HISTORY 552.01W: READINGS IN U.S. HISTORY, 1775-1850
COURSE SYLLABUS: SPRING 2015

Thomas Cole, *The Hunter's Return* (1845)
Amon Carter Museum, Fort Worth, TX

Online Course

Instructor: Associate Professor John H. Smith
Class Location/Time: Ferguson Social Sciences 124 / Saturdays, 9:20 a.m. – 12:00 p.m.
Office Location: Ferguson Social Sciences 117
Office Hours: Wednesdays, 10:00 a.m.-12:00 p.m., 1:00-4:00 p.m., or by appointment
Office Phone: 903-886-5219
Office Fax: 903-468-3230
University Email Address: John.Smith@tamuc.edu

COURSE INFORMATION

Course Prerequisite/Co-requisite: None

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:

Robert Middlekauff, *The Glorious Cause: The American Revolution, 1763-1789*, rev. ed. New York: Oxford University Press, 2005. ISBN13 9780195315882

David Walker Howe, *What God Hath Wrought: The Transformation of American Society, 1815-1848*. New York: Oxford University Press, 2007. ISBN13 9780195392432

Gordon S. Wood, The Radicalism of the American Revolution. New York: Vintage Books, 1991. ISBN10 0679736883

_____, *Empire of Liberty: A History of the Early Republic, 1789-1815*. New York: Oxford University Press, 2009. ISBN13 9780195039146

Selected primary sources available from Early American Imprints, Series I, and journal articles available from JSTOR—all accessible through Gee Library's Electronic Databases

Course Description:

The theme for this course is "Revolutions," and we will examine the history and legacy of the American Revolution, particularly the difficult struggle with its political, social, and economic philosophies in the nineteenth century. The individualism, egalitarianism, and libertarianism of the Revolution was simultaneously an expression of late eighteenth-century ideals and the formulation of radical new ideas, the consequences of which the revolutionary and subsequent generations were unprepared to grasp. We will examine this period of the revolutionary and early national United States, and evaluate the achievements and shortcomings of what could be termed the "long American Revolution" that culminated in Jeffersonian-Jacksonian democracy, which strove to fulfill the promise of 1776.

Student Learning Outcomes:

Students will gain a greater understanding of the American Revolution, and its extended social, economic, and political effects through the early national period of U.S. history.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course consists of a series of activities and assessments to assist students in achieving the outcomes/objectives for the course and instructional units/modules. Each week students will work on various combinations of readings, discussions, and research.

Participation: (100 pts., 60% of course grade)

Student Learning Outcome: Students will gain a greater understanding of the American Revolution, and its extended social, economic, and political effects through the early national period of U.S. history.

Participation in class discussions is intended to allow students to talk about issues pertaining to the topics at hand concerning various aspects of historiography and historical methodology, and will serve to inform the Instructor about how well students are absorbing course content. They will also allow students to further develop and refine skills in scholarly debating, as they will be

required to answer questions posed by the Instructor and by their classmates in coherent and insightful ways.

Historiography Paper: (100 pts., 40% of course grade)

Student Learning Outcome: Students will gain a greater understanding of the American Revolution, and its extended social, economic, and political effects through the early national period of U.S. history.

Students will write an extensive critical review of Gordon S. Wood's *The Radicalism of the American Revolution*. Substantive use of primary *and* secondary sources is expected. The use of outside articles and books is also expected. No Internet sites (apart from those linked through eCollege, as well as the JSTOR, Project MUSE, and America's Historical Imprints/America's Historical Newspapers databases) are acceptable.

Grading

Grading will be calculated using a standard 10-point scale, with course elements weighted accordingly:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Participation (100 pts.)	60%
Historiography Paper (100 pts.)	40%

TECHNOLOGY REQUIREMENTS

As this course is web-enhanced through eCollege, students will require the following hardware and software:

Our campus is optimized to work in a Microsoft Windows environment. Windows XP or newer, and Internet Explorer 6.0 or newer is best.
Internet access/connection—high speed preferred (not dial-up).
Word Processor (preferably Microsoft Word 1997-2003 or newer).

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Office hours are given at the top of this syllabus, and are posted outside of my door. Arrangements can be made if a student cannot meet with me during regular office hours for consultations. Email is the most reliable method of reaching me outside of my office. Expect a reply within 24 to 48 hours, and replies will only be sent to students' LeoMail accounts. **Do not email me from your personal email account.** Students may also be able to reach me by phone during office hours, and at other times do not leave a callback number as I do not return students' phone calls.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Academic Honesty

It is the policy of the University, the History Department, and the instructor that no form of plagiarism or cheating will be tolerated. Plagiarism is defined as the deliberate use of another's work and claiming it as one's own. This means ideas as well as text, whether paraphrased or presented verbatim (word-for-word). A**nyone caught cheating or plagiarizing will automatically fail the assignment in question, may summarily fail the course, and could be subject to disciplinary action by the University.**

*The instructor's evaluative judgment of tests and examinations is **final**, and will not be subject to revision except in cases of mathematical error.*

Class Decorum

All students must show respect toward the Instructor and the Instructor's syllabus, presentations, assignments, and point of view. Students should also respect each others' differences. Disruptive behavior will not be tolerated. If the Instructor determines that a student is not being respectful toward other students or the Instructor, it is the Instructor's prerogative to remove the student from the class either temporarily or permanently, as the case requires.

Note: *Failure to comply with any of the Instructor's policies will result in immediate deregistration from the course.*

University Specific Procedures:

Texas A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).*

COURSE OUTLINE / CALENDAR

Jan. 24: Meeting/Introductions

Jan. 24-28: Pre-Revolutionary American Society

Readings: Middlekauff, *The Glorious Cause*, "Prologue and chaps. 1-2; T. H. Breen, "'Baubles of Britain': The American Consumer Revolutions of the Eighteenth Century," *Past and Present* 119 (May 1988), 73-104; Pauline Maier, "Popular Uprisings and Civil Authority in Eighteenth-Century America," *William and Mary Quarterly*, 3rd Ser., 28 (Jan. 1970), 3-35

Jan. 31: The "Imperial Crisis," 1764-1770

Readings: Middlekauff, *The Glorious Cause*, chaps. 3-9; John Locke, *Second Treatise of Civil Government* (1690—link in Webliography)

Feb. 7: From Resistance to Revolution, 1771-1776

Readings: Middlekauff, *The Glorious Cause*, chaps. 10-14; Thomas Jefferson, *A Summary View of the Rights of British America* (1774—Early American Imprints); "Original Draft of the Declaration of Independence" (Doc Sharing)

Feb. 14: "Blows Will Decide," 1775-1783

Readings: Middlekauff, *The Glorious Cause*, chaps. 15-22; Colin G. Calloway, "'We Have Been the Frontier': The American Revolution in Shawnee Country," *American Indian Quarterly* 16 (Winter 1992), 39-52

Feb. 21: The "Critical Period" and the Constitutional Convention, 1783-1787

Readings: The Articles of Confederation (link in eCollege Webliography); Middlekauff, *The Glorious Cause*, chaps. 23-25; Richard D. Brown, "Shays's Rebellion and Its Aftermath: A View from Springfield, Massachusetts, 1787," *William and Mary Quarterly*, 3rd Ser., 40 (Oct. 1983), 598-615; Jack N. Rakove, "The Great Compromise: Ideas, Interests, and the Politics of Constitution Making," *William and Mary Quarterly*, 3rd Ser., 44 (Jul. 1987), 424-457

Feb. 28: Federalism vs. Antifederalism, 1787-1789

Readings: Middlekauff, *The Glorious Cause*, chap. 26; *"Brutus" No. 5* and James Madison, *Federalist No. 10* (1788—link on eCollege Webliography); Cecelia M. Kenyon, "Men of Little Faith: The Anti-Federalists on the Nature of Representative Government," *William and Mary Quarterly*, 3rd Ser., 12 (Jan. 1955), 3-43; Wood, *Empire of Liberty*, Introduction and chap. 1

Mar. 7: Federalist Dominance, 1789-1796

Readings: Wood, *Empire of Liberty*, chaps. 2-5; Terry Bouton, "A Road Closed: Rural Insurgency in Post-Independence Pennsylvania," *Journal of American History* 87 (Dec. 2000), 855-887

Mar. 14: Federalist Dominance, 1796-1800

Readings: Wood, *Empire of Liberty*, chaps. 6-7; Matthew Schoenbachler, "Republicanism in the Age of Democratic Revolution: The Democratic-Republican Societies of the 1790s," *Journal of the Early Republic* 18 (Summer 1998), 237-261

Mar. 21: Spring Break

Mar. 28: The Jeffersonian Republic, 1801-1810

Readings: Wood, *Empire of Liberty*, chaps. 8-10, 13-14; William G. McLoughlin, "Thomas Jefferson and the Beginning of Cherokee Nationalism, 1806-1809," *William and Mary Quarterly*, 3rd Ser., 32 (Oct. 1975), 547-580

Apr. 4: Ambitions to World Power, 1804-1809

Readings: Wood, *Empire of Liberty*, chaps. 15-17; Jeffrey A. Frankel, "The 1807-1809 Embargo against Great Britain," *The Journal of Economic History* 42 (Jun. 1982), 291-308

Apr. 11: Independence and Nationhood Confirmed, 1809-1815

Readings: Wood, *Empire of Liberty*, chap. 18; Howe, *What Hath God Wrought*, "Prologue"; Wood, *Empire of Liberty*, chap. 19; Alfred A. Cave, "The Shawnee Prophet, Tecumseh, and Tippecanoe: A Case Study of Historical Myth-Making," *Journal of the Early Republic* 22 (Winter 2002), 637-673; Lawrence Delbert Cress, "'Cool and Serious Reflection': Federalist Attitudes toward War in 1812," *Journal of the Early Republic* 7 (Summer 1987), 123-145

Apr. 18: Good Times, Bad Times, 1815-1821

Readings: Howe, *What Hath God Wrought*, chaps. 1-4; Stuart Leibiger, "Thomas Jefferson and the Missouri Crisis: An Alternative Interpretation," *Journal of the Early Republic* 17 (Spring 1997), 121-130

Apr. 25: Pursuing the Millennium, 1820-1844

Readings: Howe, *What Hath God Wrought*, chaps. 5-8; David L. Rowe, "A New Perspective on the Burned-Over District: The Millerites in Upstate New York," *Church History* 47 (Dec. 1978), 408-420

Research Paper Rough Drafts Due for Peer Review

May 2: Jacksonian America, 1824-1840

Readings: Howe, *What Hath God Wrought*, chaps. 9-14; Mary E. Young, "Indian Removal and Land Allotment: The Civilized Tribes and Jacksonian Justice," *American Historical Review* 64 (1958), 31-45

May 9: What Was the American Revolution?

Readings: Howe, *What Hath God Wrought*, chaps. 15-20 and "Finale"; Wood, *The Radicalism of the American Revolution* (entire)

Research Paper Final Drafts Due May 13

Paper Parameters

Paper must be composed using Microsoft Word.
Text must be in 12 pt. Times New Roman font (10 pt. for footnotes).
Margins must be one inch on top and bottom, left and right, with full justification. Disable the extra space between paragraphs function.
Bibliography must begin on a separate page, not on the same page as the end of the text.

Consult the Style Guide, "Wade Mecum" (eCollege Doc Sharing), for detailed information about how a proper history paper should look and what it should contain.