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## HIST 101-02, Historical Investigation: Nineteenth Century American Reformers, Spring 2001

Item Type	Syllabus
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Publisher	Memphis, Tenn. : Rhodes College
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# *HISTORICAL INVESTIGATION: 19th CENTURY AMERICAN REFORMERS*

HISTORY 101, SPRING 2001

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## ***COURSE DESCRIPTION***

The focus of History 101 is simple: how do historians work? How do they gather information, analyze and evaluate it, and shape it into a convincing narrative or interpretation? Students can expect to become acquainted with various detective and research skills, critical thinking, and expository writing. By focusing on one specific theme, the student can master the content of the topic while concentrating on developing those skills necessary to be successful in upper-level college work.

This year, the focus will be on the turbulent social reform that swept the United States beginning with the evangelical revivals of the 1820s and continuing through Ida B. Wells's anti-lynching campaign in the 1890s. Students will wrestle with why many Americans became reform-minded in this era, what they hoped to accomplish, and how class and gender affected the structures and goals of the reform movements.

Class time will consist primarily of discussion and analysis of the readings, which consist of both primary materials and analytical essays. The instructor will provide some lecture for context and clarification. We will also spend class time small groups assessing data, evaluating student writing and critiquing research proposals. Students are expected to complete reading assignments on a daily basis and participate fully in class discussion.

Various worksheets and writing assignments are designed to develop particular skills. Your goal will be the completion of a 12-page research paper utilizing primary source materials. Your first draft will be critiqued by a peer group and by the instructor. You will then revise the paper for your final project.

## ***OBJECTIVES FOR HISTORY 101***

- to gain expertise in library research: on line catalog, CD-Rom data bases, reference works, finding aids, and journal indexes
- to recognize thesis statements and interpretive arguments in secondary sources
- to gain familiarity in working with primary sources
- to improve skills in both organizing and writing a research paper

- to master the style of formal documentation used by professional historians
- to gain confidence in making oral presentations of scholarly material

## ***COURSE POLICIES***

- All work should be your own and be pledged according to the Rhodes Honor Code.
- Class attendance is expected. Regardless of the number of points that you have earned in the course, your final grade will NOT be higher than the percentage of classes you have attended, minus 3. For example, since there are 36 sessions of this class, if you miss 5 times, I will count 2 absences or 5.5% absences. Thus the highest grade possible in the class would be 94.5%.
- Classes missed for athletics or other school events are still absences and work must be made up ahead of time.
- ALL ASSIGNMENT DEADLINES ARE FIRM. The penalty for a late assignment is one letter grade per calendar day late.

## ***STUDENT ASSESSMENT***

Your attendance is expected; class participation is important and will contribute significantly to your final grade. Final grades will be determined on the following basis:

20%	each of 4 Worksheets worth 5
10%	Oral presentation of Research
25%	Research Paper
20%	Class Participation & Attendance
10%	Midterm
15%	Final

## ***BOOKS FOR PURCHASE***

Benjamin, A Student's Guide to History 7<sup>th</sup> ed., (1998)  
 Mintz, Moralists and Modernizers (1995)  
 Pegram, Battling Demon Rum, (1998)  
 Cain, ed. William Lloyd Garrison & the Fight against Slavery (1995)  
 Stowe, Uncle Tom's Cabin, (1852)  
 Klaw, Without Sin: Life and Death of the Oneida Community (1993)  
 Royster, ed. Southern Horrors and Other Writings (1997)

## *CLASS ASSIGNMENTS*

### *I. What Historians Do*

- 1/10 **INTRODUCTION TO THE COURSE**  
 "Split Personality Course"  
 Policies & Expectations
- 1/12 **HOW HISTORIANS WORK**  
 Benjamin, Chapter 1  
 (1) Detective work  
 (2) Using evidence in writing  
 (3) Knowing what to leave out
- 1/15 **MARTIN LUTHER KING NATIONAL HOLIDAY**
- 1/17 **THE REFORM IMPULSE**  
 Mintz, Introduction  
 Lecture on 19<sup>th</sup> Century Reforms
- 1/19 **THE CONTEXT OF ANTEBELLUM REFORM**  
 Mintz, Ch. 1  
 Worksheet #1  
 Lecture on Reforms, cont'd.
- 1/22 **THE PROMISE OF THE MILLENNIUM**  
 Mintz, Ch. 2
- 1/24 **HOW RELIGION IMPELLED MORAL REFORM**  
 Mintz, Ch. 3  
 Exercise on asking questions
- 1/26 **WORKSHOP ON RESEARCH**  
 Benjamin, Ch. 4, pp 59-75  
 Finding & evaluating secondary sources
- 1/29 **SELECTING A RESEARCH TOPIC**  
 Review Mintz, Intro, and Benjamin, pp 59-75  
 Bring 3 Research Questions to class (written out)  
 LAST DAY TO DROP A COURSE
- 1/31 **RESEARCHABLE TOPICS**  
 Group work. By end of class, you will have developed a research topic
- 2/2 **STATING A THESIS/ ORGANIZING AN ARGUMENT**  
 Xerox: Boylan "Women in Groups"  
 Worksheet #2

### *II. Historians at Work – an example*

- 2/5 **TEMPERANCE AS MORAL REFORM**  
 Pegram, Ch. 1

- 2/7 **TEMPERANCE AS MORAL REFORM** cont'd.  
Pegram, Ch. 2
- 2/9 **LIBRARY ASSIGNMENT: 3 Secondary Sources** (Class does not meet)
- 2/12 **USING SECONDARY SOURCES IN RESEARCH**  
Benjamin, pp. 75-83  
Bring 3 secondary sources and blank notecards to class (4X5 or 5x8)  
**\*\*forewarning:** you must formulate an outline and a research time line by the last day before Spring Break (March 2). Don't be caught unprepared

### *III. Using Primary Materials*

- 2/14 **ATTITUDES TOWARD POVERTY & CRIME**  
Xerox: Brace "Dangerous Class of New York"  
Mintz, Ch. 4 to p. 95
- 2/16 **ASYLUMS AND EDUCATION**  
Mintz, Ch. 4, pp 95-116  
Xerox
- 2/19 **ATTITUDES TOWARD SLAVERY**  
Cain, W L Garrison, Document 1 (pp 61-70), Document 2 (pp 70-72), Document 4 (pp 74-76), Document 9 (pp 83-86)  
Worksheet #3
- 2/21 **PROSLAVERY DOCUMENTS**  
Xerox
- 2/23 **BLACK ABOLITIONISM/ PROSLAVERY DEFENSE**  
Cain, Documents 8, 17, 18  
Xerox: "Black Abolitionist Papers"
- 2/26 **MIDTERM EXAM**
- 2/28 & 3/2 **INDIVIDUAL APPOINTMENTS**
- 3/2 **Revised Research Topic, Outline, and Time-line Strategy DUE**

3/5-3/11 **SPRING BREAK**

### *IV. BIOGRAPHY AS HISTORY*

- 3/12 **AN ABOLITIONIST**  
Cain, pp 1-57
- 3/14 **AN ACTIVIST FOR RACIAL JUSTICE**  
Royster, 1-45

## ***V. FICTION AS AN HISTORICAL SOURCE***

- 3/16 **FICTION AS HISTORY**  
Uncle Tom's Cabin, 11-157
- 3/19 **POWER OF STEREOTYPES**  
U.T.C., 158-293
- 3/21 **USES OF U.T.C.**  
Finish U.T.C.  
Worksheet #4
- 3/23 **WRITING THE RESEARCH PAPER: STRATEGIES**  
Benjamin, Ch. 5  
**Bring Thesis statement, notecards, and your outline**  
LAST DAY TO WITHDRAW FROM A CLASS
- 3/26 **WOMEN'S RIGHTS**  
Mintz, Ch. 5, 142-146  
Xerox from Seneca Falls Convention

## ***VI. REFORM IN THE POSTBELLUM PERIOD***

- 3/28 **WOMEN'S SUFFRAGE MOVMENT**  
Xerox
- 3/30 **TEMPERANCE**  
Pegram, Ch. 3 and 4
- 4/2 **RESEARCH PAPERS DUE AT 11:30, my office. Multiple copies**  
Pick up copies of other papers in your team; available after 4:00 p.m. at my office
- 4/4 **COMMENTARY and ORAL CRITIQUES OF PAPERS**
- 4/6 **PROTECTION OF FREEDMEN**  
Royster, Southern Horrors, 73-157
- 4/9 **CREATING UTOPIAS**  
Mintz, Ch 5, pp 146-153
- 4/11 **ONEIDA COMMUNITY**  
Klaw, Without Sin, 1- 76  
PAPERS RETURNED: Individual conferences as needed
- 4/13 **EASTER HOLIDAY**
- 4/16 **COMMUNAL ORGANIZATION**  
Klaw, 77- 153
- 4/18 **COMMUNITY FLOUNDERS**

Klaw, 154- 231

## *VII. CONCLUDING OUR HISTORICAL INVESTIGATION*

4/20 ORAL PRESENTATIONS BEGIN. Read Benjamin, pp. 42-43, "Giving an Oral Presentation" before you prepare  
AWARDS DAY: shortened classes

4/23 ORAL PRESENTATIONS IN CLASS  
**FINAL PAPERS DUE**

4/25 ORAL PRESENTATIONS IN CLASS

4/27 ORAL PRESENTATIONS IN CLASS  
EVALUATIONS

YOUR FINAL EXAM IS SCHEDULED FOR \_\_\_\_\_