

HST 513: Era of the Early American Republic, 1789-1825

Spring 2019: Powers 132, T/Th 3:30-4:45

Dr. Andrew Wehrman
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Office Hours: W 1-3; F 9:30-11:30 and by appointment
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Course Description:

An investigation of nation-building, the formation of new institutions, ideologies, decision-making, and personalities during the precarious decades following the American Revolution. Writing intensive.

Student Learning Course Objectives:

By the end of this course the student will be able to:

- 1) identify and explain the problems of the United States as a post-revolutionary nation in the period from 1789-1825;
- 2) analyze the interrelated developments of the New Republic in politics, economics, society, and culture through interactive lecture, discussion and writing exercises;
- 3) explain the effects of political and social developments in the Early Republic for subordinate groups including women, African Americans, and American Indians;
- 4) identify and criticize the methods and interpretations of historians through analysis and discussion of secondary readings in the history of the Early Republic.

Writing-Intensive Learning Outcomes

In accordance with student learning outcomes in a writing intensive course, the writing assignments in HST 513 will enable students to:

- 1) describe and explain the historical significance of the colonial period of American history;
- 2) describe and evaluate the process by which modern historians inquire about the past, identify historical questions and problems, formulate historical arguments, and present the results of their research in writing;
- 3) identify and develop one or more specific historical questions to be addressed by means of the writing assignment;
- 4) select, analyze, and evaluate information from a variety of primary and secondary sources;
- 5) formulate and support historical arguments that address the historical questions;
- 6) draft, revise, and edit papers that will be graded as finished products after incorporating feedback on one or more drafts from colleagues and the instructor;

- 7) present the results of their research and analysis in standard written English, in a style appropriate to formal expository prose, using citation and formatting conventions commonly employed among professional historians.

Required Books:

- T.H. Breen, *George Washington's Journey* / 1451675437 (2017)
- Annette Gordon-Reed and Peter Onuf, *Most Blessed of the Patriarchs* / 1631492519 (2017)
- Tiya Miles, *Dawn of Detroit* / 162097231X (2017)
- Renee Romano and Claire Potter, eds., *Historians on Hamilton* (2018)
- *Nicole Eustace, *1812: War and the Passions of Patriotism* / 9780812223484 (2015)
- Rosemarie Zagari, *Revolutionary Backlash* / 0812220730 (2007)
- Mathew Mason, *Slavery and Politics in the Early Republic* / 0807859230 (2008)

Using Blackboard:

This course will make heavy use of Blackboard for course material and announcements, assignments. Please make sure that you have access to our class on Blackboard. To log in use your global ID and password and click the “Bb” on Central Link or go to <http://blackboard.cmich.edu> and follow the links to our page and discussion forums. Keep in mind that any reply you make to a list message will appear for everyone else in the class to read, so please be courteous. If you want to reply privately, you may do so by email.

Assignments:

1. This course’s success will depend on your ability to stay up on reading and prepare for course discussion. To assure this happens, the primary writing assignment throughout the semester will be a Commonplace Book—a practice that was common in in this period. Early Americans would keep notebooks in which they would copy notes, quotations, letters, or other items they wished to remember. You will do something similar: this hand-written notebook will be your ledger for things you learn this semester. For every class meeting you are expected to write one paragraph for each assigned article/chapter reflecting on the readings for the day—what was the thesis? what surprised you? How did it relate to other things you read? What do you think is most important to remember? I will be sporadically checking on these on a pass/fail basis, and will collect and return at the end of the course.
2. In the first half of the course you will write **two short papers**. One will be a response to the musical *Hamilton!* and the scholarly critiques of the highly regarded musical and the second will be a primary source analysis of Jedediah Morse’s 1802 book *Geography Made Easy*. Details on those assignments will be posted to Blackboard. You will not need to enter these weeks into your commonplace books, unless you want to, of course!

3. You will also write **two critical book reviews** of 4-5 pages in length on one of the assigned books. The review should advance your own perspective on the topic, reflect your best prose style, and open the week's topic to critical class discussion. The review is due the week the book is being read in class, and you (along with the others writing a review for that class) will also lead discussion that day.
4. You will write a **term paper** on a course-related topic of your own choosing. Term papers must be based on a critical selection of primary materials and set within an appropriate historiographical context. Undergraduate essays must run 10-12 pages in length, graduate essays 15-20 pages. Term papers based primarily on secondary sources will be acceptable only if they treat those sources in effect as primary sources, through a critical review and assessment of the history of the treatment of the essay topic; in effect, a historiographical essay.

Graduate Students: On the final days of class, we will conduct a **mini-conference** and you will present your term papers to the class as a whole (and invited guests). The length of these presentations should be about fifteen minutes. I will divide the papers into inter-related panels, and following your presentation you will be expected to answer audience questions about your work. Editing papers for public presentation is an important part of the historians' job as is participation and asking good questions of colleagues.

- a. All historical essays should begin with a review of both the most recent literature on the topic you consider *and* on available primary sources. Some topics, however interesting you may find them, may not be suitable for completion in one semester because the sources are too far scattered, not readily available, or buried too deeply within materials that will take too much time to sift properly. Park Library and the Clarke Historical Library *do* have many excellent primary materials on many topics in early American history (and more online and through Documents on Demand). And if you're willing to make a trip to Ann Arbor, the Clements Library has some of the best resources on this time period in the country. **Get Started Early.** Look over the syllabus for topics that interest you, read ahead in your area of interest, search for and primary and secondary materials on your area of interest. Contact librarians in both Park and Clarke for information on your topic. Also meet with me to discuss your topic before Spring Break.
- b. Essays will be graded according to the intelligence of their purpose, the logic of their development, the strength of their sources, and their expression in good prose style. This means that the essay should advance a specific thesis and argue that thesis with evidence drawn from primary and secondary research. You may revise and incorporate material from other course work, including papers, book reviews, commonplace notes, but you must do significant additional research in primary and secondary materials.

- c. Essays must be double spaced with one-inch margins all around and must adhere strictly to the page limit specified. I know it's dull, but let's stick with 12 point Times New Roman Font for all text (including titles and headers). Reference to all sources should be documented with footnotes using Chicago Style notations. Please see me if you are unfamiliar with this citation style.
5. **Participation:** Consistent, quality classroom participation is expected. It depends both on your regular class attendance and your active engagement in every class discussions. Graduate students, your conference paper presentation and participation will also count toward this component. If class discussion flags or I feel that students are not completing their required readings, I may also use pop quizzes or in class writing assignments. The goal however is have engaging conversations over common readings each class period.

GRADING

Commonplace Book	20% (100 points)
Hamilton Paper	10% (50)
Geography Paper	10% (50)
Review 1	10% (50)
Review 2	10% (50)
Term/Research Paper	25% (125)
Participation	15% (75)
Total Points Possible	500

A (100-93); A- (92-90); B+ (89-87); B (86-83); B- (82-80); C+ (79-77); C (76-73); C- (72-70); D+ (69-67); D (66-63); D- (62-60); F (59-0)

Course Communication:

Email and Blackboard will be the primary ways in which course content will be delivered outside of class. Check both frequently. Please contact me if you have any issues regarding this course. Feel free to stop by office hours, make an appointment, or send me an email. I strive to answer emails as quickly as possible after I receive them, but I cannot guarantee that I will give an immediate response at any time of day. **Please allow me at least 24 hours to respond before sending a follow-up email.** When sending me emails, remember to **include the name of the class in the subject heading.** Use your emails to me as a way to impress me with your writing skills. Carefully edit them and use a professional voice.

Make-up assignments, schedule changes, etc.:

I generally do not accept late work. Exceptions will be granted at my discretion in the case of a documented illness or emergency. My willingness to make exceptions or reschedule events will be based largely on the student's effort to provide notification as soon as possible once it is apparent that an accommodation is needed. It is the student's, not the instructor's, responsibility to be aware when work is due and of changes to the schedule.

Intellectual property:

All work produced in this course is considered “public” and is used for purposes of teaching and evaluation. This includes the use of your work as a model for current and future students/courses and the submission of your work to an online plagiarism detection service. In cases where student work is made available publicly, the instructor will be sensitive to maintain anonymity where it is appropriate.

Classroom etiquette:

Poor attitude will impact your final grade. Students are expected to maintain the generally accepted rules of decorum in a college level course. Using cell phones, texting, talking, social media, eating or sleeping in class, are all examples of unacceptable behavior. In addition chronic lateness will also negatively affect your participation grade. Please remember to be respectful of your fellow students as well. We are all here to learn and we all have the right to express our thoughts and ideas without the fear of judgment. Bear in mind that we will engage in lively debate, and we will not always agree.

Academic dishonesty:

Academic dishonesty within the academic community is a very serious matter, because dishonesty destroys the basic trust necessary for a healthy education environment. Academic dishonesty is any treatment or representation of work as if one were fully responsible for it, when it is in fact the work of another person. Academic dishonesty includes cheating, plagiarism, theft, or improper manipulation of laboratory or research data or theft of services. A substantiated case of academic dishonesty may result in disciplinary action, including a failing grade on the assignment and/or a failing grade in the course. Such incidents will be reported to the director of the Office of Student Conduct for review and potentially further action including suspension or dismissal. See the Policy on Academic Integrity in the undergraduate bulletin (Appendix II).

Accommodations for documented disabilities:

CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities, or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should first register with the office of Student Disability Services (Park Library 120, telephone 774-3018) and then contact the professor as soon as possible.

Schedule:

*This syllabus may be changed at any time by the instructor.

**Each reading should be completed before or during the week or day for which it is listed.

Week One: Welcome

T. Jan. 8: No Class

Th. Jan. 10: “Founders Chic;” *John Adams* Episode V.

Week Two: What is the “Early Republic?”

T. Jan. 15: Gordon S. Wood, “The Significance of the Early Republic,” *Journal of the Early Republic* 8:1 (Spring 1988): 1-20; Alan Taylor, “Expand or Die: The Revolution’s New Empire,” *The William and Mary Quarterly*, Vol. 74 No. 4, (Oct. 2017), 619-632.

Th. Jan. 17: Woody Holton, “An “Excess of Democracy” or a Shortage: The Federalists’ Earliest Adversaries,” *Journal of the Early Republic* Vol. 25, No. 3 (Fall, 2005), pp. 339-382; Jonathan Gienapp, “Making Constitutional Meaning: The Removal Debate and the Birth of Constitutional Essentialism,” *Journal of the Early Republic* Vol. 35, No. 3 (Fall 2015), pp. 375-418.

Week Three: The Father of His Country

T. Jan. 22: T. H. Breen, *George Washington’s Journey*, Simon & Schuster (2016)

Th. Jan. 24: No Class (Listen to Hamilton!)

Week Four: *Hamilton!*

T. Jan. 29: Renee C. Romano and Claire Bond Potter, eds., *Historians on Hamilton*, Act I; Joanne Freeman, “Dueling as Politics,” in *Affairs of Honor*, Yale (2002)

Th. Jan. 31: **PAPER DUE** Reading: Hamilton, *Observations on Certain Documents Contained in No. V & VI of “The History of the United States for the Year 1796,” In Which the Charge of Speculation Against Alexander Hamilton, Late Secretary of the Treasury, is Fully Refuted* (“The Reynolds Pamphlet); *Hamilton* Soundtrack, “Take a Break,” “Say No to This,” “We Know,” “Hurricane,” “The Reynolds Pamphlet,” “Burn” (All on Youtube); Robert C. Alberts, “The Notorious Affair of Mrs. Reynolds,” *American Heritage* 24, No. 2 (1973)

Week Five: *Hamilton!* (Act 2)

T. Feb. 5: *Historians on Hamilton*, chapters 6, 7, 12, 13, and 14.

Th. Feb. 7: *Report on the Public Credit; Report on Manufactures*

Week Six: The Streets of Philadelphia

T. Feb. 12: Simon Newman, “Villainous Bodies” and “Hospitalized Bodies” in *Embodied History: The Lives of the Poor in Early Philadelphia*, 40-81; Jacquelyn C. Miller, “The Body Politic and the Body Somatic: Benjamin Rush’s Fear of Social Disorder and His Treatment for Yellow Fever,” in Janet Moore Lindman and Michelle Lise Tarter eds., *A Centre of Wonders: The Body in Early America*, Cornell (2001).

Th. Feb. 14: Francois Furstenberg, *When the United States Spoke French* (2014), 1-20 and 349-403.

Week Seven: A Man of the World

T. Feb. 19: Jedidiah Morse, *Geography Made Easy*, (1802) **PAPER DUE**

Th. Feb. 21: Annette Gordon-Reed and Peter S. Onuf, *Most Blessed of the Patriarchs*, Liveright, (2017), Part One.

Week Eight: Jefferson and Politics

T. Feb. 26: Joanne Freeman, "Election of 1800," in *Affairs of Honor*; Annette Gordon-Reed and Peter S. Onuff, *Most Blessed of the Patriarchs*, Part Two.

Th. Mar. 1: Annette Gordon-Reed and Peter S. Onuff, *Most Blessed of the Patriarchs*, Part Three.

Week Nine: SPRING BREAK

Week Ten: Include Women in the Sequel?

T. Mar. 12: Rosemarie Zagari, *Revolutionary Backlash: Women and Politics in the Early American Republic*, Penn (2007), 1-114.

Th. Mar. 14: Rosemarie Zagari, *Revolutionary Backlash*, 115-186.

Week Eleven: Detroit

T. Mar. 19: Tiya Miles, *Dawn of Detroit*, The New Press, (2017); 1-139

Th. Mar. 21: Tiya Miles, *Dawn of Detroit*, The New Press, (2017); 140-265

Week Twelve: The Real Forgotten War

T. Mar. 26: Nicole Eustace, *1812: War and the Passions of Patriotism*, Penn (2012), Preface-117

Th. Mar. 28: Nicole Eustace, *1812: War and the Passions of Patriotism*, 118-235.

Week Thirteen: Market Revolution

T. Apr. 2: Laurel Thatcher Ulrich, *Age of Homespun* (Excerpts)

Th. April. 4: NO CLASS

Week Fourteen: A Fire Bell in the Night

T. Apr. 9: Matthew Mason, *Slavery & Politics in the Early American Republic*, (North Carolina, 2007) 1-157.

Th. Apr. 11: Matthew Mason, *Slavery & Politics in the Early American Republic*, 158-237.

Week Fifteen: Your Topics and/or makeups

T. Apr. 16: TBA

Th. Apr. 18: TBA

Week Sixteen: Paper Presentations

T. Apr. 23: Presentations

Th. Apr. 25: Presentations (**Undergraduate Final Papers Due**)

Final

Thursday, May 2, 2:00-3:50 AM in Powers 132. **Graduate Final Papers Due**