

HIST 3620
Spring 2007
MWF 10:10-11:08
C 108

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Office Hours: MWF 8:00-9:00; MW 3:00-4:00

EARLY NATIONAL UNITED STATES

Please read this syllabus carefully. You are responsible for knowing its contents, and your enrollment in the course constitutes an agreement to its terms.

The instructor reserves the right to modify course policies -- with appropriate notice to students -- if it is judged that doing so will further the course objectives.

Content: This course explores the major developments in U.S. history from the ratification of the Constitution to the Civil War. These years were both crucially important and very turbulent; as American society began to assume its characteristic features, the wrenching changes shaping the nation acted at once to pull it together and to drive it apart. Our study of this period will be organized both topically and, in a rough way, chronologically. We will focus on such major themes as the development of democratic politics, industrialization, class formation, gender and race relations, Indian policy, religious revivalism, social reform, and sectionalism.

Learning Objectives: Upon successful completion of this course, the student will

- (1) be familiar with major developments and issues in early national U.S. history.
- (2) understand how historians construct and present arguments, including rhetorical strategy and use of evidence.
- (3) have strengthened skills in critical and analytical reading, thinking, and writing.

Requirements: All students in the class must:

- (1) attend and arrive on time at *every class session* (see "attendance policy" below)
- (2) do the assigned reading *completely and on time*.
- (3) actively participate in class discussions.
- (4) take the weekly quizzes (see "class activities" and "makeup policy" sections below).
- (5) take a cumulative essay-style final examination.
- (6) submit a comparative book review of 2000-2500 words (this assignment is explained in detail on a separate handout).

Attendance, punctuality, and participation will be monitored and will be considered in the assignment of your course grade.

Class activities: This class is arranged into units consisting (mostly) of 3 class sessions each. The first activity in each 3-class unit will be a multiple-choice quiz covering the assigned reading in *A People and a Nation* (see "Required Books," below), followed by a brief lecture. The quiz is intended to ensure your familiarity with the factual background. The purpose of the lecture is to raise the basic issues to be discussed in the remainder of the unit.

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A few important points about quizzes: (1) There will be thirteen quizzes in all, including a map quiz. You may drop the lowest three scores, except for the map quiz score, which must be counted. (2) You will not be permitted to take the quiz if you arrive at class more than 5 minutes after it has begun. You should, however, remain in class in order to hear the brief lecture and receive credit for attendance. (3) The instructor reserves the right to give 'pop' quizzes at any time.

The second and third session in each unit will consist of class discussion. These discussions, the central component of the course, will address selected readings on U.S. history from the late eighteenth to the mid-nineteenth century. Since the discipline of history consists in large part of discussion and debate among historians, these discussions are central to this course and will greatly enhance your educational experience. You must come prepared for class discussions. Your class participation will be monitored during the semester. At the end of the semester, you will be assigned a classroom performance score on a 100-point scale (see section on "Grading," below); it will count for 1/4 of your course grade. Discussion questions designed to provide focus for the reading will be handed out in advance. Writing out your answers to these questions will benefit you greatly – both in class discussions and on the final exam.

Attendance policy: Conflicting commitments and unforeseen and unpreventable developments may sometimes force an absence, but this class, like one's family or job, is a major commitment. Attendance is required and will be monitored by means of daily sign-up sheets. (*You are responsible for making sure that you sign in.*) Leaving class early without the instructor's prior consent will result in a student's being counted absent for that day. To allow for unforeseen circumstances, every student will be permitted three "cuts" (the equivalent of a week of class), with no questions asked and no penalty. But 5 points will be deducted from your course point total (on which, see below) for each additional absence. If appropriate documentation is presented for severe illness, employment conflict, or other compelling reason for absence, that absence will be "excused" and will not be charged against you. This policy reflects life in the working world, where employers have strict attendance policies and the penalties for violating them are much greater. As in the working world, demonstrated commitment to the class in the form of perfect attendance will be rewarded. 10 points will be added to the course point total of anyone who completes the semester with no unexcused absences.

Make-up policy: Makeups of the quizzes are permitted only when the quiz was missed because of an excused absence supported by appropriate documentation. But because unforeseen and unalterable circumstances might force you to miss a quiz, it is a course policy that you may drop the lowest three scores received on the quizzes (excluding the map quiz), including any zeroes that might result from missed quizzes. Make-ups of the final will be permitted only in extraordinary circumstances, and only if those circumstances are verified in writing to the instructor by the appropriate authority. If such verification is presented, the student may take a two-hour *oral* examination at a time agreed upon by both student and instructor.

Grading: Please note that plus-minus grading is used in this course. A maximum of 400 points will be available: 10 points for each of the ten quizzes you count, for a total of 100 points; and 100 points maximum each for the paper, final exam, and classroom performance. Grades will be assigned largely on the basis of total points earned, as follows:

370 – 400 = A	350 – 359 = B+	310 – 319 = C+	270 – 279 = D+
360 – 369 = A-	330 – 349 = B	290 – 309 = C	250 – 269 = D
	320 – 329 = B-	280 – 289 = C-	240 – 249 = D-

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Points earned for perfect attendance will be added to your total, and points lost due to absence will be subtracted from your total.

IMPORTANT NOTES CONCERNING GRADING:

- 1) For CR/NC students, 280 points are required for a grade of CR.
- 2) A passing grade (whether a letter grade or a CR) requires that all assignments, including the term paper and final exam, be submitted.
- 3) Change of grading option from letter grade to CR/NC will be granted after the university deadline ONLY IF compelling reasons, supported by appropriate written documentation, are offered. Compelling reasons include but are not limited to (a) a change in work schedule that makes attendance at class problematic; (b) an illness serious enough to require hospitalization or medically-ordered bedrest for a lengthy period. Reasons NOT considered compelling include but are not limited to (a) avoiding a failing grade; (b) avoiding grade-related loss of financial aid.

Required books (those marked with an asterisk are available on reserve at Vasche Library):

Mary Beth Norton et.al., *A People and a Nation* (brief 7th ed., vol. A)

* Sean Wilentz, ed., *Major Problems in the Early Republic, 1787-1848*

* Douglas R. Egerton, *Gabriel's Rebellion*

Theda Perdue and Michael D. Green, eds., *The Cherokee Removal* (2nd ed.)

* Harry L. Watson, *Liberty and Power*

Important Dates: Last day to drop or choose CR/NC option: M 3/12
Final exam: Th 5/31, 8:30-10:30

PLEASE NOTE: The instructor will be happy to accommodate needs arising from legitimate instances of disability, supported by documentation from the appropriate university authorities. *Making the necessary arrangements is the student's responsibility and should be done during the first week of the course.*

PLEASE NOTE: Any student caught in an act of academic dishonesty will fail the course and may be subject to full disciplinary procedure.

COURSE SCHEDULE

INTRODUCTION TO COURSE

Reading: Syllabus; Paper Guidelines

W Feb. 14 Introduction to the course
 F Feb. 16 **QUIZ 1:** Syllabus; Paper Guidelines
Distribution of map quiz study guide

UNIT 1: INTRODUCTION TO THE EARLY REPUBLIC

Reading: *Major Problems*, ch. 1

M&W Feb. 19&21 Discuss *Major Problems*, ch. 1
 F Feb. 23 **QUIZ 2: MAP QUIZ**

UNIT 2: THE CONSTITUTION: ESTABLISHING A NATIONAL GOVERNMENT

Reading: *A People and a Nation*, ch. 7; *Major Problems*, 53-60

M Feb. 26 **QUIZ 3:** *A People and a Nation*, ch. 7
 Lecture
 W Feb. 28 Lecture (continued)
 Discuss *Major Problems*, 53-60
 F Mar. 2 Discuss *Major Problems*, 53-60 (continued)

UNIT 3: THE "FEDERALIST ERA," 1789-1800

Reading: *A People and a Nation*, ch. 8; *Major Problems*, 74-88

M Mar. 5 **QUIZ 4:** *A People and a Nation*, ch. 8
 Lecture
 W&F Mar. 7&9 Discuss *Major Problems*, pp. 74-88

UNIT 4: JEFFERSON AND THE YOUNG REPUBLIC

Reading: *A People and a Nation*, 142-152; *Major Problems*, 101-114

M Mar. 12 **QUIZ 5:** *A People and a Nation*, 142-152
 Lecture
 W&F Mar. 14&16 Discuss *Major Problems*, pp. 101-114

UNIT 5: THE WAR OF 1812

Reading: *A People and a Nation*, 152-157; *Major Problems*, 170-186

M Mar. 19 **QUIZ 6:** *A People and a Nation*, 152-157
 Lecture
 W&F Mar. 21&23 Discuss *Major Problems*, pp. 170-186

UNIT 6: MARKET AND SOCIETY IN THE NORTH

Reading: *A People and a Nation*, 164-174; *Major Problems*, 212-236

- M Mar. 26 **QUIZ 7:** *A People and a Nation*, 164-174
Lecture
W Mar. 28 Discuss *Major Problems*, pp. 212-236
F Mar. 30 Cesar Chavez Day observance: no class
M Apr. 2 Discuss *Major Problems*, pp. 212-236 (continued)

UNIT 7: SETTLING THE WEST

Reading: *A People and a Nation*, 174-175, 203-205; *Major Problems*, 313-331

- W Apr. 4 **QUIZ 8:** *A People and a Nation*, 174-175, 203-205
Lecture
F Apr. 6 Discuss *Major Problems*, pp. 313-331

******* APR. 9 – APR. 13: SPRING BREAK *******

UNIT 8: DEMOCRATS AND WHIGS: JACKSONIAN POLITICS

Reading: *A People and a Nation*, 161-164, 189-195; *Liberty and Power* (entire)

- M Apr. 16 **QUIZ 9:** *A People and a Nation*, 161-164, 189-195
Lecture
W&F Apr. 18&20 Discuss *Liberty and Power*

UNIT 9: INDIAN UNREST AND THE TRAIL OF TEARS

Reading: *The Cherokee Removal*, 1-24, 32-44, 101-110, 114-121

- M Apr. 23 **QUIZ 10:** *The Cherokee Removal*, 1-24
Lecture
W Apr. 25 Discuss *The Cherokee Removal*, 32-44
F Apr. 27 Discuss *The Cherokee Removal*, 101-110, 114-121

UNIT 10: THE REFORM IMPULSE

Reading: *A People and a Nation*, 181-189; *Major Problems*, 448-461

- M Apr. 30 **QUIZ 11:** *A People and a Nation*, 181-189
Lecture
Rough drafts of term paper must be submitted by today
W&F May 2&4 Discuss *Major Problems*, 448-461

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UNIT 11: SLAVERY AND SOCIETY IN THE SOUTH

Reading: *A People and a Nation*, ch. 13; *Gabriel's Rebellion*, part 1

M May 7 **QUIZ 12:** *A People and a Nation*, ch. 13
Lecture

W&F May 9&11 Discuss *Gabriel's Rebellion*

UNIT 12: SECTIONAL TENSION AND THE ROAD TO CIVIL WAR

Reading: *A People and a Nation*, ch. 14
Reserve readings: Joel Silbey, "The Civil War Synthesis in American Political History" & Michael F. Holt, "The Political Crisis of the 1850s"

M May 14 **QUIZ 13:** *A People and a Nation*, ch. 14
Lecture

W&F May 16&18 Discuss Silbey and Holt
Course paper due Friday, May 18
Final exam distributed Friday, May 18

WRAP-UP

M May 21 Course evaluations

Review final exam essay

W May 23 Further final exam review (if necessary)

Official final exam time is Thursday, May 31, 8:30-10:30