

Proposal for Connections: Social and Cultural

Contact: Andrew McMichael, History Department 745-6538

1. What course does the department plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)

HIST 341: A Cultural History of Alcohol

Subcategory: Social and Cultural

Course Catalog Description: An examination of the role that alcohol plays in the historical development among various world cultures over time. Instructor may choose to focus on a specific region and/or time period.

2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address **all** of the learning outcomes listed for the appropriate subcategory.

As the craft beer and craft alcohol industries mature, the field of alcohol studies is growing in U.S. universities. Aside from the obvious STEM fields, alcohol studies programs at, for example, the University of California Davis, Rutgers, the University of North Carolina, Charlotte, among, others, have taken a broader approach to helping students understand not only the basic science behind alcohol production, distribution, and consumption, but also the historical context of how alcohol shapes, and is shaped by, cultures where drinking plays a large role. By way of example, consider the out-sized attention given to the content and context of beer advertisements during Super Bowl week. The Budweiser Frogs became a cultural meme in 1995 not because Budweiser made a new or improved version of its beer. The frogs invaded every corner of American culture, spawning parodies and spin-off commercials, because they spoke to a shared value of the way that alcohol uses kitschy art to promote consumerism.

This course explores the history and culture of alcohol production, distribution, and consumption across time and location, analyzing the ways that alcohol sat at the root of certain societal and cultural norms and assumptions. For example Aristotle, like many Greeks, felt that beer was an inferior beverage, far surpassed by wine. In this Aristotle was speaking to the commonly-held cultural bias against the Egyptians, who drank a great deal of beer and almost no wine. Why? Because the climate of Egypt did not support wine production, while the Greek climate did. Here, the geographical imperative of alcohol helped shaped, but was also shaped by, cultural assumptions ancient Greeks held about Egyptians. This course examines similar phenomenon across time.

Specific to the leaning outcomes of the “Social and Cultural” category:

“Analyze the development of self in relation to others in society.”

Students in this course will examine the ways that individuals in different cultures and different time periods related to their societies and cultures as a whole, and how

individual values reflected, or stood in contrast to, societal values. The field of history rests on the idea of an examination of how individuals relate to others in society, and to society as a whole. Alcohol is a lens through which to examine the relationship of individuals to each other, and the relationship of the individual self to society as a whole, and the “self” of a society to other societies. Aristotle is, again, a good example of how individuals and the cultural “self” use[d] alcohol to define themselves within a society and in relationship to other societies. Topics such as religion, economics, gender, and politics are other examples.

In HIST 341 students examine the production of alcohol began when humans first transitioned from hunter-gatherers to agriculturally-based groups. Given that human consumption of alcohol seems to predate agriculture, some historians, anthropologists, and archaeologists actually argue that the production of alcohol is what motivated humans to practice site-based agriculture in the first place. From those beginnings the production of alcohol has been an important component of every human culture, manifesting itself in a number of ways.

Religion is probably the most readily-available example from this course of how individuals develop a sense of self in relationship to others in society. Every major system of religion on the world uses alcohol as a foundational myth, from Noah’s planting of grapes after the ark settled in the mountains of Ararat in Genesis, to Christians’ use of wine at the sacrament, to the Shinto deity Matsuo-sama using sake to rescue a princess from a dragon, to the multiple gods of alcohol in ancient Egyptian religions, to the Greek Dionysus and Roman Bacchus. Religion is a major way in which individuals relate to society, and alcohol provides a method for understanding how those relationships evolve over time, and link individuals not only to their own society but also to others.

“Examine diverse values that form civically engaged and informed members of society.”

The focus of this course is the social and cultural roots of alcohol production, distribution, and consumption. Over the course of the semester, through the lens of alcohol, the class analyzes cultural and societal values across time and space, and how individuals acted upon those values to influence other members of their societies. In all historic communities alcohol formed a part of how those cultures defined themselves. From women’s kitchen breweries, to taverns, to religious ceremonies, students will learn about and analyze the role that alcohol played in these communities. The relationships between these groups, individuals, and communities oftentimes displayed competing values with regard to alcohol.

To use one example from the course, the transition to the use of hops as a flavoring agent seems like a straightforward event. However, hops has a preservative quality that allowed for longer storage and more distant transport of beer. When this occurred, brewing started to become professionalized, making it more attractive to men. In response city-states began passing strict laws making it more difficult for household brewers—who were women—to make and sell beer from their kitchens. By the end of the 17th century there

were very few professional female brewers left in Europe or England, and by the 19th century the profession of brewing was considered an exclusively male domain. The examination of this transition helps students to understand how the cultural values of European society—specifically that brewing was “women’s work”—were altered by economic imperatives. This value system, and the larger concept of “women’s work,” persists in many areas of American and world culture. This course helps students understand one aspect of the historic roots of that mindset.

“Evaluate solutions to real-world social and cultural problems.”

This course will help students learn to analyze the way that society proposes solutions to social and cultural problems through the lens of alcohol and in particular drinking reform movements.

The most recognizable example from HIST 341 are the temperance and prohibition movements that sprung up in the early 19th century, and culminated in the passage of the 18th Amendment to the US Constitution in January, 1919. Over the course of the 19th century American reformers had linked a host of societal ills to drinking. From a growing number of poor, to the Irish immigrants, to immigrants in general, to socialist and anarchist movements, temperance activists traced social changes and unrest either to drinking in general or to activities fomented in saloons. Many others believed, rightly or wrongly, that a modern, industrial society such as the United States was becoming could not tolerate drinking, much less drunkenness, if it was to be a world leader. Support for Prohibition as a solution to these problems gained support long before the passage of the 18th Amendment. But nearly immediately after passage the solution looked to many people to have created more problems than it solved.

This course examines many ways that societies wrestled with social and cultural problems, and the way that alcohol stood at the nexus of both problems and solutions.

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should this course be in Colonnade)? Discuss in detail.

The idea of examining different cultures and societies is of course part of the curriculum for many departments around the campus. From courses in Social Work to Cross-Cultural Psychology to various courses in the Humanities, culture and society are at the heart of many disciplines at WKU.

Alcohol is a subject that is central to the human experience, even when framed in the negative (ie. “I don’t drink,” or “my religion doesn’t permit drinking.”). From the earliest human settlements thousands of years ago, to modern industrial alcohol production, alcohol production, distribution, and consumption or abstention connects human cultures in ways that few other products do.

The Cultural History of Alcohol provides a unique window into the human experience, from the vantage point of a topic with which most students will believe they are familiar, but in fact have very little experience beyond aspects of consumption or abstention. It speaks directly to the charge given to Connections courses in Colonnade. From the introduction above, students taking a course in the Connections category must “apply and integrate discipline-specific knowledge and skills to the significant issues challenging our individual and shared responsibility as global citizens.” Understanding the social and cultural roots of alcohol consumption is important to understanding why alcohol is an important component of today’s cultures. The connections between a person’s culture—whether that culture is religious, political, or popular—and their own persona is an important part of helping students understand who they are. This course provides a path to understanding, and a unique method of analysis.

4. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.

The course currently has a prerequisite of HIST 119 or 120. That is being dropped and this course will have none beyond what is required by the Colonnade Program.

5. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section’s syllabus.

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

- understand the role alcohol plays in connecting individuals to their larger society;
- describe the role of alcohol in the formation of historic cultures and societies;
- analyze the way in which alcohol shaped social and cultural expectations for different groups (ie. religious, gendered, &c.);
- analyze social and cultural factors that influenced attitudes towards alcohol consumption; and,
- analyze the intersection of politics and economics with culture in various societies across time., using alcohol as a comparative framework.

6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

The major assessment tool for this course will be a research project and reactions essays utilizing primary sources. The project will be assessed using the following rubric:

- Does this project analyze its subject in the context of the development of self in relation to others and society?
- Does this project analyze its subject in the context of ethical questions and shared cultural values that shape societal norms and behaviors?
- Does this project analyze its subject in the context of challenges faced by cultures and communities, regions, or nations through the lens of alcohol production, distribution, or consumption?

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

The assignments for this course requires students to pose analytical problems, and to gather evidence in support of an argumentative answer. All assignments are in essay form. The questions focus on the broader inquiry into social and cultural relationships over time and space. An example of this type of question from a recent final exam is “Using examples from at least three different time periods and geographic places, make an analytical comparison of the social and cultural uses of alcohol.” Another is: “Analyze the gendered use of alcohol among Native Americans, using the readings for this unit as a basis for your argument.” These questions require students to perform cross-cultural analyses using alcohol as the lens, and also speak directly to the nature of the Connections category.

More specifically, this course will follow the guidelines established by the History Department for 300-level courses:

300-level classes: There will be at least three separate writing assignments requiring a minimum total of 15 pages. Each of these assignments will emphasize different types of writing. These three assignments will include one requiring students to synthesize ideas, one requiring students to provide a critical analysis of an article or monograph, and a short research paper based upon primary sources.

History 341 will meet these standards. For any program review or QEP assessment, research projects will be assessed using the attached rubric, which is the standard for the department.

8. How many sections of this course will your department offer each semester?

Initially one section every third semester.

9. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.
See attachment #2.

Attachment 1: Evidence and Argument Rubric for HISTORY 341 Research Project

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
A. THESIS	Thesis is easily identifiable, plausible, novel, sophisticated, insightful, and clear.	Thesis is promising, but may be slightly unclear, or lacking insight or originality.	Thesis is unclear or unoriginal. Uses vague language. Provides little around which to structure the essay.	Thesis is difficult to identify, non-existent, or merely restates the question. Shows little effort or comprehension of the essay prompt.
B. STRUCTURE	Structure is evident, understandable, and appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.	Structure is generally clear and appropriate, though may wander occasionally. Essay may have a few unclear transitions, or a few paragraphs without strong topic sentences.	Structure is generally unclear, often wanders, or jumps around. Transitions are few and/or weak, and many paragraphs lack topic sentences.	Structure is unclear, often because thesis is weak or non-existent. Essay has little or no structure or organization. Transitions are confusing and unclear. Topic sentences are few or non-existent.
C. USE OF EVIDENCE	Primary source and historical context information is incorporated to support every point. Examples support thesis and fit within paragraph. Specific, explicit references to assigned readings are incorporated. Factual information is incorporated.	Author uses examples to support most points. Some evidence does not support point or is out of place. Quotations are generally integrated well into sentences and paragraphs. Some factual information is incorporated.	Author uses examples to support some points. References to assigned readings unclear or incorrect. There may not be a clear point. Moderate amount of factual information is incorporated.	Very few or weak examples. Essay is weakened by a general failure to support statements. Evidence supports no particular point. Little or no factual information is incorporated, and primary sources remain mostly not interpreted or are merely summarized.
D. LOGIC AND ARGUMENTATION	All ideas flow logically. The argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments. Makes original connections that illuminate thesis.	Argument is clear and usually flows logically and makes sense. Some counter-arguments are acknowledged, though perhaps not addressed. Occasional insightful connections to evidence appear.	The argument may often be unclear or not make sense. Author may not address counter-arguments or make sufficient connections with the thesis. Essay may contain logical contradictions.	Ideas do not flow at all, usually because there is no argument to support. Essay displays simplistic view of topic, and no consideration of possible alternative views. Any attempts to relate evidence to argument are very weak. Argument is too incoherent to determine.

A Cultural History of Alcohol

HIST 341-970

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Welcome to “A Cultural History of Alcohol,” colloquially known as “The Beer Class” at WKU. The intent of this course is not to study the history of beer or bourbon or any individual kind of liquor, but rather let us analyze the social and cultural connections in various societies across time and space. From the Ancient Greeks and Romans to Ancient Japan to English and American Puritans to the American revolution, alcohol played a major role in how those societies constructed relationships that were both interpersonal and that crossed national boundaries.

So, we will explore a number of questions, using alcohol as a lens through which to examine people. How was history affected and effected by alcohol? What was the relationship of various groups, including the Greeks, the Romans, or the Puritans to alcohol? How did alcohol shape the events prior to the American Revolution? How did Americans’ relationship with alcohol change over time? Why Prohibition? Most importantly, what was the meaning of drink and drinking over the course of world history?

To answer these questions we’re going to analyze a great deal of literature on the subject.

This course has a number of interrelated learning objectives, as well as learning objectives specific to each unit. By the end of the course, students should be able to:

- understand the role alcohol plays in connecting individuals to their larger society;
- describe the role of alcohol in the formation of historic cultures and societies;
- analyze the way in which alcohol shaped social and cultural expectations for different groups (ie. religious, gendered, &c.);
- analyze social and cultural factors that influenced attitudes towards alcohol consumption; and,
- comparatively analyze the intersection of politics and economics with culture in various societies across time.

The unit-specific objectives are listed below.

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact Student Disability Services in Downing University Center, A-200. The phone number is 270-745-5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from Student Disability Services.

READINGS:

There are three monographs and a number of journal articles assigned for this class. All are required—the tests will require you to have read, digested, and analyzed the readings.

Monographs (all available via online retailers):

- Gately, Iain. *Drink: A Cultural History of Alcohol*. ISBN: 1592404642
- Rorabaugh, W.J. *The Alcoholic Republic: An American Tradition*. ISBN 0195029909
- Pegram, Thomas. *Battling Demon Rum: The Struggle for a Dry America, 1800 – 1933*. ISBN: 1566632099

Articles:

- Baker, R.A. “Wine in the Ancient World.” Accessed 10/14/2011, <http://www.churchhistory101.com/docs/Wine-Ancient-World.pdf>
- Bennett, Judith, Chapters One Through Three in *Ale, Beer, and Brewsters in England*. New York; Oxford University Press, 1996.
- Chartes, “The Eighteenth-Century English Inn: A Transient ‘Golden Age’?” in *The World of the Tavern: Public Houses in Early Modern Europe* (Aldershot: Ashgate Publishing, 2002), 205 – 226.
- Hamilakis, Yannis. “Food Technologies/Technologies of the Body: The Social Context of Wine and Oil Production and Consumption in Bronze Age Crete,” *World Archaeology*, Vol. 31, No. 1, Food Technology in Its Social Context: Production, Processing and Storage (Jun., 1999), pp. 38-54
- Homan, Michael. “Beer and Its Drinkers: An Ancient Near Eastern Love Story,” *Near Eastern Archaeology*, Vol. 67, No. 2 (Jun., 2004), pp. 84-95.
- Hunter, Judith. “English Inns, Taverns, Alehouses and Brandy Shops: The Legislative Framework, 1495 – 1797” in *The World of the Tavern: Public Houses in Early Modern Europe* (Aldershot: Ashgate Publishing, 2002), 65 – 82.
- Ishii, Izumi. “Alcohol and Politics in the Cherokee Nation before Removal,” *Ethnohistory*, Vol. 40, No. 4 (Fall, 2003), 671-695.
- Jellinek, E.M. “Drinkers and Alcoholics in Ancient Rome,” *Journal of Studies on Alcohol*, Vol. 37, No. 11 (1976), pp. 1718 – 1741.
- Kingsdale, Jon. “The ‘Poor Man's Club’: Social Functions of the Urban Working-Class Saloon,” *American Quarterly*, Vol. 25, No. 4. (Oct., 1973), pp. 472-489
- Mancall, Peter. *Journal of the Early Republic*. Vol. 15, No. 3, Special Issue on Gender in the Early Republic (Autumn, 1995), pp. 425-448.
- McCusker, John. “The Rum Trade and the Balance of Payments of the Thirteen Continental Colonies, 1650-1775,” *The Journal of Economic History*, Vol. 30, No. 1, The Tasks of Economic History. (Mar., 1970), pp. 244-247
- Melendy, Royal L., “The Saloon in Chicago,” *The American Journal of Sociology*, Vol. 6, No. 3. (Nov., 1900), pp. 289-306
- Murphy, Mary. “Bootlegging Mothers and Drinking Daughters: Gender and Prohibition in Butte, Montana,” *American Quarterly*, Vol. 46, No. 2. (Jun., 1994), pp. 174-194
- Pegram, Thomas R. and Loyola College, “Hoodwinked: The Anti-Saloon League and the Ku Klux Klan in 1920s Prohibition Enforcement,” *Journal of Gilded Age and Progressive Era*. January 2008
- Pennington, Janet. “The Inns and Taverns of Western Sussex, 1550 – 1700: A Documentary and Architectural Investigation” in *The World of the Tavern: Public Houses in Early Modern Europe* (Aldershot: Ashgate Publishing, 2002), 116 – 135.

- Salinger, Sharon V. “Inside the Tavern: Knots of Men Rightly Sorted” in *Taverns and Drinking in Early America* (Baltimore: The Johns Hopkins University Press, 2002
- Smith, Gregg, Introduction and Chapters One through Three in *Beer in America: The Early Years—1587 – 1840*. Boulder, Co: Siris Books, 1986.
- Trenk, Marin. “Religious Uses of Alcohol Among The Woodland Indians of North America.” *Anthropos*. Bd. 96, H. 1. (2001), pp. 73-86
- Tucker, Abigail. “The Beer Archaeologist.” *Smithsonian Magazine*, August, 2001.
- Wallace, Daniel B. “The Bible and Alcohol.” Accessed 1/14/2011, <http://bible.org/article/bible-and-alcohol>

GRADE BREAKDOWN:

- 200 points: Midterm Essay
- 200 points: Final Exam
- 300 points: Three Reaction Papers (100 points each)
- 200 points: Research Project
- 100 points: Class Participation
- 800 possible points*

MIDTERM AND FINAL:

The take-home midterm and final will be an essay based on the readings, lectures, field trips, and issues raised in discussion.

REACTION PAPERS:

There will be three short reaction papers that will ask you to analyze some idea related to the readings. These essays are the main vehicle by which you can demonstrate that you have read, absorbed, and are able to synthesize and analyze the readings for each week and for the semester.

RESEARCH PROJECT:

You have two options for your research project. The first is a traditional research paper of twelve to fifteen pages. You can choose any topic during the time period covered by this course. It must incorporate *at least* a half-dozen primary sources, as well as journal articles and books in appropriate number to cover the subject. The second option is to create or extend a Wikipedia webpage on a subject related to the history of alcohol, again using primary sources as the basis for the project. Your contribution must be at least 8,000 words (about the length of an fifteen-page traditional research paper). For either assignment you must coordinate the topic with me.

ATTENDANCE:

Attendance in this class is mandatory and I will take attendance each day. You are allowed four absences—excused or unexcused—over the course of the semester. At the fifth absence you will receive an “F” for the class. There are no exceptions to this policy and I will not allow late withdrawals in order to avoid an “F.” If you know you are going to be absent more than six times over the course of the semester, drop this class and find another.

LATE WORK, MAKE-UPS, ETC.:

I allow late work to be turned in only in the case of *prior* consultation, and even then only in cases of *serious personal emergency*—ie. **not if your friends, aunts, uncles, cousins, or grandparents fall victim to plague, famine, or pestilence.** I generally accept without question a signed certificate of your own death. Other than that I expect work to be turned in on time (or, *quel horreur!*, early) if there is a conflict. Contact can be face-to-face or via e-mail, but must be **before** the work is due. Late papers will lose one full grade for each day they are late, Saturdays and Sundays included as individual days.

PLAGIARISM:

Plagiarism is the most serious academic offense, and consists of submitting work that is not your own. That can include quoting material in a paper and not crediting the original author through a footnote, to copying from the textbook or another book, to pasting in the text from web pages or some Internet paper mill. The consequences for plagiarism in this course are simple: If you plagiarize, ***you will receive an “F” for the course and a letter reporting your conduct will be sent to your college dean recommending appropriate disciplinary action.*** There is an online guide, and I will discuss plagiarism before the first paper is due. If you remain unsure about what constitutes plagiarism it is your responsibility to clarify it with me prior to handing in a paper.

WEEKLY BUSINESS

Unit 1—Overview of Historical Alcohol

UNIT OBJECTIVE: Students will understand the role of archaeology in discovering ancient uses of alcohol.

Readings: Gately, “Introduction,” Ch. 1 “The Grain and the Grape,”; Tucker, “The Beer Archaeologist”

Unit 2—Alcohol in the Ancient World

UNIT OBJECTIVE: Students will be able to analyze differing uses of alcohol in the ancient world.

Readings: Hamilakis “Food Technologies/Technologies of the Body: The Social Context of Wine and Oil Production and Consumption in Bronze Age Crete”; Homan, “Beer and Its Drinkers: An Ancient Near Eastern Love Story”

Unit 3—Ancient Greece

OBJECTIVE: Students will be able to analyze the social importance of wine in ancient Greece.

Readings: Gately, Ch. 2 “Bacchanal”

Unit 4—Rome

UNIT OBJECTIVE: Students will be able to make a comparative analysis of the cultural role of alcohol in the ancient world.

Readings: Gately, Ch. 3 “In Vino Veritas”; Jellinek, “Drinkers and Alcoholics in Ancient Rome”

Unit 5—Alcohol and Christianity

UNIT OBJECTIVE: Students will be able to analyze the culture of alcohol in early Christianity.

Readings: Gately, Ch. 4 “Wine, Blood, Salvation”; Wallace, “The Bible and Alcohol”; Baker, “Wine in the Ancient World”

Unit 6—Alcohol and Antiquity

UNIT OBJECTIVE: Students will be able to make a comparative analysis of the role of alcohol in pre-modern cultures.

Readings: Gately, Chs. 5 “Barbarians,” 6 “Islam”, and 7 “Brews for Breakfast”

Unit 7—The Middle Ages and England

UNIT OBJECTIVE: Students will be able to analyze the role of taverns in Middle Age English drinking culture.

Readings: Gately, Ch. 9 “Watkins Ale”; Hunter, “English Inns, Taverns, Alehouses and Brandy Shops: The Legislative Framework, 1495 – 1797”; Pennington, “The Inns and Taverns of Western Sussex, 1550 – 1700: A Documentary and Architectural Investigation”; Chartes, “The Eighteenth-Century English Inn: A Transient ‘Golden Age’?”; Bennett, Chapters One through Three.

Unit 8—The American Colonies

UNIT OBJECTIVE: Students will be able to analyze the social role of alcohol in New England.

Readings: Gately, Ch. 8 “A New World of Drinking,” and 10 “Pilgrims,”; Smith, “Beer in America”

Unit 9—The American Revolution

UNIT OBJECTIVE: Students will be able to analyze the intersection of economics and culture as it relates to alcohol on the eve of the American Revolution.

Readings: Gately, Ch 15 “Revolution,” and 17 “Whiskey with an e”; McCusker, “The Rum Trade and the Balance of Payments of the Thirteen Continental Colonies, 1650-1775”; Salinger, “Inside the Tavern: ‘Knots of Men Rightly Sorted’”

Unit 10—Early America, Politics, and Alcohol

UNIT OBJECTIVE: Students will be able to analyze the role of alcohol in early America.

Readings: Rorabaugh, *The Alcoholic Republic* (whole book)

Unit 11—Alcohol and Native American Culture

UNIT OBJECTIVE: Students will be able to compare the use of alcohol among various Native American cultures.

Readings: Ishii, “Alcohol and Politics in the Cherokee Nation before Removal”; Mancall, “Men, Women, and Alcohol in Indian Villages in the Great Lakes Region in the Early Republic”; Trenk, “Religious Uses of Alcohol Among The Woodland Indians of North America”

Unit 12—The Long 19th Century

UNIT OBJECTIVE: Students will be able to analyze the changes in American attitudes towards drinking over the course of the 19th and early 20th centuries.

Readings: Gately, Chs. 18 “Romantic Drinking,” 19 “Apostles of Cold Water,” 20 “West,” 23 “Emancipation,” and 26 “Hatchetation”

Unit 13—The 19th Century: Saloon Culture

UNIT OBJECTIVE: Students will be able to analyze 19th century American saloon culture.

Readings: Kingsdale, “The ‘Poor Man’s Club’: Social Functions of the Urban Working-Class Saloon,” Melendy, “The Saloon in Chicago”

Unit 14—The Temperance Movement

UNIT OBJECTIVE: Students will be able to analyze the development of the Temperance Movement.

Readings: Pegram, *Battling Demon Rum* (whole book)

Unit 15—Prohibition in the United States

UNIT OBJECTIVE: Students will be able to analyze popular reaction to Prohibition in the United States.

Readings: Gately, Chs. 28 “Amphibians,” and 29 “Lost,”; Murphy, “Bootlegging Mothers and Drinking Daughters: Gender and Prohibition in Butte, Montana”; Thomas R. Pegram and Loyola College, “Hoodwinked: The Anti-Saloon League and the Ku Klux Klan in 1920s Prohibition Enforcement”