History 385  Special Topics: The History and Meaning of Emory  
Fall 2018, Emory College of Arts and Sciences

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Campus Mail: Rose Library

Tuesday and Thursday, 4 – 5:15 p.m.

Overview
This course is intended to provide a thorough understanding of the history of Emory University within the context of American higher education since the founding of Emory in 1836. We will examine the challenges the institution has faced as changing cultural and educational norms have led to redirecting aspirations and resources. Short lectures, focused readings, films, field trips, and brief student presentations will reveal the growth of Emory from its inception to the present day. Attention will be given to the ways in which religion, race, coeducation, institutional finances, student life, athletics, the arts, faculty, campus planning, and curricular reform have shaped the university’s current self-understanding. Students will engage in primary research in the University archives and will learn to analyze, evaluate, and summarize documentary evidence. Students also will write, write, write.

Expectations and Grading

<p>| Weekly reflection papers | Students will respond to readings by submitting, each Tuesday, a one-to-two-page reflection about that day’s assignment, along with their own thoughtfully crafted question for possible follow-up research or study. These will receive one point each for high-quality reflection and for the power of the question to generate further study. After instructor’s feedback, students will revise and resubmit these reflections. | 5 |
| Oral presentations | Students will prepare one 10-minute presentation assigned by the instructor. Each presentation will be graded on four points: use of research material, coherence of narrative, completeness, and fluency. Presentations may include up to 5 Powerpoint slides with images only, no text. The presentations also may form the basis of research projects. | 10 |
| Attendance and participation | Students will be expected to engage with the material, with the instructor, and with each other in conversation and questioning. To foster a high level of engagement, students’ laptops and other electronic devices may not be used during class meetings. Students will be given a plus, neutral, or minus for each class session, depending on attendance and quality of engagement. | 10 |</p>
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<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Points</th>
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<tr>
<td>Midterm exam</td>
<td>This in-class exam will be given the session before the fall break, the old-fashioned way: with pen and paper. Short-answer questions.</td>
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<tr>
<td>Final paper</td>
<td>Students will undertake an original research project culminating in a 15-page final paper. They may choose from a list of topics suggested by the instructor or may suggest their own topics in consultation with the instructor. A précis of the research paper will be due midway through the course, with a draft due three weeks before the last class. Final papers will be due at the last class session. Papers will be graded for thoroughness of research, coherence, completeness, grammar, and style. Content is essential, but style also matters.</td>
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<tr>
<td>Blog post</td>
<td>Each student will distill his or her paper into a 500-to-700 word post with two to three images for public sharing on the blog <a href="http://www.emoryhistorian.org">www.emoryhistorian.org</a>. Draft posts must be submitted one week before the end of the semester for instructor’s comments and then revised and resubmitted.</td>
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**A note about electronic devices**

The class sessions will require the full attention of everyone present for the full 75 minutes each time. Therefore, laptops and smartphones may not be used during class.

**Required Texts:**


Bullock, Henry Morton. *A History of Emory University*. (1936; out of print; assigned text will be available online.)

English, Thomas. *Emory University, 1915-1965*. (1965; out of print; assigned text will be available online.)

Hauk, Gary S. *A Legacy of Heart and Mind: Emory Since 1836*. (Available free for this course from the author.)


**Supplemental Texts**

**Plan of Work**

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<thead>
<tr>
<th>Session Date</th>
<th>Introduction and overview</th>
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<tbody>
<tr>
<td>1 8/30</td>
<td>Visit to Rose Library and introduction to resources there</td>
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<td></td>
<td>Presentation by University Archivist John Bence</td>
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<td>1-2 page reflection on Emory history due</td>
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<td>3 9/6</td>
<td>Telling an institution's story, I: <em>Video: “From Silence to Recognition”</em></td>
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<td><strong>Reading:</strong> Weinberg article, Auslander chapter 1, Legacy, 13</td>
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<td>5 9/11</td>
<td>Telling an institution's story, II: <em>Video: “The Wise Heart”</em></td>
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<td>“175 Years of Earning Trust,” Emory Magazine (Autumn 2011), online</td>
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<tr>
<td>6 9/13</td>
<td>Emory College to 1860</td>
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<td><strong>Reading:</strong> Bullock, 1–100</td>
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<td>7 9/18</td>
<td>Emory and Slavery</td>
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<td></td>
<td><strong>Reading:</strong> WCIL, 1-323; Legacy, 1–27; Ebony and Ivy; “Emory and Slavery” by Hauk; “A. B. Longstreet” by Hauk</td>
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<tr>
<td>8 9/20</td>
<td>Methodist roots, multifaith branches</td>
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<td><strong>Reading:</strong> Bullock, 116–148; WCIL, Richey chapt.</td>
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<td>9 9/25</td>
<td>Civil War and Reconstruction</td>
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<td><strong>Reading:</strong> Bullock, 149–215</td>
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<td><em>Student presentations: The Civil War and its impact on Southern colleges; “The Era of Reconstruction and the Reform of Our Colleges”</em></td>
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<td>10 9/27</td>
<td>Emory and the New South</td>
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<td><strong>Reading:</strong> Haygood, “Gratitude, Amendment, Hope”; Ashmore; Legacy, 29–41;</td>
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<td><em>Student presentations: Henry Grady and “The New South”; Atticus Haygood and “Negrophilia”</em></td>
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<td>11 10/2</td>
<td>Field trip to Oxford College; time and day to be arranged</td>
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<td><strong>Reading:</strong> Moon, Foreword &amp; ch 1,2</td>
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<td>12 10/4</td>
<td>Emory and the Candlers</td>
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<td><strong>Reading:</strong> Legacy, 43–51, 59–66; WCIL, 23–37</td>
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Student presentations: Asa Candler and Emory; Charles Howard Candler and Emory

DUE 10/4
Two-page précis of research paper: preliminary questions, narrative of sources to be studied and their relevance to the questions; tentative thesis

13 10/11 Emory and the New Century
Reading: Legacy, 53–57, 67–77; Moon, ch 2–3
Student presentations: Education in Atlanta, 1900–1910
Race relations in Atlanta, 1900–1920

14 10/16 Move to Atlanta Bullock, 311–325; R&R Joined; “Emory Law”
Student presentations: Henry Hornbostel’s campus plan; Oxford through the 1920s

15 10/18 Midterm exam, in class

16 10/23 Healing Atlanta: SOM, SON, Grady
Reading: Bullock, 326–364; WCIL, 395–408
Student presentations: Crawford Long Hospital, Grady Hospital

17 10/25 1920s through Great Depression
Reading: English, 24–46; Legacy, 67–78
Student presentation: Harvey Cox and his legacy

18 10/30 War and Its Impact; Growth of the campus, 1949–77
Reading: WCIL, 39–55, 93–111
Student presentations: Goodrich C. White and his legacy

19 11/1 Atlanta campus tour

20 11/6 Graduate Education
Student presentations: Lamar Committee Report; “Choices and Responsibility”

21 11/8 Transformation: Confronting racial legacies at Emory
Reading: “Transforming Community Project”; “3/5ths compromise”; ATLBSU Demands
Student presentations: Black Student Alliance; Centro Latino

22 11/13 Transformation continued
Reading: Legacy, 111–115; WCIL, ch. 7, 12, 17
Student presentation: Religious Life at Emory; Athletics at Emory

23 11/15 Health Sciences’ Continuing Saga
Reading: WCIL, ch 40, 44
Student presentations: Emory and AIDS; Ebola

24 11/20 Campus Changes
Reading: WCIL, ch 8
Student presentation: Campus master plans; sustainability

25 11/27 Film: “Leading Out,” by James Ault
Student presentation: LGBT history at Emory since 1993

26 11/29 The Chace Decade
Reading: WCIL, ch 9
Student presentation: 100 Semesters; chapel policy debate
Research topics
Each student will research and write a 15-page paper about one of the following topics. Other topics may be chosen in consultation with the instructor. Chapter histories of fraternities and sororities do not qualify.

Emory Presidents
Augustus Baldwin Longstreet
Harvey Cox
Goodrich C. White
Sanford S. Atwood
James T. Laney

Emory alumni and their lives both as Emory students and as alumni later
Young John Allen (famous missionary to China)
Alben W. Barkley (vice president of the United States)
Henry Bowden (long-time board chair, promoted Emory desegregation)
Hamilton Holmes (first black graduate of School of Medicine)
Bobby Jones (law alumnus and Grand Slam golfer)
Boisfeuillet Jones (Emory Clinic founder and part of Kennedy administration)
Sam Nunn (US Senator and Emory trustee)
Evangeline Papageorge (first female faculty member in SOM)
Eléonore Raoul (first female student formally enrolled in Emory)

Emory faculty members who helped shape the institution in the 20th century
Dolores Aldridge (first black faculty member in Emory College)
Thomas J. J. Altizer (Emory College, religion)
Woolford B. Baker (Biology, namesake of Baker Woodland)
Roberta Bondi (theology)
Jack Boozer (Emory College, Department of Religion)
George Peddy Cuttino (History)
Thomas English (Emory College, Department of English)
Evangeline Papageorge (School of Medicine)
Clyde Partin Sr. (Emory College, Director of Athletics)
Ronald Schuchard (English)
William A. Shelton (theology, museum collector)
John Stone (medical faculty member and poet)
Floyd Watkins (Emory College, English)
Emory trustees and their roles at Emory and in Atlanta
   Asa Griggs Candler Sr.
   Lettie Pate Whitehead Evans (first female member of the board)
   Charles Howard Candler Sr. (oldest son of A. G. Candler Sr.)
   Robert C. Goizueta (Chairman and CEO of Coca-Cola)
   O. Wayne Rollins
   Robert W. Woodruff

Schools and divisions of Emory University
   Division of Library and Information Management (1905–88)
   Dental School, 1960–92
   Goizueta Business School since 1988
   Institute of the Liberal Arts
   Nell Hodgson Woodruff School of Nursing since 1990
   Oxford College since 2000
   Rollins School of Public Health
   Stuart A. Rose Manuscript, Archives, and Rare Book Library
   Valdosta Junior College (1928–53)

Programs and Departments
   Emory Alumni Association since 1980
   Performing arts
   Richard Ellmann Lectures in Modern Literature
   Studio and visual arts

Student matters
   Student Government Association
   The Emory Wheel
   Student dining through the years
   Student-led protests
   Student publications other than the Wheel

Educational Issues Related to Emory Through the Years
   Financial aid and its impact on student quality and admissions
   Investment/divestment issues (South Africa, Chick-fil-A, others)
   Access for and presence of women
   Access for and presence of minorities
   Institutional partnerships (e.g., Georgia Tech, Atlanta Regional Council on
       Higher Education, Atlanta Theological Association, Georgia Research
       Alliance, others)
   Religious life at Emory
   Business schools in Atlanta and their competition with Emory
   Campus architecture and its development
   The decade of the 1920s, 1930s, 1940s, 1950s, etc., at Emory
   College athletics
Class and labor issues