

**HURON UNIVERSITY COLLEGE
DEPARTMENT OF HISTORY
HISTORY 4307F 550**

American Dreams:

Radicals and Reformers from a “City on a Hill” to *Herland*

Fall 2022

Dr. Nina Reid-Maroney

Class meets: Wednesday 9:30-11:30 H227

Office Hours: Mondays 2:30-3:30 A 305 (and other times by appointment)

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Course Description:

The phrase “American Dream” is among the most evocative in the lexicon of American culture. But what does it mean, and at what point does an “American dream” become a nightmare? Our course begins with the idea of American dreams—sometimes expressed in terms of personal or spiritual fulfilment, sometimes forming national aspiration or identity, sometimes equated with material success, and sometimes turned to the language of delusion or nightmare—and places that idea at the centre of a wider investigation of the histories of American radicalism and reform.

Urging the cause of American independence in the early days of the Revolutionary War, Thomas Paine told his compatriots, “we have it in our power to begin the world over again.” Turning to the history of the American republic, we will ask questions such as: Is the impulse to “begin the world over again” at the heart of human experience? How do communitarian experiments try to change the world by withdrawing from the world? By studying reform movements thought to be on the “fringe”, what can we learn about American history at the centre? Where do traditional ideas of individualism and “a more perfect union” meet, and how are they held in tension? In light of work such as Ta-Nehisi Coates’ *Between the World and Me*, how might the histories of “American Dreams” inform our understanding of the present moment?

To address questions such as these, we begin with 17th-century concepts of English settlement in the “New World”—itself a term ideologically charged with reformist and millennial associations— and work our way toward the fictional utopia *Herland*, written by the feminist and economist, Charlotte Perkins Gilman. Along the way, we will consider histories of Quakers, Shakers, and republican revolutionaries, abolitionists, communitarians, feminists, spiritualists, and utopian/dystopian reformers. You will be encouraged to explore your own interests through a research project of linked assignments.

Course Learning Objectives:

By the end of the course, you should be able to:

- Critically analyze the tenets, context and significance of reform movements across the range of course material;
- Outline the historiographical debates that shape our understanding of reform movements and radicalism in American history;
- Conduct original research using primary and secondary materials, and present your research findings effectively through essay assignments and in class;

- Develop and defend your own historical arguments on key themes of the course material;
- Think and write about the significance of course themes in our current moment.

Required Reading:

Andrew Delbanco, *The Abolitionist Imagination*

Charlotte Perkins Gilman, *Herland*

Chris Jennings, *Paradise Now: The Story of American Utopianism*

Books are available through the UWO Bookstore. Other course readings as noted on the class schedule are available on the course OWL site.

Assessment:

Participation (including in-class feedback on presentations) 20%

Proposal and annotated bibliography (Oct.12) 10%

Work-in-progress update (in-class Oct. 26) 10%

Final Presentation (in-class Nov. 30 or at CURL Fall showcase--schedule to be determined) 10%

Research Essay (due December 7) 30%

Final exam (take-home, scheduled during final exam period) 20%

Descriptions of all written assignments can be found on the course OWL site.

Course Highlights/Optional Activities:

September 30: You're invited to attend the Black Press in Canada Conference (Keynote talk on Mary Ann Shadd Cary)

October 14: Museum and walking tour, Chatham Kent Black Historical Society

October 20-21: Great Lakes Borderlands Field School (Oberlin College Archives, Oberlin OH)

Participation in the trips to Chatham and/or Oberlin College is strongly encouraged—more details will follow in class!

Class Schedule and Assigned Reading:

Sept. 14 Introduction: Concepts and Historiography

Read: Mark Holloway, *Heavens on Earth*, 17-30; Ronald Walters, *American Reformers, 1815-1860*, xi-20.

Ta-Nehisi Coates' *Between the World and Me*, 133-152.

Sept. 21 Cities on a hill (and what became of them)

Read: John Winthrop, *A Model of Christian Charity*

William Penn, *The excellent privilege of liberty and property being the birth-right of the free-born subjects of England* (London 1687) selections; Wendy Warren, *New England Bound*,

Introduction

Sept. 28 Enlightenment, Revolution and Radicalism

Michael Meranze, Introduction to Benjamin Rush, *Essays, Literary, Moral and Philosophical*;

Benjamin Rush, "Address to the Inhabitants of the British Settlements on the Slavery of Negroes"

in American" (1773) ; John Woolman, "Considerations on the Keeping of Negroes"; Chris Jennings, *Paradise Now*, xi-21.

Oct. 5 "Burned over"

Read: Jennings, *Paradise Now*, 23-77; Rothman, *Reforming America, 1815-1860*, Introduction and 21-34.

Oct. 12 Communitarians & 19th Socialism

Read: Jennings, *Paradise Now* (any two additional chapters)

Oct. 19 Abolition: Oberlin Case Study

Read: Gary Kornblith and Carol Lasser, *Elusive Utopia*, chapters 1 and 3

Oct. 26 Women's Rights

Read: Carol Lasser, "Enacting Emancipation: African American Women Abolitionists at Oberlin College and the Quest for Empowerment, Equality and Emancipation"; Elizabeth Cady Stanton, "Solitude of Self"

Nov. 9 Abolition II

Manisha Sinah, "Did the Abolitionists Cause the Civil War" and Darryl Pinckney, "The Invisibility of Black Abolitionists" in Andrew Delbanco, *The Abolitionist Imagination*

Nov. 16 John Brown's Body: Millennialism and the Civil War

Zoe Trodd, "Writ in Blood: John Brown's Charter of Humanity, the Tribunal of History, and the Thick Link of American Political Protest" *Journal for the Study of Radicalism* 1 (2007):1-29.
Drew Gilpin Faust, "Believing and Doubting: What Means this Carnage?"; Andrew Delbanco, "The Presence of the Past"

Nov. 23 Literary Utopias: *Looking Backward & Herland*

Read: Edward Bellamy, *Looking Backward, 2000-1887* (selections); Charlotte Perkins Gilman, *Herland*

Nov. 30 Research Presentations at in-class conference

Dec. 7 Final Considerations

Read: Walters, "Afterword: A Matter of Time"; Revisit Ta-Nehisi Coates' *Between the World and Me* (selection)

Additional Notes:

The mark for participation is cumulative and will be based on a combination of regular attendance; informed, engaged, and critical discussion of the assigned reading; written comment on readings (from time to time), and collegial comment (including written comment generated in class) on classmates' presentations. A detailed record of participation is kept on file; you are invited to review this with me at any time during the term.

The main assignments in the course are interconnected. They are designed to explore aspects of scholarly work ranging from the first idea of a topic to the close reading of primary texts, through the public presentation of your work, and response to feedback. Because the assignments are linked, you'll want to choose a topic carefully, and build on your work from one assignment to the next. Brief descriptions of each assignment have been posted on OWL, and we will review instructions in class.

RULES AND REGULATIONS

The History Department has specified that:

1. Accommodation will not be granted for missed classes.
2. All written assignments are to be submitted electronically following your professor's instructions. Students are responsible for making sure they are familiar with each professor's policy on electronic submissions.
3. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
4. Late marks are calculated on the copy submitted to OWL. Late penalties are calculated according to calendar day, including Saturdays.
5. Lateness will be penalized as follows: First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction to a maximum of 15% of the final assignment grade.
6. Unless Academic Consideration has been granted by the professor, assignments will not be accepted after one week. Extensions will only be given for assignments **worth more than 10%** once appropriate documentation has been submitted through Academic Advising.
7. Students must complete all essay assignments in order to pass essay courses. If essay assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.
8. Assignments will not be accepted after the final date of the examination period unless the student has applied for – and received – incomplete standing
https://www.uwo.ca/univsec/pdf/academic_policies/general/grades_undergrad.pdf

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.

- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.¹

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
 - o The title of a book is underlined or written in *italics*.
 - o The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
- 3..Place and date of publication in parentheses (),
 - o A fuller reference will include the publisher after the place of publication.
 - o Article citations do not include the place of publication and publisher.
4. Page number (including volume number if necessary)

For example:

¹J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

²Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

³Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

¹ They should be in Arabic, not Roman numerals or letters.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

[Http://www.history.utoronto.ca/undergraduate/essays.html#footnotes](http://www.history.utoronto.ca/undergraduate/essays.html#footnotes). Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.



Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022

Pandemic Contingency

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [Academic Calendar - Western University \(uwo.ca\)](#). The appeals process is also outlined in this policy as well as more generally at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

**(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade:
Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#)

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at

huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Academic Support & Engagement: <http://academicsupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)