation –Participation is not the same as attendance. Participation requires students to come to class prepared to actively participate, which makes the classroom experience more meaningful. However, participation is not just speaking out in class. The contributions made by the student should be related to the course content and meaningful to the class discussion.

Late Assignments – Explain whether late assignments will be accepted and what penalty might be imposed if the assignment is late. Also specify what assignments can be turned in late. This will allow the student to make informed decisions.

Accommodation of Special Needs- Huntingdon College makes every reasonable accommodation for disabilities that have been processed and approved through our Disability Services Committee in accord with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. In order to request disability-related services at Huntingdon College, students must self-identify to the Disabilities Intake Coordinator, Camilla Irvin, and provide appropriate and up-to-date documentation to verify their disability or special needs. After the accommodations have been approved by the Disability Services Committee, the 504 Coordinator, Dr. Lisa Olenik Dorman, will notify your professor(s) of the committee's decision. If you have any questions regarding reasonable accommodation or need to request disability-related services, please contact Disability Services at (334) 833-4432 or e-mail at disabilityservices@huntingdon.edu.

Academic Honesty –Plagiarism is literary theft. Failure to cite the author of any language or of any ideas *which are not your own creation* is plagiarism. This includes any text you might paraphrase, as well. Anyone is capable of searching the Internet or any printed media; your research paper is intended to broaden your knowledge, stimulate your creativity, and make you think, analyze, and learn. It is not consistent with the College Honor Code, nor with scholarly expectations to submit work which is not the product of your own thinking and research. Severe penalties will result upon the submission of any work found to be plagiarized, including potential failure of the entire course. It is easy and simple to properly cite all sources used in your paper. Take no risks – cite your sources.

First Night Assignment -

CLASS SCHEDULE:

Week 1: Cultural Clashes and Colonialism

Reading Assignment:

- *American Ways: A History of American Cultures*
Part I: A LAND OF MANY CULTURES.
 1. The Ways of the First Americans.
 2. The Collision of Cultures
- *Speaking of America: Readings in U.S. History*
 1. CULTURES MEET.
Christopher Columbus, Journal (1492). Bartolomé De Las Casas, Brief Account of the Devastation of the Indies (1542). Captain John Smith Describes the Founding of Jamestown (1607). John Winthrop, Reasons for Emigrating to New England (1629). William Bradford on Sickness Among the Natives (1633). The Indians of the Six Nations to William & Mary College (1744). Jesuit Comparison of French and Native Life (1657-1658). Jesuit Observations on the "Enslavement" of Native American Women (1610-1614). Reverend John Heckewelder Challenges European Stereotypes of Native American Gender Relations (1819).
 2. COLONIAL SOCIETY.
The London Company Instructs the Governor in Virginia (1622). The Experiences of an Indentured Servant in Virginia (1623). Race, Gender, and Servitude in Virginia Law (1661-1691). Trial and Interrogation of Hutchinson (1637). Edward Randolph, The Causes and Results of King Philip's War (1675). Mary Rowlandson, Captivity Narrative (1682). The Examination and Confession of Ann Foster at Salem Village (1692). "Pennsylvania, The Poor Man's Paradise" (1698). Images of the Rise of a Consumer Society (1729-1750). John Lawson, A New Voyage to Carolina (1709). Rev. Charles Woodmason on Religion in the Carolina Backcountry (1767-68). Olaudah Equiano Recalls the Horrors of the Middle Passage (1756). Alexander Falconbridge, The African Slave Trade (1788). A Puritan Prescription for Marital Concord (1712). Jane Colman Turell, "Lines on Childbirth" (1741).

Writing Assignment: Learning Journal turned in at the beginning of class

Research Assignment: Brainstorming ideas for Research Project

Learning Topics for Module One

- Native American Cultures

- European Ideologies
- Dynamics of Contact
- Social and Intellectual Life in the “New World”

Classroom Activities for Module One

- 1.1 Introductions and Overview: Introductions of the class members to each other and to the instructor. Overview of syllabus. Introduction to the course including challenges and rewards of studying social and intellectual history
- 1.2 Discussion of Native American cultures
- 1.3 Small Group Work: Break into small groups to do an “archaeology” of beliefs about early American history. Where did they originate? How were they conveyed? How and why did they change, if at all?
- 1.4 Report of Small Groups: Each group summarizes findings of their archaeology project and discusses with the class
- 1.5 Primary Source Analysis: Discussion of Primary Source Material
- 1.6 Small Group Work: Break into small groups to analyze primary source materials in terms of social and intellectual history
- 1.7 Report of Small Groups: Each group summarizes findings of its work and discusses with the class
- 1.8 Summary of learning outcomes and important points by the class; preview of next module by the instructor.

Week 2: Revolution and the New Republic

Reading Assignment:

- *American Ways: A History of American Cultures*
Part II. NORTHERN WAYS IN EARLY AMERICA.
 3. New England's Community-Building Ways.
 4. The Diverse Ways of the Middle Colonies.
 Part III: SOUTHERN WAYS IN EARLY AMERICA.
 5. Southern White Ways.
 6. African American Ways
- *Speaking of America: Readings in U.S. History*
 3. THE SPIRIT OF REVOLUTION.
Jonathan Edwards, "Sinners in the Hands of an Angry God" (1741). Thomas Hutchinson Recounts the Mob Reaction to the Stamp Act in Boston (1765). Benjamin Franklin, Testimony Against the Stamp Act (1766). Milcah Martha Moore, "The Female Patriots Address'd to the Daughters of Liberty in America" (1768). Captain Thomas Preston's Account of the Boston Massacre (1770). Paul Revere, The Bloody Massacre (1770 image). Samuel Adams, "The Rights of Colonists" (1772). "Plain English," REIGN OF KING MOB (1775). Thomas Paine, Introduction to COMMON SENSE (1776). John Dickinson, A Speech Against Independence (1776). Joseph Brant Pledges Mohawk Loyalty to Britain (1776). Abigail and John Adams on Women's Rights (1776). James Thacher Describes the Battle of Trenton (1777). An Act for the Gradual Abolition of Slavery (1780).
 4. WE THE PEOPLE.
Thomas Jefferson Calls for Religious Freedom in Virginia (1786). The Northwest Ordinance (1787). General Benjamin Lincoln Recalls Shay's Rebellion (1786). James Madison, FEDERALIST Number 10 (1788). Patrick Henry, Speech to the Virginia Ratifying Convention (1788). The Bill of Rights (1791). Thomas

Jefferson on Slavery and Race (1781-1787). Benjamin Banneker to Thomas Jefferson (1791). Judith Sargent Murray, "On the Equality of the Sexes" (1790). Alexander Hamilton, Report on Manufactures (1791). George Washington's "Farewell Address" (1796). A Republican Broadside (1796). James Madison, The Virginia Resolutions (1798).

5. A NEW NATION.

Solomon on Gabriel's Rebellion (1800). Thomas Jefferson, First Inaugural Address (1801). Thomas Jefferson Instructs Robert Livingston (1802). John Marshall, *MARBURY V. MADISON* (1803). Lewis and Clark Reach the Pacific Ocean (1805). Lessons from a New England Primer (1807). Images of American Indians (1804, 1821). Tecumseh's Plea to the Choctaws and the Chickasaws (1811). The "Niles Weekly Register" Pushes for War (1812). Report and Resolutions of the Hartford Convention (1815). John Luttig Describes the Western Fur Trade (1812). James Flint Recalls the Panic of 1819 (1822). James Tallmadge Denounces Slavery in Missouri (1819). The Monroe Doctrine (1823). Henry Clay Calls for Economic Develop

Writing Assignment: Learning Journal turned in at the beginning of class

Research Assignment: Choose Research Project Topic

Learning Topics for Module Two

- Northern American cultures
- Southern American cultures
- The American Revolution
- Founding a Democracy
- The New Republic

Classroom Activities for Module Two

- 2.0 Review of previous module, questions, concerns
- 2.1 Class discussion on Northern and Southern American cultures
- 2.2 Small Group Work: Break into small groups to do an analysis of the sources of the American Revolution
- 2.3 Report of Small Groups: Each group summarizes their analysis and discusses with the class
- 2.4 Class discussion of Religious Freedom
- 2.5 Primary Source Analysis: Discussion of Primary Source Material
- 2.6 Small Group Work: Break into small groups to analyze primary source materials in terms of social and intellectual history
- 2.7 Report of Small Groups: Each group summarizes findings of its work and discusses with the class
- 2.8 Summary of learning outcomes and important points by the class; preview of next module by the instructor.

Week 3: Discontent and Reform

Reading Assignment:

- *American Ways: A History of American Cultures*
Part IV: INVENTING A NEW REPUBLIC.
 7. Inventing a Republican Political System.
 8. Inventing a Republican Society.

- *Speaking of America: Readings in U.S. History*
 6. ANTEBELLUM POLITICS AND REFORM.
Margaret Bayard Smith on Andrew Jackson's Inaugural (1829). Davy Crockett, Advice to Politicians (1833). George Caleb Bingham, County Election (1852 image). The Cherokees Resist Removal (1830). Andrew Jackson's Second Annual Message to Congress (1830). John C. Calhoun, SOUTH CAROLINA EXPOSITION AND PROTEST (1828). Daniel Webster's Second Reply to Robert Y. Hayne (1830). Bishop McIlvaine Decries the Curse of Intemperance (undated). Dorothea Dix Calls for Human Treatment of the Mentally Ill (1843). Horace Mann on Education Reform (1840). Women Workers Protest "Lowell Wage Slavery" (1847). David Walker, APPEAL TO THE COLOURED CITIZENS OF THE WORLD (1829). William Lloyd Garrison on Slavery (1831). Elizabeth Cady Stanton, DECLARATION OF SENTIMENTS (1848).
 7. SOCIAL AND CULTURAL CHANGE, 1820-1865.
Joshua and Sally Wilson, Letters to George Wilson (1823). Catherine Beecher on Domestic Economy (1841). Henry Clarke Wright on Marriage and Parentage (1858). Reverend Peter Cartwright, "A Muscular Christian" (1830). Joseph Smith, The Wentworth Letter (1842). Frances Trollope, DOMESTIC MANNERS OF THE AMERICANS (1831). Alexis de Tocqueville, Democracy in America (1835). The Wonders of Phrenology Revealed (1841). Nathaniel Hawthorne, A Letter from Brook Farm (1841). John Humphrey Noyes on Free Love at Oneida (1865). "Jim Crow," A Minstrel Song (undated). Walt Whitman, "Song of Myself" (1855). John Neagle, "Pat Lyon at the Forge" (1826-1827 image).

Writing Assignment: Learning Journal turned in at the beginning of class
Study for Mid-term Exam
Research for Research Project

Learning Topics for Module Three

- Inventing a New Republic
- Antebellum Politics and Reform
- Social and Cultural Change

Classroom Activities for Module Three

- 3.0 Review of previous module, questions, concerns
- 3.1 Mid-term Exam
- 3.2 Review of Exam
- 3.3 Class discussion of the New Republic
- 3.4 Primary Source Analysis: Discussion of Primary Source Material
- 3.5 Small Group Work: Break into small groups to analyze primary source materials in terms of social and intellectual history
- 3.6 Report of Small Groups: Each group summarizes findings of its work and discusses with the class
- 3.7 Summary of learning outcomes and important points by the class; preview of next module by the instructor.

Week 4: Slavery, the West, and Rumors of War

Reading Assignment:

- *American Ways: A History of American Cultures*

Part V: OPENING THE DOORS OF OPPORTUNITY.

9. Equality and Opportunity in the New Republic.
 10. In Pursuit of Material Gain.
- *Speaking of America: Readings in U.S. History*
 8. SLAVERY AND THE OLD SOUTH.
Anne Newport Royall Describes the Alabama Frontier (1821). Life in the Pine Woods (1831). Managing the Butler Estate (1828). Fanny Kemble Describes Plantation Slavery (1863). Religion as Social Control: A Catechism for Slaves (1854). George Fitzhugh Defends Southern Society (1854). Daniel R. Hundley, The Southern Yeomen (1860). Nat Turner's "Confession" (1831). Frederick Douglass on Slavery (1845). Uncle Ben on the Punishment of Slaves (1910). Slave Music and Resistance. Benjamin Drew, Narratives of Escaped Slaves (1855). Images of Slavery.
 9. MOVING WESTWARD.
Sharitarish on Indian Life (1822). George Catlin on Pigeon's Egg Head (1837-39 image, 1842). Richard Henry Dana on the Coast of California (1835). General Manuel de Mier y Terán on Texas (1828). John O'Sullivan, Annexation (1845). Thomas Corwin Opposes the Mexican War (1847). José Fernando Ramírez Describes the U.S. Occupation of Mexico City (1847). Henry David Thoreau, "Civil Disobedience" (1849). Elizabeth Dixon Smith Greer Describes Life on the Frontier (1847-1850). Alonzo Delano, A Forty-Niner (1849-1850).
 10. A HOUSE DIVIDED.
John C. Calhoun, Proposal to Preserve the Union (1850). William H. Seward, "Higher Law" Speech (1850). Harriet Beecher Stowe, UNCLE TOM'S CABIN (1852). The Know-Nothing Party Platform. Charles Sumner on "Bleeding Kansas" (1856). DRED SCOTT V. SANDFORD (1857). Hinton Rowan Helper, The Impending Crisis (1857). The Lincoln-Douglas Debates (1858). John Brown and His Critics (1859).

Writing Assignment: Learning Journal turned in at the beginning of class

Research Assignment: First draft of Research Project

Learning Topics for Module Four

- Equality and Economics in the New Republic
- Slavery and the Old South
- Ideologies of the American West
- Social and Intellectual Issues leading to the Civil War

Classroom Activities for Module Four

- 4.0 Review of previous module, questions, concerns
- 4.1 Class discussion of Equality and Economics in the New Republic
- 4.2 Small Group Work: Break into groups and each take a primary source on slavery. Groups detail the social and intellectual concerns and issues expressed there.
- 4.3 Report of Small Groups
- 4.4 Class discussion of the American West
- 4.5 Small Group Work: Break into small groups to analyze primary source materials in terms of social and intellectual history
- 4.6 Report of Small Groups: Each group summarizes findings of its work and discusses with the class

4.7 Class discussion of causes of the Civil War

4.8 Summary of learning outcomes and important points by the class; preview of next module by the instructor.

Week 5: The Fractured Republic

Reading Assignment:

- *American Ways: A History of American Cultures*
Part VI: MAKING THE WORLD OVER.
11. The Quest for an Evangelical Republic.
12. Turning the World Upside Down.
- *Speaking of America: Readings in U.S. History*
11. THE CIVIL WAR.
John Smith Preston Advocates Secession (1861). Horace Greeley and Abraham Lincoln on Slavery and the Union (1862). Jefferson Davis Responds to the Emancipation Proclamation (1863). Clara Barton, Medical Life at the Battlefield (1862). Tally Simpson, Letter from Fredericksburg (1862). Corporal James Kendall Hosmer, On the Firing Line (1863). Anna Elizabeth Dickinson Describes the New York Draft Riots (1863). James Henry Gooding, Letter to President Lincoln (1863). Abraham Lincoln, The Gettysburg Address (1863). Mary Boykin Chesnut Describes Richmond at War (1863-1864). Robert E. Lee on the Use of Slaves as Soldiers (1865). Abraham Lincoln, Second Inaugural Address (1865).

Writing Assignment: Learning Journal turned in at the beginning of class

Study for Final Exam

Research Assignment: Final Draft of Research Project

Learning Topics for Module Five

- The Quest for an Evangelical Republic
- The Civil War

Classroom Activities for Module Five

5.0 Review of previous module, questions, concerns

5.1 Final Exam

5.2 Review of Final Exam

5.3 Class Discussion of the Civil War

5.4 Screening of Ken Burns' The Civil War, Episode Nine: The Better Angels of Our Nature

5.5 Discussion of the documentary in light of primary source readings

5.6 Summary of learning outcomes and important points by the class

5.7 Review of course learning objectives and outcomes

5.8 Settled Issues and Neglected Questions