WASHINGTON UNIVERSITY IN ST. LOUIS

L22 HIST 4689: AMERICAN INTELLECTUAL HISTORY TO 1865

Krister Knapp
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Fall 2017
Eads 208
T, TH: 10:00-11:30
Hist. Dept. Busch 113
Dept. Phone: 5-5450

DESCRIPTION

This course covers the American intellectual tradition from the early seventeenth century through the mid-nineteenth century, and investigates how a variety of intellectuals interpreted, analyzed, critiqued, and contributed to major events in early American history. Using the Protestant Reformation, Enlightenment, Romanticism, Reformism and the Civil War as springboards, we will concentrate on religious, philosophical, political, social, and cultural thought. We will cover major topics and subjects such as puritanism, republicanism, liberalism, evangelicalism, transcendentalism, women’s rights, abolitionism, and nationalism, while addressing key concepts central to the formation of American identity: piety, citizenship, democracy, equality, freedom, liberty, natural law, order, reason, and progress. The course format will combine mini-lectures with intense discussions of primary texts written by the following: John Winthrop, John Cotton, Anne Hutchinson, Roger Williams, Cotton Mather, Jonathan Edwards, Benjamin Franklin, Thomas Paine, John Adams, Thomas Jefferson, Alexander Hamilton, James Madison, Hector St. John de Crèvecoeur, Judith Sargent Murray, William Ellery Channing, Herman Melville, Elizabeth Peabody, Ralph Waldo Emerson, Margaret Fuller, Henry David Thoreau, George Ripley, Alexis de Tocqueville, George Bancroft, Catherine Beecher, Sarah and Angelina Grimké, Lucretia Mott, Elizabeth Cady Stanton, Sojourner Truth, William Lloyd Garrison, Theodore Parker, George Fitzhugh, John Henry Hammond, Frederick Douglass, Henry Adams, Walt Whitman, Louisa May Alcott, and Harriet Beecher Stowe, among others.

TEXTS

Thomas Paine, *Common Sense and Related Writings* (2001)

All the books are required. They can be purchased or rented at the campus bookstore, and they can also be checked out on 2 hour reserve in Olin Library. Google Books contains many CAT entries and many books are available electronically or can be purchased on-line.
ASSIGNMENTS AND EVALUATION

1. Participation and Readings: This is a discussion-based course. You are expected to be an active participant in the learning process. This means it is essential that you complete all of the reading assignments in a timely manner and come to class regularly and prepared to engage others in a lively discussion. More than two absences from class and/or abstaining from participation will adversely impact your final grade.

2. Discussion Questions: For discussion, each student will be required to write questions about the readings and post them to Blackboard (see “Discussion”) two-to-three times, and lead class discussion based on these questions. We will decide the most convenient time to post questions to give students a fair chance to think about them appropriately.

3. Essays: Three essays, out of an option of five, of approximately six to eight pages each, are required for this course. You must write on Essay #s 1 & 5 and either Essay #s 2, 3 or 4. For each essay, you will have a choice of questions that will be based on the assigned readings for that section of the course. The essay questions will be made available on Blackboard (see “Assignments”) with sufficient time to complete them.

Your grade for this course will be based on class attendance and participation (25%) and three take-home essays (25% each), and calculated on a 100 point scale: 98-100 = A⁺, 93-97 = A, 90-92 = A; 88-89 = B⁺, 83-87 = B, 80-82 = B⁻; 78-79 = C⁺, 73-77 = C, 70-72 = C⁻; 68-69 = D⁺, 63-67 = D, 60-62 = D⁻; 59↓ = F. There is no pass/fail option for this course.

GRADUATE STUDENTS

MA and PhD students are required to write two of the three undergraduate essays plus a term paper (a research paper of 20-25 pp for PhDs, a historiographical one of 12-15 pp for MAs). Topics must be approved in consultation with the instructor by the fourth week of the term.

LATE POLICIES

All written work must be turned in on time. Please note that late papers will be reduced by one-third grade point for each day they are late! For instance, a paper that earned an A´ but was turned in one day late would automatically drop to a B⁻. All written work must also conform to the standards of college essay writing (see the Guidelines for College Essay Writing on Blackboard). Extensions will be granted only for religious holidays and for extreme medical emergencies (documented) such as grave illness or a death in the family. Please bring such cases to my attention immediately rather than waiting until the last minute.

STUDENTS WITH DISABILITIES

Students who have learning or physical disabilities are encouraged to meet and work with Elizabeth Lessentine, the Academic Services Coordinator (ext. 5-4062, ELessentine@wustl.edu). Her office is located in the Center of Advanced Learning in Cornerstone in the South 40.
OFFICE HOURS

Office hours are for you. You are strongly encouraged to come to them to discuss the course material and when you have questions. A good deal of learning and confidence-building occurs during one-on-one conversation with the professor. If you cannot make the designated office hours, contact me to schedule an appointment.

AUTOMATING RESERVES

Automating Reserves (ARes) is the Washington University electronic system for scanned articles and other readings for student use. A number of required readings have been uploaded to the Ares page for this course. To download them, go the Washington University Library Home Page, click on Reserves, click on Search Ares (students), and enter your WUSTL KEY. Final access requires a password. The password for this course is “puritan.”

BLACKBOARD

Blackboard is the web-based course management system at Washington University. You can reach Blackboard at https://bb.wustl.edu or through WebSTAC at https://acadinfo.wustl.edu. You will need your WUSLT KEY to access it. Once you are logged on, find HIST 4689. Click on it and go to the various options. The Blackboard page for this course is meant to be used exclusively by its members. You should check it regularly. All up-to-date information will be posted there including the syllabus, course schedule, writing assignments, readings, course resources, and other useful links. You should use Blackboard to post your discussion questions (Use “Discussion,” then the appropriately titled forum, then create a new thread, and then paste your questions). Questions meant for my attention exclusively should be sent to my e-mail.

ACADEMIC INTEGRITY & PLAGIARISM

To plagiarize is defined as “to steal and pass off (the ideas or words of another) as one’s own” (Webster’s Ninth New Collegiate Dictionary, 898). This includes but is not limited to submitting someone else’s work (in whole, part or paraphrase) as one’s own without fully and properly crediting the author (intentionally or not); submitting as one’s original work materials obtained from an individual or agency; and/or submitting as one’s own original work material that has been produced through unacknowledged collaboration with others. “Cyber cheating” is also plagiarism. It includes cutting and pasting someone else’s web work and submitting it as your own; downloading essays, papers, etc. from the web and turning them in as your own; and buying essays, papers, speeches etc. from the web and turning them in as your own. Plagiarism is absolutely forbidden. It is the worst form of academic cheating. Its violation is taken very seriously. Plagiarizers will be punished accordingly. Punishment ranges from automatic failure of the assignment and failing the course to various levels of official university sanctions, including suspension and even expulsion. DO NOT PLAGIARIZE! Students should review the Academic Integrity Policy that they signed upon entering the University, and recall that Washington University has a “three-strikes-and-you’re-out” policy. See also: https://acadinfo.wustl.edu/WUCRSLFrontMatter/WebWUCRSLInfo_AcadIntegrity.htm
COURSE SCHEDULE (subject to change)

CAT = *A Companion to American Thought*
AT = *The American Transcendentalists: Essential Writings*
WR = *Women’s Rights Emerges within the Antislavery Movement*
AR = Automating Reserves [password = puritan]

WEEK 1: COURSE INTRODUCTION & DEFINITIONS

Aug. 29: Course Overview, Syllabus, Course Schedule, etc.
Aug. 31: Intellectuals and Intellectual History in American Thought


WEEK 2-4: PURITANISM AND THE RELIGIOUS IDEAL

Sept. 5: The Origins of Puritanism in Protestant Thought

Martin Luther, “Letter to the Archbishop of Mainz” (1517) in AR; John Calvin, “Thirty Nine Articles” (1571) in AR; and “Calvinism” in CAT

Sept. 7: The Origins of New England Puritanism and American Exceptionalism

John Winthrop, “A Modell of Christian Charity” (1630) in AIT, 6th ed., 6-15, and “On Liberty” (1645) in AR; and “American Exceptionalism” and “John Winthrop” in CAT

Sept. 12 & 14: Puritan Orthodox Theology

John Cotton, Selection from *A Treatise of the Covenant of Grace* (1636) in AIT, 6th ed., 16-27; John Cotton, “Christian Calling” (1641), and “The Cambridge Platform” (1648) in AR; and “Piety,” “Puritanism,” and “John Cotton” in CAT

Sept. 19: Challenges to the New England Puritan Orthodoxy

Anne Hutchinson, “The Examination of Mrs. Anne Hutchinson at the Court at Newtown” (1637) in AIT, 6th ed., 28-38; Roger Williams, *The Bloudy Tenent of Persecution for Cause of Conscience* (1644) in AIT, 6th ed., 39-50, and “A Plea for Religious Liberty” (1644) in AR; and “Anne Hutchinson,” and “Roger Williams” in CAT
Sept. 21: The Decline of New England Puritan Orthodoxy


*Essay #1 Posted to Blackboard*

WEEK 5-8: REPUBLICANISM AND THE AMERICAN ENLIGHTENMENT

Sept. 26: The Enlightenment in America, Part I


Sept. 28: The Enlightenment in America, Part II


Oct. 3: Liberal Republicanism and Resistance


*ESSAY #1 DUE (hardcopy, in class)*

Oct. 5: Radical Republicanism and Independence


Oct. 17: FALL BREAK—NO CLASS

Oct. 19: The New Republic


Essay #2 Posted to Blackboard

WEEK 9-10: ROMANTICISM AND PROTESTANT AWAKENINGS

Oct. 24: The Second Great Awakenings


Oct. 26: Spiritual Ferment and Dissent

Ralph Waldo Emerson, “Divinity School Address” (1838) in AT, 129-145; Andrews Norton, Selection from “The New School in Literature and Religion” (1838) in AT, 146-49; Henry Ware, Jr., “God’s Personhood Vindicated” (1838) in AT, 150-151; Andrews Norton, Selection from A Discourse on the Latest Form of Infidelity (1839) in AT, 152-154; George Ripley, Selection from “The Latest form of Infidelity” Examined (1839) in AT, 155-157; and “Ralph Waldo Emerson,” “Theodore Parker,” and “George Ripley” in CAT

Oct. 31: Transcendentalist Manifestos


ESSAY #2 DUE (hardcopy, in class)
Nov. 2: Public Intellectuals and National Literature

Ralph W. Emerson, “The American Scholar” (1837) in AT, 82-99, and “The Editors to the Reader” (1840) and Verses of the Portfolio” (1840) in AT, 383-391; Margaret Fuller, Selection from “American Literature” (1846) in AT, 405-409; Herman Melville, “Hawthorne and His Mosses” (1850) in AIT, 6th ed., 439-449; Walt Whitman, Selection from Preface to Leaves of Grass (1855) in AT, 416-418; and “Margaret Fuller,” “Nathaniel Hawthorne,” “Herman Melville,” and “Walt Whitman” in CAT

Essay #3 Posted to Blackboard

WEEK 11-12: REFORMISM AND THE DEMOCRATIC IMPULSE

Nov. 7: Democracy and Associations


Nov. 9: Anti-intellectualism and Political Economy


Nov. 14: On the State of Women in the 19th Century


ESSAY #3 DUE (hardcopy, in class)
Nov. 16: The Women’s Rights Movement


Essay #4 Posted to Blackboard

WEEK 13-14: SLAVERY AND ABOLITIONISM

Nov. 21: Proslavery Thought

James Henry Hammond, “Letter to an English Abolitionist” (1845) in AR; George Fitzhugh, Selection from Sociology of the South (1854) in AIT, 6th ed., 480-490; and “Honor,” “Proslavery Thought” and “George Fitzhugh” in CAT

Nov. 23: THANKSGIVING BREAK—NO CLASS

Nov. 28: Antislavery Thought

Frederick Douglass, The Narrative of the Life of Frederick Douglass, 2nd ed. Blight’s Preface, Introduction, and 29-79; and “Frederick Douglass” in CAT

Nov. 30: Antislavery Thought Cont’d


ESSAY #4 DUE (hardcopy, in class)
WEEK 15: NATIONALISM AND THE CIVIL WAR

Dec. 5 & 7: The Inner Civil War


_Essay #5 Posted to Blackboard (Dec. 5)_

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Dec. 14: ESSAY #5 DUE (hardcopy, in my mailbox, Busch 116, by 4:30 pm)

Grad. Stud. Papers Due (hardcopy, in my mailbox, Busch 116, by 4:30 pm)

COURSE AND INSTRUCTOR EVALUATION

Students will be given the opportunity at the end of this course to evaluate it, the content, and the instructor. To do so, go to [http://evals.wustl.edu](http://evals.wustl.edu). The College of Arts and Sciences at Washington University in St. Louis strongly recommends that you fill out and submit a course evaluation. So, too, does your professor.