

1 ☐2 ☐ **I. Reviving Religion**

- Religion, 1790-1860:
  - Church attendance still regular ritual for  $\frac{3}{4}$  of 23 million Americans in 1850
    - Alexis de Tocqueville declared there was “no country in the world where the Christian religion retains a greater influence over the souls of men than in America.”
  - Yet religion of this era was not old-time religion of colonial days:
    - Austere Calvinism declined in American churches

3 ☐ **I. Reviving Religion (cont.)**

- Rationalist ideas of French Revolutionary era softened older orthodoxy:
  - Thomas Paine's *The Age of Reason* (1794) declared churches were “set up to terrify and enslave mankind, and monopolize power and profit.”
  - Many Founding Fathers, including Jefferson and Franklin, embraced Paine's liberal Deism

4 ☐ **I. Reviving Religion (cont.)**

- Deism:
  - Relied on reason rather than revelation
  - On science rather than Bible
  - Rejected concept of original sin
  - Denied Christ's divinity
  - Yet Deists believed:
    - In Supreme Being who created knowable universe
    - Who endowed human beings with capacity for moral behavior
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5 ☐ **I. Reviving Religion (cont.)**

- Deism reflected continuing religious debate over free will and human salvation:
  - Overtime, many Protestants downplayed Calvinist emphasis on predestination and human depravity
  - Instead stressed essential goodness of human nature

- Proclaimed belief in free will and possibility of salvation through good works
- Pictured God not as stern Creator but as loving Father

#### 6 ☐ I. Reviving Religion (cont.)

- Such ideas flourished among Methodists, Baptists, & Unitarians
- Affected Presbyterians & Congregationalists too
- Religious ferment propelled wave of revivals in early 1800s in Second Great Awakening
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#### 7 ☐ I. Reviving Religion (cont.)

- Second Great Awakening one of most momentous episodes in history of American religion:
  - Converted countless souls
  - Shattered and reorganized many churches
  - Created numerous new sects
  - Encouraged evangelicalism in many areas of American life:
    - » Prison reform, temperance cause, women's movement, and crusade to abolish slavery
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#### 8 ☐ I. Reviving Religion(cont.)

- Second Great Awakening spread on frontier by huge “camp meetings”:
- Up to 25,000 people would gather for several days to listen to an itinerant preacher
- Thousands of spiritually starved souls “got religion”
- Many of “saved” soon backslid into former sinful ways
- Revivals boosted church attendance

#### 9 ☐ I. Reviving Religion (cont.)

- Stimulated a variety of humanitarian reforms
- Missionary work in Africa, Asia, Hawaii, and in West with Indians
- Methodist & Baptists reaped most abundant harvest of souls:
  - Both stressed personal conversion, relatively democratic control of church affairs, and rousing emotionalism
- Peter Cartwright (1785-1872) best known of Methodist “circuit riders” or traveling frontier preachers

10 ☐11 ☐ **I. Reviving Religion (cont.)**

- Charles Grandison Finney was greatest of revival preachers:
  - Had deeply moving conversion experience
  - Led massive revivals in Rochester and New York City in 1830 and 1831
  - Preached a version of old-time religion, but was also an innovator:
    - Devised “anxious bench” where repentant sinners could sit in full view of congregation
    - Encouraged women to pray aloud in public

12 ☐13 ☐ **I. Reviving Religion (cont.)**

- Denounced both alcohol and slavery
- Served as president of Oberlin College in Ohio, which he helped make a hotbed of revivalist activity and abolitionism
- Key feature of Second Great Awakening was feminization of religion, both in church membership and theology:
  - Middle-class women were first and most fervent enthusiasts of religious revivalism
  - Made up majority of new church members

14 ☐ **I. Reviving Religion (cont.)**

- Most likely to stay with church even after revival
- Evangelicals preached a gospel of female spiritual worth
- Offered women an active role in bringing their husbands and families back to God
- Many women then turned to saving rest of society
- Formed a host of benevolent and charitable organizations
- Spearheaded most of era's ambitious reforms

15 ☐ **II. Denominational Diversity**

- Revivals furthered fragmentation of religious faiths:
  - Western New York so blistered by sermonizers preaching “hellfire and damnation,” it came to be known as Burned-Over-District:
    - Millerites, or Adventists, rose from Burned-Over-District soil in 1830s

- Named after William Miller
- Interpreted Bible to mean Christ would return on October 22, 1844

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## 16 ☐ II. Denominational Diversity (cont.)

- Failure of Jesus to descend on schedule dampened but did not destroy movement
- Like First Great Awakening, the Second tended to widen lines between classes and regions:
  - Prosperous and conservative denominations in East less affected
  - Episcopalians, Presbyterians, Congregationalists, & Unitarians tended to come from wealthier, better-educated, urban areas
  - Methodists, Baptist, & other sects tended to come from less prosperous, less “learned” communities in rural South and West

## 17 ☐ II. Denominational Diversity (cont.)

- Religious diversity reflected growing social cleavages regarding slavery:
  - In 1844-45, southern Baptists & southern Methodists split from northern brethren
  - In 1857 Presbyterians, North & South, parted company
  - Secession of southern churches foreshadowed secession of southern states
  - First churches split; then political parties split; then Union split

## 18 ☐ III. A Desert Zion in Utah

- Mormons:
  - Joseph Smith received golden plates in 1830, which constituted Book of Mormon
  - Also called Church of Jesus Christ of Latter-Day Saints
  - Mormons went first to Ohio, then to Missouri and Illinois:
    - Antagonized neighbors by voting as a unit
    - By openly drilling militia for defensive purpose
    - And by accusations of polygamy against Smith

## 19 ☐ III. A Desert Zion in Utah

**(cont.)**

- In 1844 Smith and his brother were murdered by a mob in Carthage, Ill.
- Brigham Young took over leadership:
  - Proved to be an aggressive leader
  - An eloquent preacher
  - A gifted administrator
  - Determined to escape further persecution, he led oppressed Mormons to Utah in 1846-47

20 ☐

21 ☐ **III. A Desert Zion in Utah (cont.)**

- Mormons soon made desert bloom by means of ingenious & cooperative irrigation:
  - Crop of 1848, threatened by crickets, was saved by flock of gulls (A monument to seagulls still stands in Salt Lake City)
  - Semiarid Utah grew remarkably
  - 5,000 settlers had arrived by end of 1848 (see Map 15.1)

22 ☐

23 ☐ **III. A Desert Zion in Utah (cont.)**

- In 1850s many dedicated Mormons made 1,300 mile trek across plains pulling two-wheeled carts
- Under Young's disciplined management, community became prosperous frontier theocracy and cooperative commonwealth
- Young married as many as 27 women and begot 56 children
- Population grew with thousands of immigrants from Europe, where Mormons had flourishing missionary movement

24 ☐ **III. A Desert Zion in Utah (cont.)**

- Crisis developed when U.S. Government unable to control Young, who had been made territorial governor in 1850:
  - Federal troops marched in 1857 against Mormons
  - Fortunately quarrel settled without serious bloodshed
- Mormons had problems with anti-polygamy laws passed by Congress in 1862 and 1882:

–Marital customs delayed statehood for Utah until 1896

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#### 25 ☐ **IV. Free Schools for a Free People**

- Tax-supported primary schools were scarce in early years of Republic:
  - Were primarily to educate children of poor—the so-called ragged schools
  - Advocates of “free” public education met stiff opposition
  - Taxes for education came to be seen as an insurance that wealthy paid for stability & democracy

#### 26 ☐ **IV. Free Schools for a Free People (cont.)**

- Tax-supported public education lagged in South, but grew in North between 1825 & 1850:
  - Gaining of manhood suffrage for whites helped
  - A free vote cried aloud for free education
- Famed little red schoolhouse became shrine of American democracy.

27 ☐

#### 28 ☐ **IV. Free Schools for a Free People (cont.)**

- Early schools:
  - Stayed open only a few months of year
  - Schoolteachers, mainly men, were ill-trained, ill-tempered, ill-paid
  - More stress on “lickin” than “larnin”
  - Usually taught “three Rs”—“readin', 'ritin', 'rithmetic”
  - To many rugged Americans, suspicious of “book larnin',” this was enough

#### 29 ☐ **IV. Free Schools for a Free People (cont.)**

- Horace Mann (1796-1859):
  - As secretary of Massachusetts Board of Education, he championed:
    - More and better schoolhouses

- Longer school terms
- Higher pay for teachers
- Expanded curriculum
- His influence radiated out to other states and improvements were made
- Yet education remained an expensive luxury for many communities

30 ☐ **IV. Free Schools for a Free People (cont.)**

- By 1860 nation counted only 100 public secondary schools—and nearly a million white adult illiterates.
- Black slaves in South were legally forbidden to receive instruction in reading and writing.
- Free blacks in both North and South were usually excluded from schools.

31 ☐ **IV. Free Schools for a Free People (cont.)**

- Educational advances aided by improved textbooks, esp. by Noah Webster (1758-1843):
  - His books partly designed to promote patriotism
  - Devoted twenty years to famous dictionary
  - Published in 1828, it helped standardize American language

32 ☐ **IV. Free Schools for a Free People (cont.)**

- William H. McGuffey:
  - A teacher-preacher of rare power
  - His grade-school readers, first published in 1830s, sold 122 million copies
  - *McGuffey's Readers* hammered home lessons in morality, patriotism, and idealism

33 ☐ **V. Higher Goals for Higher Learning**

- Higher education:
  - Second Great Awakening created many small, denominational, liberal arts colleges:
    - Chiefly in South and West
    - New colleges offered narrow, traditional curriculum of Latin, Greek, mathematics, and moral philosophy

–First state-supported university in North Carolina (1795)

34 ☐ **V. Higher Goals for Higher Learning (cont.)**

- University of Virginia (1819):
  - Brainchild of Thomas Jefferson
  - Dedicated university to freedom from religion or political shackles
  - Modern languages and sciences received emphasis

35 ☐ **V. Higher Goals for Higher Learning (cont.)**

- Higher education for women:
  - Frowned upon in early decades of 1800s
  - Women's education was to be in the home
  - Prejudices prevailed that too much learning injured brain, undermined health, and rendered a young lady unfit for marriage
  - Some access for women began:
    - Oberlin College admitted women in 1837
    - Mount Holyoke Seminary opened in 1837

36 ☐

37 ☐ **V. Higher Goals for Higher Learning (cont.)**

- Adult learners:
  - Used private subscription libraries or increasingly public libraries
  - House-to-house peddlers fed public appetite for culture
  - Traveling lecturers carried learning to masses through lyceum lecture associations:
    - Platform for speakers in science, literature, & moral philosophy
  - Magazines flourished in pre-Civil War years, but most withered after short life

38 ☐ **VI. An Age of Reform**

- Reformers:
  - Most were intelligent, inspired idealists, touched by evangelical religion:
    - Dreamed of freeing world from earthly evils
  - Women prominent in reform, especially for suffrage:
    - Reform provided opportunity to escape home and enter public arena



- Imprisonment for debt continued to be a nightmare:

39 ☐ **VI. An Age of Reform  
(cont.)**

- Criminal codes in states were softened:
  - Number of capital offenses reduced
  - Brutal punishments slowly eliminated
  - Idea that prisons should reform as well as punish—hence “reformatories,” “houses of correction,” and “penitentiaries” (for penance)
- Insane still treated with cruelty
  - Many chained in jails or poor house
- Dorothy Dix (1802-1887):
  - Possessed infinite compassion and will-power
  - Travelled 60,000 miles in 8 years to document firsthand observation of insanity and asylums
  - »
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41 ☐

42 ☐ **VI. An Age of Reform  
(cont.)**

- Her classic petition in 1843 to Mass. legislature described her visits
- Her persistent prodding resulted in improved conditions
- Agitation for peace:
  - American Peace Society (1828) formed with ringing declaration of war on war
  - Made progress by midcentury, but suffered setback with Crimean War in Europe and Civil War in America

43 ☐ **VII. Demon Rum—  
The “Old Deluder”**

- Ever-present problem of alcohol attracted dedicated reformers:
  - American Temperance Society formed in Boston (1826):
    - Implored drinkers to sign temperance pledge
    - Organized children's clubs—“Cold Water Army”

- Used pictures, pamphlets, & lurid lectures to convey message

44 ☐

45 ☐ **VII. Demon Rum—  
The “Old Deluder” (cont.)**

- Most popular tract was T.S. Arthur's *Ten Nights in a Barroom and What I Saw There* (1854)
- Early foes of Demon Drink adopted two lines of attack:
  - Stiffen individual's will to resist alcohol = “temperance” rather than “teetotalism” or total elimination
  - Eliminate intoxicants by legislation:
    - Neal S. Dow, “Father of Prohibition,” sponsored Maine Law of 1851
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46 ☐ **VII. Demon Rum—  
The “Old Deluder” (cont.)**

- Maine Law of 1851:
  - Banned manufacture & sale of intoxicating liquor
  - Others states followed Maine's example
  - By 1857, a dozen states passed prohibition laws
  - Clearly impossible to legislate thirst for alcohol out of existence
    - On eve of Civil War, prohibitionists had registered inspiring gains
    - Less drinking among women

47 ☐ **VIII. Women in Revolt**

- Women in America, 1800s:
  - Regarded as perpetual minors: not able to vote or own property, could be beaten by husband
  - Some now avoided marriage—10 % of adult women remained “spinsters” by Civil War
  - Gender differences strongly emphasized in 1800s
  - Burgeoning market economy separated women and men into distinct economic roles
  - Home was woman's special sphere, centerpiece of “cult of domesticity”

48 ☐ **VIII. Women in Revolt (cont.)**

- Clamorous female reformers:
  - Demanded rights for women
  - Campaigned for temperance and abolition of slavery
  - Like men, touched by evangelical spirit
  - Women's right movement mothered by:
    - Lucretia Mott, sprightly Quaker
    - Elizabeth Cady Stanton insisted on leaving “obey” out of her marriage ceremony and advocated suffrage for women
    - Quaker-raised Susan B. Anthony, a militant lecturer for woman's rights

49 ☐

50 ☐ **VIII. Women in Revolt (cont.)**

- Dr. Elizabeth Blackwell was first female graduate of a medical college
- Talented Grimke sisters, Sarah and Angelina, championed antislavery
- Lucy Stone retained maiden name after marriage—hence the latter-day “Lucy Stoners”
- Amelia Bloomer revolted against current “street sweeping” female attire by donning a short skirt with Turkish trousers—“bloomers”

51 ☐

52 ☐

53 ☐ **VIII. Women in Revolt (cont.)**

- Woman's Rights Convention at Seneca Falls, New York in 1848:
  - Stanton read a “Declaration of Sentiments”:
    - In spirit of Declaration of Independence— “all men and women are created equal”
    - One resolution formally demanded ballot for women
    - Seneca Falls meeting launched modern women's rights movement

–Crusade for women's rights eclipsed by campaign against slavery

54 ☐ **VIII. Women in Revolt (cont.)**

- While any white male over age of 21 could vote, no woman could.
- Yet women were being admitted to colleges.
- Some states, like Mississippi in 1839, permitted wives to own property after marriage.

55 ☐ **IX. Wilderness Utopias**

- Utopias:
  - 40 communities of co-operative, communistic, or “communitarian” nature set up:
    - Robert Owen founded communal society of 1,000 people in 1825 at New Harmony, Indiana
    - Brook Farm, Mass. started in 1841 with about 20 intellectuals committed to transcendentalism:
      - Destroyed by fire, adventure in “plain living and high thinking” collapsed in debt

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56 ☐ **IX. Wilderness Utopias (cont.)**

- Oneida Community (1848) founded in New York:
  - Practiced free love (“complex marriage”), birth control through “male continence,” and eugenic selection of parents to produce superior offspring
  - Flourished for 30 years, largely because its artisans made superior steel traps and silver plate; see “Makers of America: The Oneida Community”
- Shakers:
  - Longest-lived sect, founded in England, but brought to America by Mother Ann Lee in 1774
  - Attained membership of 6,000 by 1840
  - Since their customs prohibited marriage and sexual relations, they were virtually extinct by 1940

57 ☐ **X. The Dawn of Scientific Achievement**

- Scientific talent:
  - Professor Benjamin Silliman (1779-1864) most influential

American scientist

- Pioneer chemist and geologist taught at Yale College for 50 years

–Professor Louis Agassiz (1807-1873):

- Served for quarter century at Harvard College
- Path-breaking biologist, insisted on original research & deplored reigning over-emphasis on memory work

58 ☐

59 ☐

60 ☐

61 ☐ **X. The Dawn of Scientific Achievement (cont.)**

–Professor Asa Gray (1810-1888) of Harvard College:

- Published over 350 books, monographs, and papers
- His books set new standards for clarity and interest

–Naturalist John J. Audubon (1785-1851):

- Painted wildfowl in natural habitat
- Magnificently illustrated *Birds of America*
- Audubon Society for protection of birds later named in his honor

62 ☐ **X. The Dawn of Scientific Achievement (cont.)**

- Medicine in America:

- Very primitive by modern standards
- People everywhere complained of ill health
- Self-prescribed patent medicines common
- Fad diets popular
- Use of medicine by doctors often harmful
- Victims of surgical operations tied down
- Some medical progress by 1840s with anesthetics

63 ☐

64 ☐

65 ☐

66 ☐ **XI. Artistic Achievements**

- Flush with political independence, Americans strained to achieve

cultural autonomy and create a national art worthy of aspirations.

- Architecture:
  - Americans copied Old World styles rather than created indigenous ones
  - Federal Style:
    - Borrowed from classical Greek and Roman examples
    - Emphasized symmetry, balance, and restraint
    -

67 ☐ **XI. Artistic Achievements (cont.)**

- Public buildings incorporated neoclassical columns, domes, and pediments
- Charles Bulfinch's design of Mass. State House
- Benjamin Latrobe's additions to U.S. Capitol & President's House (now White House) showcased neoclassicism
- Greek Revival:
  - Between 1820 and 1850
  - By midcentury, medieval Gothic forms with emphasis on arches, sloped roofs, and large, stained-glass windows

68 ☐ **XI. Artistic Achievement (cont.)**

- Palladian style
  - Thomas Jefferson's Virginia home, Monticello
  - Modeled Richmond's new capitol on ancient Roman temple
  - Jefferson's University of Virginia = finest example of neoclassicism
- Difficult to create a distinctive style of painting:
  - America exported artists and imported art
  - Suffered Puritan prejudice—art a sinful waste of time

69 ☐

70 ☐ **XI. Artistic Achievements (cont.)**

- American painters:
  - Gilbert Stuart (1755-1828) produced several portraits of Washington
  - Charles Willson Peale (1741-1827) painted some sixty portraits of Washington

- John Trumbull (1756-1843) recaptured Revolution's heroic scenes & spirit on scores of striking canvasses

71 ☐ **XI. Artistic Achievements (cont.)**

- After War of 1812, painters turned from human portraits & history paintings to pastoral mirrorings of local landscapes
- Hudson River school (1820s and 1830s):
  - Thomas Cole and Asher Durand celebrated raw sublimity and grand divinity of nature
  - Cole's *The Oxbow* (1836) portrayed ecological threat of human encroachment on once pristine environments
  - Masterpiece *The Course of Empire* (1833-1836) depicted cyclical rise & fall of human civilization— analogy of industrialization and expansion

72 ☐

73 ☐ **XI. Artistic Achievements (cont.)**

- Music:
  - Slowly shed restraints of colonial days, when Puritans frowned upon nonreligious singing
  - Rhythmic and nostalgic “darky” tunes popular:
    - American minstrel shows unique
  - “Dixie” Confederate's battle hymn (1859)
  - Stephen Foster (1826-1864)—most famous southern songs “Camptown Races” (1850) “Old Folks at Home” (1851) “Oh! Susanna” (1848)

74 ☐ **XII. The Blossoming of a National Literature**

- Busy conquering a continent, Americans poured creative efforts into practical outlets:
  - Political essays: *The Federalist* (1787-1788) by Jay, Hamilton, and Madison
  - Pamphlets: Thomas Paine's *Common Sense* (1776)
  - Political orations: Masterpieces of Daniel Webster
  - Benjamin Franklin's *Autobiography* (1818)

75 ☐ **XII. The Blooming of a National Literature (cont.)**

- Romanticism:
  - Reaction against hyper-rational Enlightenment
  - Originated in revolutionary Europe and England
  - Emphasized imagination over reason, nature over civilization, intuition over calculation, and self over society
  - Celebrated human potential and prized heroic genius of individual artists
- 

76 ☐ **XII. The Blossoming of a National Literature (cont.)**

- American artists:
  - Washington Irving (1783-1859), first to win international recognition as literary figure
  - James Fenimore Cooper (1789-1851) gained world fame making New World themes respectable
  - William Cullen Bryant (1794-1878) wrote poetry and set model for journalism that was dignified, liberal, and conscientious

77 ☐

78 ☐ **XIII. Trumpeters of Transcendentalism**

- Transcendentalism:
  - Resulted from liberalizing of straight-laced Puritan theology
  - Rejected prevailing empiricist theory of John Locke that all knowledge comes through senses
  - Truth, rather, “transcends” senses: it cannot be found by observation alone
  - Every person possesses an inner light that can illuminate highest truth, and indirectly touch God

79 ☐ **XIII. Trumpeters of Transcendentalism (cont.)**

- Beliefs of transcendentalism:
  - Individualist in matters of religion & society
  - Committed to self-reliance, self-culture, & self-discipline
    - Hostile to authority, formal institutions, & conventional wisdom
    - Romantic exaltation of dignity of individual—whether black or white—mainspring of numerous humanitarian reforms

80 ☐ **XIII. Trumpeters of Transcendentalism (cont.)**



- Best known transcendentalist was Ralph Waldo Emerson (1803-1882):
  - Most thrilling effort was “The American Scholar”:
    - Delivered at Harvard College in 1837
    - Intellectual declaration of independence
    - Urged American writers to throw off European traditions and delve into cultural riches surrounding them
  - Stressed self-reliance, self-improvement, self-confidence, optimism, and freedom

81 ☐ **XIII. Trumpeters of Transcendentalism (cont.)**

- Henry David Thoreau (1817-1862):
  - Condemning a government that supported slavery, he refused to pay his Mass. poll tax
  - *Walden: Or Life in the Woods* (1854):
    - His two year life on edge of Walden Pond
    - Epitomized romantic quest for isolation from society's corruptions
  - His essay “On the Duty of Civil Disobedience” (1849):
    - Influenced Mahatma Gandhi to resist British rule in India
    - Influenced Martin Luther King, Jr.'s ideas about nonviolence

82 ☐ **XIII. Trumpeters of Transcendentalism (cont.)**

- Margaret Fuller (1810-1850):
  - Edited movement's journal, *The Dial*
  - Her series of “Conversations” promoted scholarly dialogue among local elite women
  - *Woman in the Nineteenth Century* (1845) powerful critique of gender roles and iconic statement of budding feminist movement

83 ☐ **XIII. Trumpeters of Transcendentalism (cont.)**

- Walt Whitman (1819-1892):
  - Famous collection of poems *Leaves of Grass* (1855) highly emotional and unconventional
  - Dispensed with titles, stanzas, rhymes, and at times regular meter

- Located divinity in commonplace natural objects as well as human body
- Informally called “Poet Laureate of Democracy” for his praise of common people

84 ☐ **XIV. Glowing Literary Lights**

- Henry Wadsworth Longfellow (1807-1882):
  - One of most popular poets produced in America
  - Some of his most admired poems—*Evangeline* (1847), *The Song of Hiawatha* (1855), *The Courtship of Miles Standish* (1858)—based on American themes
  - First American to be enshrined in Poet's Corner of Westminster Abbey
- John Greenleaf Whittier (1807-1892):
  - Uncrowned poet laureate of antislavery crusade

85 ☐ **XIV. Glowing Literary Lights (cont.)**

- John Greenleaf Whittier (cont.):
  - Vastly important in influencing social action
  - Helped arouse a callous America to slavery issue
- James Russell Lowell (1819-1891):
  - Ranks as one of America's best poets
  - Also a distinguished essayist, literary critic, diplomat, and editor
  - Remembered as a political satirist in his *Biglow Papers* (1846-1848)
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86 ☐ **XIV. Glowing Literary Lights (cont.)**

- Louisa May Alcott (1832-1888):
  - *Little Women* (1868).
- Emily Dickinson (1830-1886):
  - Lived as a recluse—extreme example of romantic artist's desire for social remove
  - In spare language & simple rhymes, she explored universal themes of nature, love, death, & immortality

- Hesitated to publish her poems, but after her death nearly 2000 were found and published

87 ☐

#### 88 ☐ XIV. Glowing Literary Lights (cont.)

- William Gilmore Stuart (1806-1870):
  - Most noteworthy literary figure produced by South
  - Wrote 82 books, winning title: “the Cooper of the South”
  - Favorite themes, captured in titles like *The Yamasee* (1835) and *The Cassique of Kiawah* (1859) dealt with South during Revolutionary War
  - National and international reputation suffered because of his overt proslavery and secessionist sentiments

#### 89 ☐ XV. Literary Individualists and Dissenters

- Not all writers believed in human goodness and social progress:
  - Edgar Allen Poe (1809-1849):
    - Gifted poet -- mesmerizing rhythms in “The Raven” (1845)
    - Excelled in short stories, especially Gothic horror type
    - Fascinated by ghostly and ghastly, as in “The Fall of the House of Usher”

#### 90 ☐ XV. Literary Individuals and Dissenters (cont.)

- Two writers reflected continuing Calvinist obsession with original sin and with never-ending struggle between good and evil:
  - Nathaniel Hawthorne (1804-1864):
    - Masterpiece *The Scarlet Letter* (1850) described Puritan practice of forcing adulteress to wear a scarlet “A” on her clothing
    - In *The Marble Faun*, he explored omnipresence of evil

#### 91 ☐ XV. Literary Individualists and Dissenters (cont.)

- Herman Melville (1819-1891):
  - Masterpiece *Moby Dick* (1851) a complex allegory of good and evil
  - Had to wait until twentieth century for readers and for proper recognition

92 ☐93 ☐ **XVI. Portrayers of the Past**

- American Historians:
  - George Bancroft (1800-1891):
    - Deservedly received title “Father of American History”
    - Published super patriotic history of United States based on vast research
  - William H. Prescott (1796-1859):
    - Published classic account of conquest of Mexico (1843) and of Peru (1847)

94 ☐ **XVI. Portrayers of the Past  
(cont.)**

- Francis Parkman (1823-1893):
  - Penned brilliant series of volumes beginning in 1851
  - Chronicled struggle between France and Britain in colonial times for mastery of North America
- Most early historians of 1800s from New England because had libraries and literary tradition:
  - Tended to be negative on South

95 ☐