

American Cultural and Intellectual History to 1865

HIST 4100 / 7100 MW 2:00-3:15 219 Strickland Hall
 Spring Semester 2018
 Professor Mark M. Carroll
 214 Read Hall / Office Hours: TBA
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Required Monographs

Stewart Davenport, *Friends of the Unrighteous Mammon: Northern Christians and Market Capitalism, 1815-1860*. 2008.
 James O. Farmer, Jr., *The Metaphysical Confederacy: James Henley Thornwell and the Synthesis of Southern Values*. 1986; 2nd ed., 1999.
 Philip F. Gura, *American Transcendentalism: A History*. 2008.
 Jeffrey H. Morrison, *John Witherspoon and the Founding of the American Republic*. 2005.
 William J. Novak, *The People's Welfare: Law & Regulation in Nineteenth-Century America*. 1996.
 Ivy G. Wilson, *Specters of Democracy: Blackness and the Aesthetics of Politics in the Antebellum U.S.* 2011.

Subject Matter

This course is predicated on the notion that cherished ideas, and not simply naked interests, have produced the foundation of American identity and shaped the course of United States history. As such, it explores the origins and development of ideas, beliefs, and sentiments in their various sociocultural, economic, and political contexts from the American Revolution to the eve of the Civil War. Key topics include the struggles by ordinary men against their elite counterparts for equality and political power; by women for equality with men; and by African-Americans for liberation from bondage and for equality with Americans of European heritage. Interrelated beliefs and sentiments to be examined include foundational principles of the early Republic; the Americanization of the English common law, especially its public law aspects; the interrelationship of evangelicalism, empirical science, and Protestant moral philosophy; the political economies of market capitalism and slavery; transcendentalism and democratic romanticism in literature and the visual arts; the distinctive versions of constitutional equality and individual rights advanced by free African Americans; and contending anti-slavery and pro-slavery arguments.

Course Approach

First and foremost, the instructor wants you to relax and enjoy our enquiries. There will certainly be no demand for mastery of the materials to be examined. Rather, the idea is for you to make a conscientious and patient effort to get familiar with certain basic aspects of the American intellectual and cultural tradition through to the Civil War. The course is organized around group appraisals of readings in assigned monographs and selected primary documents. The challenge

for you will be to identify the linkages between themes presented in the assigned readings and related lectures and discussions. The instructor will presuppose that all students enrolled have had some formal instruction in the history of the early national and antebellum United States, through the completion of a college-level survey course or comparable program of study.

Requirements and Procedures

I. Readings and Lectures. To succeed in this course, you must acquire access to the six (6) monographs referenced above. You are responsible for reading and familiarizing yourself with each monograph segment in advance of discussion thereof as scheduled in the course calendar included below. You must also read and familiarize yourself with the various primary materials associated with monograph readings, which are also indicated in the course calendar and will be posted on the Canvas website for the course. Again, American Cultural and Intellectual History is organized around group appraisals of monograph readings and primary documents. But the instructor will commonly “set the stage” for classroom discussions with an introductory lecture. These presentations, also indicated in the course calendar below, will provide some basic information about the readings and primary sources, the historical issues they implicate, and how they relate to the larger themes to be explored in the course.

II. Discussion. Immediately following introductory lectures, the instructor will initiate a discussion of the assigned readings and primary sources. On these occasions, and at all other regular meetings, the instructor expects students voluntarily to participate in discussions.

III. Research Paper. One formal research paper will be required of all undergraduates enrolled in the course. Two project options are available.

Option 1. The first option is to write a paper that explores a major topic in the period 1776-1860 that one or more of the assigned monographs covers. The research paper must engage a topic that has been the subject of a substantial amount of scholarship. And it must rely on the best and most recent suitable scholarly sources – that is, peer-reviewed journal articles, books, and book chapters written by historians specializing in some aspect of United States cultural and intellectual history from 1776 to 1861 or scholars otherwise who engage this subject matter with an historical approach. For this project, the paper must *not* focus on primary sources, that is, old documents from the period under study. Rather, this project calls on you only to assess scholarship dealing with your chosen topic – that is, to describe the main arguments set out in the scholarly works you consider. By the same token, you are *not* to make your own argument. To reiterate, the goal of the project is to explain analytically what different scholars employing an historical approach have argued concerning your chosen topic.

Option 2. The second option – which is, inherently, more difficult than the first – is to write a paper that focuses on one (1) substantial primary document produced in the period under study (1776-1861) that is directly related to one of the major topics examined in the course. The primary document might be, for example, a major published speech, literary writing, essay, or book or treatise – or a discreet part of or chapter from such a book or treatise. To reiterate, the paper is to focus on a single major document – *not* discuss a collection of documents. The prime task will be to explain what the single major document tells us about changing American

intellectual and cultural life at and following the time it was published within the time frame with which we are concerned. Equally important, peer-reviewed historical scholarship of the kind required for option one *must* inform your assessment or discussion of a major primary document. You certainly are at liberty to consider a discreet part of or all of one of the major primary documents the instructor has posted on the Canvas website for the course. And you may identify a primary document for yourself. But a primary source other than one posted on the Canvas website for the course will require the approval of the instructor no later than a week in advance of the project due date.

There are several formal criteria applicable to both project options. Whichever you choose, your paper must be set out in twelve-point type, double-spaced, with one-inch margins all around, include in its main body from about 4,000 to 5,000 words (about twelve to fifteen pages) of prose, and employ footnotes or endnotes, a formal bibliography, and the style and formatting set forth in a recent edition of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. Flaws in style and formatting, as well as in reasoning, organization, grammar, diction, and spelling, will incur point deductions. Citations to internet addresses will not be accepted. Papers employing such citations, references to non-peer-reviewed journal articles, books, and book chapters, and scholarship not produced by suitable academic scholars, as defined above, will be downgraded or discounted entirely. For all undergraduates, the research paper is due at the beginning of class on April 25th.

IV. Examinations. There will be a mid-term examination and a final examination this semester. These two events are set forth on the calendar. Both examinations will entail the writing of an essay and three or four briefer written responses (“short-answer questions”), although the instructor reserves the right to change this format if necessary. The mid-term examination will, of course, be comprehensive, while the final examination will deal only with material covered after the mid-term examination. Both examinations must be taken for credit and during the designated times. On the examination essays and short-answer items, you will be responsible for integrating material from lectures, monographs, classroom discussions, and primary documents and, perhaps, even works of art from the period. The instructor will post on the Canvas website for the course a study guide to assist your preparation for each of the examinations.

For graduate students only: Students enrolled for graduate credit must meet all of the requirements laid down for undergraduates – with one important exception: Graduate students must complete two (2) research papers, rather than one. The first research paper must be turned in no later than 5:00 p.m. on April 2nd, and the second research paper must be turned in no later than 5:00 p.m. on May 2nd. Each paper must meet the formal criteria outlined above for undergraduate enrollees. As well, graduate student must discuss thoroughly with the instructor her or his plans for each research paper and receive approval for the proposed topic, sources, and approach in each case no later than seven (7) days in advance of its due date.

Canvas

As indicated, the instructor will maintain an MU Canvas website for the course. This site will be used to make available basic course documents, such as the course syllabus; make announcements for upcoming class meetings and unusual situations, such as inclement weather;

and provide PowerPoint slides relevant to introductory lectures and discussions of assigned monograph readings and primary documents. The instructor may also post other ancillary materials related to our enquiries. The instructor will also post examination study guides and a research paper “rubric.” Typically, Canvas announcements will be accompanied by an email notification to each student enrolled in the course.

Grading

For undergraduates, classroom discussion will count 10% of the final grade; each examination will constitute 30% of the final grade, as will the term paper. For undergraduates, the instructor will rely on a ten-point scale for final grade determination. The plus/minus system of grading will be employed for that purpose.

The Grading Scale will be as follows:

97-100 = A+

94-96 = A

90-93 = A-

87-89 = B+

84-86 = B

80-83 = B-

77-79 = C+

74-76 = C

70-73 = C-

67-69 = D+

64-66 = D

60-63 = D-

0-59 = F

For graduate students only: For students enrolled in the course for graduate credit, classroom discussion will count for 10% of the final grade; each examination will count for 15% of the final grade. The first and second research paper will count 30% each.

Attendance

You are allowed two (2) unexcused absences. For each such absence in excess of that number, your final average will be reduced by five (5) points. An excused absence is one that is the consequence of an emergency, that is, sudden and unforeseen circumstances making it extraordinarily difficult or impossible to attend class – such as, for example, an automobile accident on the way to class; an illness or injury requiring bed rest or hospitalization on the order of a physician; mandatory attendance in a court of law; or the death, severe injury, or grave illness of a close blood relative, spouse or comparable partner, child, parent, or sibling. Required participation in a University of Missouri-sponsored intercollegiate athletics event or an MU-sponsored intercollegiate academic event also constitutes an excuse. Employment and domestic obligations, unfortunately, cannot serve to excuse absence. Activities required or suggested for

other courses or for any program of academic or professional study, including activities connected to internships, externships, or employment, will not constitute an excuse for absence. Late arrivals and early departures will also figure into the absence tabulation and provide a basis for a final grade penalty. To obtain an excuse for an absence of any duration, you must provide the instructor clear documentation for it, preferably hard copy. Communication with the instructor regarding absences for which no excuse is sought is discouraged.

Classroom Decorum

It is mandatory that you help maintain an environment conducive to college-level instruction. You certainly have the right to incur the penalties for excessive absence and to withdraw from this course. But so long as you remain in it, you assume a personal obligation to your fellow students, the instructor, and the university to make all possible efforts to avoid disruption of class with untimely arrivals and departures or with any other behavior a reasonable person would view as uncivil, disruptive, or inappropriate for a college classroom. The use of laptop or other portable computers during instruction is strictly prohibited, except for students who have been specifically authorized otherwise by the Disability Center. The use of telecommunications devices is proscribed in all cases. This ban extends to exiting the classroom to use such devices during instruction. Violations of this policy will not be tolerated. A first violation will result in a final-grade penalty of five (5) points, a second violation may result in expulsion from the course with the grade of "F".

Academic Dishonesty

It is fundamental to the activities and principles of a university that students and professors alike present work that is the product of their own intellectual labor. All members of the scholarly community must be confident that the work of each person has been responsibly and honorably acquired, developed, and presented according to accepted standards. Any effort to gain advantage not given to all students is dishonest whether or not the effort is successful. Academic dishonesty is an opprobrious offense. The consequences for such a breach may include academic sanctions from the instructor, including the assignment of a failing grade for the course, and/or disciplinary sanctions by the Office of the Provost, ranging from probation to expulsion from the university. Consult with the instructor when in doubt about test-taking procedures, documentation (citation) for formal papers, appropriate paraphrasing and quoting, the meaning of plagiarism, and limits on student collaboration.

Students with Disabilities

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible. If disability-related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Disability Center, S5 Memorial Union, 573- 882-4696, and then notify me of your eligibility for reasonable accommodations.

Intellectual Freedom

The University of Missouri welcomes intellectual diversity and is deeply committed to the free expression of ideas and the protection of student rights in this regard (and otherwise, of course). Students who have questions relevant to intellectual freedom are cordially invited to address concerns to the instructor or the chair of the Department of History or the dean of the College of Arts and Science or the director of the Office of Student Rights and Responsibilities (<http://osrr.missour.edu/>).

Instructor Evaluation

All students will have the opportunity to complete an anonymous evaluation of the instruction provided in this course at the end of the semester.

Course Calendar

JWF = *John Witherspoon and the Founding* PW = *The People's Welfare*
 FUM = *Friends of the Unrighteous Mammon* AT = *American Transcendentalism*
 MC = *Metaphysical Confederacy* SD = *Specters of Democracy*

Date	Assigned Monograph Reading and Primary Sources	Activity / Critical Events
1/17		Course Overview
1/22	JWF, Preface, Ch. 1 and Ch. 2 (pp. 19-36) "The Dominion of Providence Over the Passions of Men" (1776)	Lecture and discussion
1/24	JWF, Ch. 2 (pp. 19-36) "The Dominion of Providence Over the Passions of Men" (1776)	Lecture and discussion
1/29	JWF, Ch. 2 (pp. 36-43) and Ch. 3 James Madison, <i>Memorial and Remonstrance</i> (1785) John Witherspoon, <i>Lectures on Moral Philosophy</i> (ca. 1769-92), Lecture 1, "Moral Philosophy," pp. 5-12 Francis Hutcheson, <i>A System of Moral Philosophy</i> (1755), Book I, Ch. 4, "Concerning the Moral Sense," pp. 53-79	Lecture and discussion
1/31	JWF, Ch. 4 Witherspoon, <i>Lectures on Moral Philosophy</i> , Lecture 11, "Domestic Society" Lecture 12, "Of Civil Society"	Lecture and discussion
2/5	JWF, Chs. 5-6 <i>Constitution of the Presbyterian Church in the United States</i> (1788), "Of Christian Liberty and Liberty of Conscience," pp. 84-88 "Of the Civil Magistrate," pp. 99-103	Lecture and discussion

	Witherspoon, <i>Lectures on Moral Philosophy</i> , Lecture 10, “Of Politics” Lecture 14, “Jurisprudence”	
2/7	FUM, Introduction, Chs. 1-2 Smith, <i>The Wealth of Nations</i> (1776), Book I, Ch. 1, “Of the Division of Labor”	Lecture and discussion
2/12	FUM, Chs. 3-5 Francis Wayland, <i>Elements of Political Economy</i> (1837), Book IV, Ch. 2, “Of Individual Consumption,” pp. 235-247	Lecture and discussion
2/14	FUM, Chs. 6-7	Lecture and discussion
2/19	FUM, Chs. 8-11 Stephen Colwell, “New Themes for the Protestant Clergy” (1851) Orestes A. Brownson, “Demagoguism” (1844), pp. 434-451, in <i>The Works of Orestes A. Brownson</i>	Lecture and discussion
2/21	FUM, Chs. 12-15 Wayland, <i>Elements of Political Economy</i> , Book I, Ch. 3, “Of the Laws Which Govern the Application of Labor and Capital,” pp. 61-93	Lecture and discussion
2/26- 2/28	PW, Introduction & Ch. 1 Nathaniel Chipman, <i>Principles of Government</i> (1833) Book I, Chs. 1-2 Book II, Chs. 1-2, “Of Man, as Formed for the Social State” Emmerich de Vattel, <i>Law of Nations</i> (1758), Book I, Ch. 1 “Of Nations or Sovereign States” Book I, Ch. 2 “General Principles of the Duties of a Nation Towards Herself”	Lecture and discussion
3/5	No class meeting	Posting of mid-term examination study guide
3/7	PW, Chs. 2-3 <i>Myers vs. Malcolm and Another</i> (N.Y., 1844) <i>Bethune vs. Hughes, Marshal, &c.</i> (Ga., 1859)	Lecture and discussion Discuss mid-term exam study guide
3/12		Mid-term examination
3/14	MC, Forward, Preface, Introduction & Ch. 1	Lecture and discussion
3/19	MC, Chs. 2-3	Lecture and discussion
3/21	MC, Chs. 4-6 James Henley Thornwell, “Lectures in Theology, Preliminary Observations,” pp. 25-52, in Thornwell, <i>The Collected Writings</i> , vol. 1 (1871)	Lecture and discussion

	<p>George Fitzhugh, "Failure of Free Society and Rise of Socialism," pp. 34-81, in Fitzhugh, <i>Sociology of the South</i> (1854)</p> <p>Jasper Adams, "The Chief Relations," pp. 138-175, in Adams, <i>Elements of Moral Philosophy</i> (1837)</p> <p>Margaret Mercer, "Love and Marriage," pp. 165-169, in Mercer, <i>Popular Lectures on Ethics</i> (1837)</p>	
3/26		Spring recess
3/28		Spring recess
4/2	<p>MC, Chs. 7-8 & Epilogue</p> <p>James Henley Thornwell, "The Rights and Duties of Masters" (1850)</p> <p>Francis Wayland – Richard Fuller Debate, <i>Domestic Slavery Considered as a Scriptural Institution</i> (1845)</p> <p>Introduction and Letters, pp. iii-v, 1-34</p> <p>Francis Wayland, <i>Elements of Moral Science</i> (1835; 1858)</p> <p>"Personal Liberty," pp. 189-208</p>	Lecture and discussion First research paper due from graduate students
4/4	<p>SD, Introduction & Ch. 1</p> <p>Frederick Douglass, Fourth of July Address, 1852</p> <p>Frederick Douglass, <i>The Heroic Slave</i> (1853)</p>	Lecture and discussion
4/9	<p>SD, Chs. 2-3</p> <p>William Wells Brown, <i>Narrative of William W. Brown, a Fugitive Slave, Written by Himself</i> (1847)</p> <p>Preface, pp. vii-xi</p> <p>Chs. I-VI, pp. 13-58</p> <p>William Wells Brown, <i>Clotel; or, The President's Daughter</i> (1853)</p> <p>Preface, pp. iii-vii</p> <p>Ch. I. "The Negro Sale," pp. 55-64</p> <p>Frances Ellen Watkins Harper, <i>Poems on Miscellaneous Subjects</i> (1855)</p> <p>"The Slave Mother, A Tale of Ohio" (1854), pp. 6-8</p> <p>"Eliza Harris" (1853), pp. 9-11</p>	Lecture and discussion
4/11	<p>SD, Chs. 4-5</p> <p>Walt Whitman, "A Boston Ballad" (1854), pp. 216-218, in Whitman, <i>Leaves of Grass</i> (1855; 1892)</p>	Lecture and discussion
4/16	<p>SD, Chs. 6-7 & Conclusion</p> <p>Herman Melville, "Benito Cereno," pp. 109-270, in Melville, <i>The Piazza Tales</i> (1856)</p>	Lecture and discussion
4/18	<p>AT, Preface, Introduction, Chs. 1-2</p>	Lecture and discussion
4/23	<p>AT, Ch 3 and Ch. 4 (pp. 98-102)</p> <p>Ralph Waldo Emerson, "The American Scholar" (1832), pp. 21-46, in Smith, ed., <i>American Scholar, Self-Reliance, Compensation</i></p>	Lecture and discussion

	(1893; 1911)	
4/25	AT, Ch. 4 (pp. 103-122) and Ch. 5	Lecture and discussion Research paper due from undergraduates
4/30	AT, Chs. 6-7 Franklin, trans., <i>Selections from the Works of [Charles] Fourier</i> (1808-1836; 1901) Ch. III. "Of the Role of the Passions," pp. 55-66 Ch. V. "Of the Condition of Women," pp. 76-81 Ch. XII. "The Phalanstery," pp. 137-154 Albert Brisbane, <i>Theory of the Functions of the Human Passions, Fourier's Theory of Social Science</i> (1856) "Preliminary," pp. 2-4 John Adolphus Etzler, <i>The Paradise Within the Reach of All Men, Without Labor, By Powers of Nature and Machinery</i> (1833) Preface and Index, pp. iii-viii "Fellow-Men!" pp. 1-6	Lecture and discussion Posting of final examination study guide
5/2	AT, Chs. 8-11 Sarah Margaret Fuller, <i>Woman in the Nineteenth Century</i> (1845) <i>Broadway Journal</i> , "Reviews" [Insert] Preface, pp. v-vi, and pp. 1-27	Lecture and discussion Last regular class meeting Second research paper due from graduate students
Mon. 5/7 7:30-9:30 AM		Final examination