

HIST 415: JEFFERSONIAN AND JACKSONIAN AMERICA
Spring 2012 - Dr. Steven M. Fountain
Monday & Wednesday 1:25-2:40 P.M., UCB 107
Washington State University Vancouver

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Office Hours: Tue. noon-1:00 pm, Wed. 3:00-4:00 pm, or by appointment

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THE COURSE

This is (at least as your instructor sees it) the third of a sequence of early American history courses offered at WSU Vancouver. Your instructor would also be hard-pressed to determine which of the three (Colonial, Revolutionary, or "Jeff-Jack" is the most important for either your education or for the subsequent history of the United States. The Early Republic (1800-1840) is the period in which America became a nation, and transitioned from the founding era into an even more complicated set of relationships both internal and external.

That said, the course attempts to strike a balance between the ideas and actions of individuals and the peculiar context of a United States entering its second generation. No other era of American history is so connected with the presidential figures whose legacy shaped the many topics we will be exploring. There is, for example, no "Garfieldian Era" or even "Rooseveltian America."

In order to succeed, I *highly recommend* that you have taken **HIST 110 or its equivalent** as a background to this course. If you have concerns or questions about this, please see me.

READING:

- The reading for this course will be a central component of our collective success or failure. As with all History courses, you will find that reading and thinking (analyzing and synthesizing) are primary tasks. You will need to schedule your reading carefully and be careful to avoid building up a reading debt that will leave you unable to either complete the readings, or force you to read so quickly that you have no time to contemplate and absorb the reading.

- The assigned readings **must be completed before class on Wednesday for the week they are listed**. Though you may have seen this warning in other courses, it is **critically important to the functioning of this course and the seminar-style format**, as you will see below.

REQUIRED TEXTS:

- The following books are available at The Bookie. Many local bookstores can and will order these items if not already in stock. I urge you to support local retailers, but bear in mind that you will need to begin reading immediately, so do not put off your purchases.

- **Louis P. Masur. *1831: Year of Eclipse*. New York: Hill and Wang, 2002. ISBN 0809041197**

- **Ronald G. Walters. *American Reformers, 1815-1860*. Revised edition. New York: Hill and Wang, 1997. ISBN 809015889**

- **Alexis de Tocqueville. *Democracy in America*. Abridged edition. Edited by Michael Kammen.**

Boston: Bedford/St. Martins, 2009. ISBN 0312463308

(You will need this specific edition for class - there are many, many other editions out there, so make sure you get the right one)

- **Sean Wilentz. *The Rise of American Democracy: Jefferson to Lincoln*. Abridged College Edition. New York: W. W. Norton, 2008. ISBN 0393931110**

(As with Tocqueville, there are other versions available - the "Abridged College Edition" is the one we will be using. If you want to buy the "full" 1100-page version, be my guest.)

- In addition, you will need to select **two** of the following in the first class meeting. Your choices will allow you to deepen your inquiry into at least two topics, though you will have ample opportunity to study others. These selections will also shape your final exam/essay, so choose carefully based on interest. (Note the

weeks these are designated as especially relevant to discussion in the schedule below and be prepared with a comprehensive overview and assessment to present in seminar that week.

- **Stephen Aron. *How the West Was Lost: The Transformation of Kentucky from Daniel Boone to Henry Clay*. Baltimore: Johns Hopkins University Press, 1996. ISBN 0801861985**
- **Angela Pulley Hudson. *Creek Paths and Federal Roads: Indians, Settlers, and Slaves and the Making of the American South*. Chapel Hill: University of North Carolina Press, 2010. ISBN 0807871214**
- **Adam Rothman. *Slave Country: American Expansion and the Origins of the Deep South*. Cambridge, MA: Harvard University Press, 2007. ISBN 0674024168**
- **Rosemarie Zagarri. *Revolutionary Backlash: Women and Politics in the Early American Republic*. Philadelphia: University of Pennsylvania Press, 2007. ISBN 0812220730**

- Further readings are available through the course website (connect via the URL listed at the top of the page), via either the library's electronic reserve system or your access to the *America: History and Life* database. (These are also the most likely places to find the "Article Selections.") Unlike other Fountain history courses, some of these additional readings will also be determined by your signing up for them in the first week of class. You will need to select two of the optional articles to read and take the leadership in presenting to your fellow students in the Wednesday seminar. See the additional reading bibliography items listed under each week in the schedule to determine which topics and timing works best for you in advance of the sign-up.

ASSIGNMENTS:

- All written assignments ***must follow the Writing Guide***. This includes use of Chicago-style footnotes where relevant - no other citation styles are acceptable. The Writing Guide is also the authority on formatting (margins, spacing, etc.), and matters of style.

1) Seminar Participation (every Wed.)

- In a seminar setting, there is nowhere to hide. You will be expected to contribute in at least three ways in order to earn full credit.

- First, ***you must regularly contribute to discussion***. That may mean holding forth voluntarily, or responding to a direct query from your professor. Having notes and readings in hand for these days is required. I, as your seminar leader, will do my best to reign in bloviation and encourage participation from the quiet-but-thoughtful.

- Second, we will begin each seminar session with a statement of what you found most worthwhile as a topic for discussion. You should be prepared with ***one general point and one more narrowly focused point*** to offer for consideration for that day's discussion. Repetition is discouraged, though overlap is expected.

- Third, you will need to ***lead a presentation of the optional readings*** in order to deepen your fellow students' knowledge. This should take the form of a précis, described in assignment #3 below. You will need to turn this assignment in to the professor electronically the Friday before the discussion. You will also need to supply hard copies of the précis to your fellow students on the day of the discussion so that they have both a summary of the article and a focus from which to ask questions.

- I will send you your discussion grade and a very brief assessment after we have had the first couple of discussions. This should give you the chance to adjust accordingly. You may request your ongoing discussion grade at any time following that point. However, note that missing discussions will automatically reduce your grade.

2) Writing Quiz Wed., Jan. 18 (in class)

- The initial graded assignment for the class will be a quiz over the syllabus and writing guide. This may seem silly, but it is the only way I can get your lazier peers to read the damn things. You, of course will be fine because you would read and understand them both fully in any case.

3) Précis (2) (Friday before in-class discussion)

- You will complete two article précis on the optional readings and turn each assignment in to the professor electronically the Friday before the discussion.
- A précis is essentially an analytical review of a written work. The basic components are 1) an introduction of the topic, argument, and thesis; 2) a summary of the content of the article itself; 3) an evaluation of the article's inherent interest, flaws, sources, and logic; and 4) an assessment of how the article contributes to the ongoing discussion of the topic. For the final part, it may be most germane to situate the reading vis-à-vis the assigned readings for the week.
- Select the articles from the "Article Selections" below. You should search the *America: History and Life* database first, and use the "Find It at WSU" button to secure a pdf copy. Be aware that some articles may not be available full-text (though most are) and that means the "Find It" will result in ordering via ILL. Do so well in advance of the week your précis due date. Failure to obtain the article before your date in class is not excusable.
- The day of the discussion, you will *also need to supply hard copies of the précis to your fellow students* and prepare a brief (5 minutes maximum) explanation of the central arguments, intriguing ideas, and your assessment of the article. This should be a miniature, less formal version of the précis. How the article intersects with the discussion topic of the day should be clear to all by the end of your presentation.

4) Take Home Final Exam (due by 3:00 p.m., Mon. Apr. 30)

- Given the depth at which we will be exploring many topics in this course, we will be completing out "final exam" in a manner that is non-traditional, especially for my courses. In week thirteen, I will supply you with a list of questions upon which you may write for the final exam. You will select three questions (one of which will focus on your selected monographs) and compose three short essays providing specific examples and explanations to answer.
- You may use all of your resources, but each of you will have to balance the amount of time looking up material in notes, monographs, articles, and documents with time spent crafting well-considered, comprehensive essays.
- The limit (using the formatting in the Writing Guide) is three pages for each question. Plan and execute accordingly. *If you have not written for my courses in the past, you should discuss this in advance* in order to submit acceptable work for a significant portion of your grade.

GRADING:

- Most of the grade for this class will depend upon your ability to synthesize and assess lecture, discussions and assigned reading. Simply put, you must be able to think and write well in order to do well in this course.

- NOTE: You must complete all assignments with a passing grade to pass the course.

GRADING STANDARDS:

- The standards for excellence in this course are high, but well within reach of students with above-average abilities choosing to apply themselves. Earning an A is a challenge and requires significant effort, but a grade is not a reflection of effort. You may work very hard in this course and earn a "C". Few students, however, fail if they complete all the work required in the course: careful reading, daily lecture attendance, and deliberative, thoughtful writing.
- **Grades are not a measure of effort**, or of intelligence. Honest, extensive efforts may not result in top grades. Grades are a measure of the quality of work, not of an individual. Written assignments and exams will demand a demonstration of your depth of understanding in the context of a prompt. Simply put, you must be able to think and write well in order to do well in this course.

- A grade of “F” is usually earned by a serious misunderstanding, a serious lack of effort, or an incomprehensible response. **Failure to fulfill basic assignment requirements, plagiarism or other forms of cheating will result in an “F”.** *Plagiarism on any assignment will result in a failing grade for the course.* Though we will discuss this in class, if you have any questions about what may constitute plagiarism, please see me.

- A grade of “D” reflects work that is in some way seriously flawed - factually, logically, mechanically, or otherwise. This may be caused by incoherent writing or by a misunderstanding of the assignment or material. “D”s do indicate a glimmer of hope if you are willing to work to correct problems, but may also indicate that you are on the cusp of failure. **If you earn a grade of “D” or below on any assignment, please see me before embarking upon the next assignment.** It is in both of our interests to get on track as soon as possible.

- A grade of “C” may be earned by simply doing the job competently. It addresses the question, offers support, and is written in a manner that is logical and coherent. These papers and exams meet the basic criteria of completion with only some errors or flaws. **“C” may be most common grade for this course.** Earning higher grades will require significant effort, thoughtfulness, and some measure of excellence in your work.

- **A grade of “B” reflects work that does a better than average** job of answering the question(s) while providing well-chosen evidence to support your well-written essay. “B”s reflect work that is nearly excellent in all respects, but may fall short of top marks due to minor errors.

- **An “A” grade requires work of near-professional quality.** Such work is nearly flawless in its mechanics, offers a compelling and thoughtful essay that reveals a significant depth of historical understanding. As such, an “A” is not common, but is awarded to outstanding work that effectively employs best choices of examples and detail. A grade of “A” is not likely on any work that has not required a serious commitment.

- Papers and exams marked with split grades - for example “B-/C+” - fall on the margins of the two grade ranges. Such a grade may not quite be of B quality, but it is not too far from it either. Such grades should encourage you to refine your work to push toward higher marks. They are recorded in the grade book as the numerical value that approximates the median value - in the case of the example, a grade of B-/C+ would correspond to 80%.

GRADING BREAKDOWN:

Seminar Participation	8/23	(35%) (percentages approximate)
Précis #1 (Written)	3/23	(13%)
(In-Class Summary)	1/23	(4%)
Précis #2 (Written)	3/23	(13%)
(In-Class Summary)	1/23	(4%)
Writing Quiz	1/23	(4%)
Take Home Exam	<u>6/23</u>	<u>(26%)</u>
	23/23	100%

AVAILABILITY:

- As your instructor, I am here to help you learn the course material, think critically, expand your knowledge, improve your writing skills, and delve into the world of Western American History. This requires considerable effort on your part. I am available for consultation on readings, lecture topics, assignments, or any other aspect of this course. I urge you to take advantage of this opportunity and use the office hours available to you.

PLAGIARISM:

Plagiarism will result in two consequences. Either may ultimately lead to your removal from the university.

All incidents of plagiarism will be turned over to Student Judicial Affairs. The decisions and documentation of Student Judicial Affairs will be in addition the in-class consequences.

All incidents of plagiarism will result in a failing grade for the course. Cheating is an insult to me, your fellow students, and the institution of education. *Attempting to steal a grade will not be tolerated* in this course.

Please discuss with the instructor any concerns or questions you might have. See also the Writing Guide on the course website.

IT SHOULD GO WITHOUT SAYING, BUT:

In lecture, please:

- **STOW IT - no cell phones on, no texting during class. I will ask you to put your phone away the first time, and will drop you from the course if a second incident occurs.**
- **USE YOUR COMPUTER TO LEARN, NOT PLAY** - computer users must use their machine to take notes. Email, facebook and all the rest distract you and your fellow students and will not be tolerated. As above, if this becomes an issue, **you will be dropped from the course.**
- **BE HERE** - come to class on time, notify me if you need to leave early (and please sit in the back and leave quietly when necessary).
- **BE PROFESSIONAL** - come to class prepared to learn, with reading completed.
- **BE A DECENT HUMAN BEING** - express common courtesy toward your fellow classmates and professor.

ADDITIONAL UNIVERSITY BOILERPLATE:

Academic Integrity: Academic integrity is the cornerstone of the university and will be strongly enforced in this course. Any student found in violation of the academic integrity policy will be given an “F” for the course and will be referred to the Office of Student Conduct. For additional information about WSU’s Academic Integrity policy/procedures please contact (360) 546-9573.

Disability Accommodation: Accommodations may be available if you need them in order to fully participate in this class because of a disability. Accommodations may take some time to implement so it is critical that you contact Disability Services as soon as possible. All accommodations must be approved through Disability Services, located in the Student Resource Center on the Lower Level of Student Services Center (360) 546-9138.

Emergency Notification System: WSU has made an **emergency notification system** available for faculty, students and staff. Please register at myWSU with emergency contact information (cell, email, text, etc). You may have been prompted to complete emergency contact information when registering for classes on RONet. In the event of a **Building Evacuation**, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of **class cancellation campus-wide**, please check local media, the WSU Vancouver web page and/or <http://www.flashalert.net/>. Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account. Safety plan website - <http://safetyplan.vancouver.wsu.edu/>

Important Dates and Deadlines: Students are encouraged to refer to the academic calendar often to be aware of critical deadlines throughout the semester. The academic calendar can be found at www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX. Questions regarding the academic calendar can be directed to the Office of Student Affairs in VSS

READING & LECTURE SCHEDULE:

- We will follow a roughly chronological sequence, but throughout the course will be focusing on particular themes that may stretch well beyond the temporal bounds of the week’s official chronology.
- This course requires **full, active participation of every student. If you are unprepared, it will be (likely painfully) obvious. Be sure that you are prepared for every class meeting.**
- **Schedule your reading carefully.** Some weeks are comparably light and others are heavier, especially in weeks in which you may be composing and presenting a précis. You will likely need to begin reading **well before** the due date for several assignments. It is imperative that you are prepared for class in advance - be

forewarned that *this is a reading intensive course*, especially when compared to other disciplines. That does not necessarily mean that the reading load is onerous (it is not), but that you must read carefully and thoughtfully to succeed.

- Each week after the first, we will have lecture on Monday, followed by seminar discussion on Wednesday. For weeks in which there is no class for one of those days, we will combine the two on the remaining day.

- *You should read your two additional monographs at your own pace, fitting them into the following general reading schedule.*

**WEEK ONE: Jefferson & Jackson: An Introduction
(incl. book and article selection)**

READING: Wilentz, Ch. 1 & 2

Wood, "The Significance of the Early Republic" (online, 20 pgs.)

WEEK TWO: The Revolution of 1800

MON., JAN. 16: No WSU classes: MLK Day of Service

WED., JAN. 18: Writing Quiz (in class)

READING: Wilentz, Ch. 3

Howe, "Politics in the Early Republic and the Election of 1800" (online, 6 pgs.)

Opal, "Adams vs. Jefferson" (online, 8 pgs.)

Hamilton to Otis, "In a Choice of Evils" (online, 3 pgs.)

Newman, "The World Turned Upside Down" (online, 16 pgs)

Jefferson, "First Annual Message to Congress" (online)

ARTICLE SELECTIONS:

1. Thomas N. Baker, "'An Attack Well Directed': Aaron Burr Intrigues for the Presidency," *Journal of the Early Republic* 31, no. 4 (2011): 553-598.
2. Aaron N. Coleman, "'A Second Bounaparty?': A Reexamination of Alexander Hamilton during the Franco-American Crisis, 1796-1801," *Journal of the Early Republic* 28, no. 2 (2008): 183-214.
3. K. R. Constantine Gutzman, "The Virginia and Kentucky Resolutions Reconsidered: 'An Appeal to the Real Laws of Our Country'," *Journal of Southern History* 66, no. 3 (2000): 473.
4. Matthew Rainbow Hale, "'Many Who Wandered in Darkness': The Contest over American National Identity, 1795-1798," *Early American Studies* 1, no. 1 (2003): 127-175.
5. Marc Lendler, "Equally Proper at All Times and at All Times Necessary," *Journal of the Early Republic* 24, no. 3 (2004): 419-444. [Sedition Act]
6. Martin Öhman, "Perfecting Independence: Tench Coxe and the Political Economy of Western Development," *Journal of the Early Republic* 31, no. 3 (2011): 397-433.
7. Allan Potofsky, "The Political Economy of the French-American Debt Debate: The Ideological Uses of Atlantic Commerce, 1787 to 1800," *William & Mary Quarterly* 63, no. 3 (2006): 489-516.
8. Thomas M. Ray, "'Not One Cent for Tribute': The Public Addresses and American Popular Reaction to the XYZ Affair, 1798-1799," *Journal of the Early Republic* 3, no. 4 (1983): 389-412.
9. Arthur Scherr, "James Monroe on the Presidency and 'Foreign Influence': From the Virginia Ratifying Convention (1788) to Jefferson's Election (1801)," *Mid America* 84, no. 1-3 (2002): 145-206.
10. Melvin I. Urofsky, "Thomas Jefferson and John Marshall: What Kind of Constitution Shall We Have?" *Journal of Supreme Court History* 31, no. 2 (2006): 109-125.

WEEK THREE: The Complicated Mind of TJ

READING: Wilentz, Ch. 4

Pasley, "Politics and the Misadventures of Thomas Jefferson's Modern Reputation" (online, 38 pgs.)

Helo and Onuf, "Jefferson, Morality, and the Problem of Slavery" (online, 32 pgs.)

Gordon-Reed, "Did Sally Hemings and Thomas Jefferson Love Each Other?" (online, 4 pgs.)

ARTICLE SELECTIONS:

1. Christa Dierksheide, "'The Great Improvement and Civilization of that Race': Jefferson and the 'Amelioration' of Slavery, ca. 1770-1826," *Early American Studies* 6, no. 1 (2008): 165-197.

2. William G. Merkel, "To See Oneself as a Target of a Justified Revolution: Thomas Jefferson and Gabriel's Uprising," *American Nineteenth Century History* 4, no. 2 (2003): 1-31.
3. Johann N. Neem, "Beyond the Wall: Reinterpreting Jefferson's Danbury Address," *Journal of the Early Republic* 27, no. 1 (2007): 139-154.
4. Peter S. Onuf, "Every Generation Is An 'Independent Nation': Colonization, Miscegenation and the Fate of Jefferson's Children", *William and Mary Quarterly* 57, no.1 (2000): 154-171.
5. Peter Onuf, "The Scholars' Jefferson," *William and Mary Quarterly* 50, no. 4 (1993): 671-699.
6. Robert M. Owens, "Jeffersonian Benevolence on the Ground: The Indian Land Cession Treaties of William Henry Harrison," *Journal of the Early Republic* 22, no. 3 (2002): 405-435.
7. Paul A. Rahe, "Thomas Jefferson's Machiavellian Political Science," *Review of Politics* 57, no. 3 (1995): 449-481.
8. Brian Steele, "Thomas Jefferson, Coercion, and the Limits of Harmonious Union," *Journal of Southern History* 74, no. 4 (2008): 823-854. (response to crises)
9. Brian Steele, "Thomas Jefferson's Gender Frontier," *Journal of American History* 95, no. 1 (2008): 17-42.
10. Zoltán Vajda, "Thomas Jefferson on the Character of an Unfree People: The Case of Spanish America," *American Nineteenth Century History* 8, no. 3 (2007): 273-292.

WEEK FOUR: The Empire of Liberty & Foreign Relations

- READING: Horsman, "The Dimensions of an 'Empire for Liberty'" (online, 20 pgs.)
 Rorabaugh, "The Political Duel in the Early Republic" (online, 23 pgs.)
 "Louisiana Purchase, 1804" (online, optional)
 "Act to Prohibit the Importation of Slaves" (online, optional)

ARTICLE SELECTIONS:

1. John L. Allen, "Thomas Jefferson and the Mountain of Salt: Presidential Image of Louisiana Territory," *Historical Geography* 31, no. 1 (2003): 9-22. [ILL]
2. Joyce Appleby, "Commercial Farming and the 'Agrarian Myth' in the Early Republic," *Journal of American History* 68, no. 4 (1982): 833-849.
3. Joyce Appleby, "What Is Still American in the Political Philosophy of Thomas Jefferson?" *William & Mary Quarterly* 39, no. 2 (1982): 287-309.
4. Joanne B Freeman, "Duelling as Politics: Reinterpreting the Burr-Hamilton Duel," *William and Mary Quarterly* 53, no. 2 (1996): 289-318.
5. Kevin M. Gannon, "Escaping 'Mr. Jefferson's Plan of Destruction': New England Federalists and the Idea of a Northern Confederacy, 1803-1804," *Journal of the Early Republic* 21, no. 3 (Fall 2001): 413-445.
6. Edward G. Gray, "Visions of Another Empire," *Journal of the Early Republic* 24, no. 3 (2004): 347-380. (Ledyard & Russian Empire)
7. Nicholas Guyutt, "'The Outskirts of Our Happiness': Race and the Lure of Colonization in the Early Republic," *Journal of American History* 95, no. 4 (2009): 986-1011.
8. Christian B. Keller, "Philanthropy Betrayed: Thomas Jefferson, the Louisiana Purchase, and the Origins of Federal Indian Removal Policy," *Proceedings of the American Philosophical Society* 144, no. 1 (2000): 39-66.
9. Sean M. Theriault, "Party Politics during the Louisiana Purchase," *Social Science History* 30, no. 2 (2006): 293-324.
10. J. Leitch Wright, Jr., "British Designs on the Old Southwest: Foreign Intrigue on the Florida Frontier, 1803," *Florida Historical Quarterly* 44, no. 4 (1966): 265-302.

WEEK FIVE: Embargo & The War of 1812

- READING: Wilentz, Ch. 5
 Taylor, "Introduction," in *The Civil War of 1812* (online, 11 pgs.)
 Peskin, "Conspiratorial Anglophobia and the War of 1812" (online, 23 pgs.)
 "Amendments Proposed by the Hartford Convention, 1814" (online)
 "Treaty of Ghent, 1814" (online, optional)

ARTICLE SELECTIONS:

1. Alfred A. Cave, "The Shawnee Prophet, Tecumseh, and Tippecanoe: A Case Study of Historical Myth-Making," *Journal of the Early Republic* 22, no. 4 (2002): 637-674.
2. Lawrence Delbert Cress, "'Cool and Serious Reflection': Federalist Attitudes toward War in 1812," *Journal of the Early Republic* 7, no. 2 (1987): 123-145.
3. Paul A. Gilje, "'Free Trade and Sailors' Rights': The Rhetoric of the War of 1812," *Journal of the Early Republic* 30, no. 1 (Spring 2010): 1-23.
4. Alison L. LaCroix, "A Singular and Awkward War: The Transatlantic Context of the Hartford Convention," *American Nineteenth Century History* 6, no. 1 (2005): 3-32.
5. Frank L. Owsley, Jr., "Ambrister and Arbuthnot: Adventurers or Martyrs for British Honor?" *Journal of the Early Republic* 5, no. 3 (1985): 289-308.
6. James Duncan Phillips, "Jefferson's 'Wicked Tyrannical Embargo,'" *New England Quarterly* 18, no. 4 (1945): 466-478
7. Richard C. Rohrs, "Sectionalism, Political Parties, and the Attempt to Relocate the National Capital in 1814," *Historian* 62, no. 3 (2000): 535-555.
8. Arthur Scherr, "Thomas Jefferson's Nationalist Vision of New England and the War of 1812," *Historian* 69, no. 1 (2007): 1-35.
9. John C. A. Stagg, "James Madison and the Coercion of Great Britain: Canada, the West Indies, and the War of 1812," *William and Mary Quarterly* 38, no. 1 (1981): 3-34.
10. Matthew H. Wahlert, "Towards Protectionism: An Examination of the Napoleonic Wars, the War of 1812 and America's Trade Policy," *New England Journal of History* 68, no. 1 (2011): 4-20.

WEEK SIX: Marshallian, Madisonian, & Monrovia America

READING: Wilentz, Ch. 6 & 7

Walters, Ch. 1

Glennon, "The Case that Made the Court" (online, 9 pgs.)

Van Sickle, "Reluctant Imperialists" (online, 27 pgs.)

Aron, *How the West Was Lost*

ARTICLE SELECTIONS:

1. William S. Belko, "The Origins of the Monroe Doctrine Revisited: The Madison Administration, the West Florida Revolt, and the No Transfer Policy," *Florida Historical Quarterly* 90, no. 2 (2011): 157-192.
2. Stephen G. Bragaw, "Thomas Jefferson and the American Indian Nations: Native American Sovereignty and the Marshall Court," *Journal of Supreme Court History* 31, no. 2 (2006): 155-180.
3. Paul Finkelman, "Evading the Ordinance: The Persistence of Bondage in Indiana and Illinois," *Journal of the Early Republic* 9, no. 1 (1989): 21-51.
4. Mark A. Graber, "Federalist or Friends of Adams: The Marshall Court and Party Politics," *Studies in American Political Development* 12, no. 2 (1998): 229-266.
5. Donald R. Hickey, "The Monroe-Pinkney Treaty of 1806: A Reappraisal," *William & Mary Quarterly* 44, no. 1 (1987): 65-88.
6. Andrew W. Kahrl, "To Liberate From An 'Anomalous Condition' Or 'Secure In Ignorance And Wretchedness'?: Reassessing The Intellectual Origins Of The American Colonization Society," *Liberian Studies Journal* 34, no. 2 (2009): 1-15. [ILL]
7. Sylvia Neely, "The Politics of Liberty in the Old World and the New: Lafayette's Return to America in 1824," *Journal of the Early Republic* 6, no. 2 (1986): 150-171.
8. Steven Edwin Siry, "The Sectional Politics of 'Practical Republicanism': De Witt Clinton's Presidential Bid, 1810-1812," *Journal of the Early Republic* 5, no. 4 (1985): 441-462.
9. C. Edward Skeen, "Vox Populi, Vox Dei: The Compensation Act of 1816 and the Rise of Popular Politics," *Journal of the Early Republic* 6, no. 3 (1986): 253-274.
10. Allan Yarema, "Riveting the Chains of Slavery: The Irony of the American Colonization Society," *Southern Studies* 16, no. 2 (2009): 50-67.

WEEK SEVEN: Social Movements & Awakenings

MON., FEB. 20: No WSU classes: President's Day

READING: Walters, Ch. 2-9 (**remainder**)

Wilentz, Ch. 8 & 11

ARTICLE SELECTIONS:

1. James D. Bratt, "Religious Anti-Revivalism in Antebellum America," *Journal of the Early Republic* 24, no. 1 (2004): 65-106.
2. Christopher Grasso, "Skepticism and American Faith: Infidels, Converts, and Religious Doubt in the Early Nineteenth Century," *Journal of the Early Republic* 22, no. 3 (2002): 465.
3. Steven C. Harper, "'Dictated by Christ': Joseph Smith and the Politics of Revelation," *Journal of the Early Republic* 26, no. 2 (2006): 275-304.
4. Matthew Mason, "Federalists, Abolitionists, and the Problem of Influence," *American Nineteenth Century History* 10, no. 1 (2009): 1-27.
5. Neil Meyer, "Falling for the Lord: Shame, Revivalism, and the Origins of the Second Great Awakening," *Early American Studies* 9, no. 1 (2011): 142-166.
6. Johann N. Neem, "The Elusive Common Good," *Journal of the Early Republic* 24, no. 3 (2004): 381-417. (separation of Church and State)
7. Linda K. Pritchard, "The Burned-Over District Reconsidered: A Portent of Evolving Religious Pluralism in the United States," *Social Science History* 8, no. 3 (1984): 243-266.
8. Stacey Robertson, "'The Strength that Union Gives': Western Women and Pragmatic Antislavery Politics," *American Nineteenth Century History* 10, no. 3 (2009): 299-315.
9. David L. Rowe, "A New Perspective on the Burned-Over District: The Millerites in Upstate New York," *Church History* 47, no. 4 (1978): 408-420.
10. Craig D. Townsend, "Episcopalians and Race in New York City's Anti-Abolitionist Riots of 1834: The Case of Peter Williams and Benjamin Onderdonk," *Anglican & Episcopal History* 72, no. 4 (2003): 488-505. [ILL]

WEEK EIGHT: JQA, Henry Clay, & The Jacksonian Man (and Woman?)

READING: Wilentz, Ch. 9

Calhoun, "South Carolina Exposition and Protest" (online)

Goetzmann, "The Mountain Man as Jacksonian Man," (online, 13 pgs.)

Cohen, "Snow in April," (online, 18 pgs.)

Zagarri. *Revolutionary Backlash*

ARTICLE SELECTIONS:

1. Michael Allen, "The Riverman As Jacksonian Man," *Western Historical Quarterly* 21, no. 3 (1990): 305-320.
2. Michael Birkner, "The General, the Secretary, and the President: An Episode in the Presidential Campaign of 1828," *Tennessee Historical Quarterly* 42, no. 3 (1983): 243-253. [ILL]
3. Tracy Fessenden, "The Convent, the Brothel, and the Protestant Woman's Sphere," *Signs: Journal of Women in Culture & Society* 25, no. 2 (2000): 451-478.
4. Elliott J. Gorn, "'Gouge and Bite, Pull Hair and Scratch': The Social Significance of Fighting in the Southern Backcountry," *American Historical Review* 90, no. 1 (1985): 18-43.
5. Joshua R. Greenberg, "'Powerful-ery Powerful Is the Parental Feeling,'" *Early American Studies* 2, no. 1 (2004): 192-227. (Working Men's Party)
6. Rodney Hessinger, "Victim of Seduction or Vicious Woman?: Conceptions of the Prostitute at the Philadelphia Magdalen Society, 1800-1850," *Pennsylvania History* 66 (Supplement 1998): 201-222.
7. Jan Lewis, "The Republican Wife: Virtue and Seduction in the Early Republic," *William & Mary Quarterly* 44, no. 4 (1987): 689-721.
8. Chandra Miller, "'Title Page to a Great Tragic Volume': The Impact of the Missouri Crisis on Slavery, Race, and Republicanism in the Thought of John C. Calhoun and John Quincy Adams," *Missouri Historical Review* 94, no. 4 (2000): 365-388. [ILL]
9. Robert R. Thompson, "John Quincy Adams, Apostate: From 'Outrageous Federalist' to 'Republican Exile,' 1801-1809," *Journal of the Early Republic* 11, no. 2 (1991): 161-183.
10. Joshua Michael Zeitz, "The Missouri Compromise Reconsidered: Antislavery Rhetoric and the Emergence of the Free Labor Synthesis," *Journal of the Early Republic* 20, no. 3 (2000): 447-485.

9. Joshua D. Rothman, "The Hazards of the Flush Times: Gambling, Mob Violence, and the Anxieties of America's Market Revolution," *Journal of American History* 95, no. 3 (2008): 651-677.
10. Mark S. Schantz, "Religious Tracts, Evangelical Reform, and the Market Revolution in Antebellum America," *Journal of the Early Republic* 17, no. 3 (1997): 425-466.

WEEK ELEVEN: 1831

WED., MAR. 28: NO HIST 415

READING: Masur, **all**

ARTICLE SELECTIONS:

1. Marc M. Arkin, "The Federalist Trope: Power and Passion in Abolitionist Rhetoric," *Journal of American History* 88, no. 1 (2001): 75-98.
2. Patrick H. Breen, "Contested Communion: The Limits of White Solidarity in Nat Turner's Virginia," *Journal of the Early Republic* 27, no. 4 (2007): 685-703.
3. Paul Finkelman, "'Hooted Down the Page of History': Reconsidering the Greatness of Chief Justice Taney," *Journal of Supreme Court History* (1991): 83-102.
4. Marshall Foletta, "Angelina Grimké, Asceticism, Millenarianism, and Reform," *New England Quarterly* 80, no. 2 (2007): 179-217.
5. Tim Alan Garrison, "Beyond Worcester: The Alabama Supreme Court and the Sovereignty of the Creek Nation," *Journal of the Early Republic* 19, no. 3 (1999): 423-450.
6. R. Kent Newmyer, "Chief Justice John Marshall's Last Campaign: Georgia, Jackson, and the Cherokee Cases," *Journal of Supreme Court History* 24, no. 1 (1999): 76-94.
7. Randolph Ferguson Scully, "'I Come Here Before You Did and I Shall Not Go Away': Race, Gender, and Evangelical Community on the Eve of the Nat Turner Rebellion," *Journal of the Early Republic* 27, no. 4 (2007): 661-684.

WEEK TWELVE: Democracy in America

READING: Tocqueville/Kammen, **Introduction, Parts One and Two (through p. 95)**, plus assigned selections

ARTICLE SELECTIONS:

1. Matthew J. Mancini, "Too Many Tocquevilles: The Fable of Tocqueville's American Reception," *Journal of the History of Ideas* 69, no. 2 (2008): 245-268.
2. William Mathie, "God, Woman, and Morality: The Democratic Family in the New Political Science of Alexis deTocqueville," *Review of Politics* 57, no. 1 (1995): 7-30.
3. Alvin B. Tillery, Jr., "Tocqueville as Critical Race Theorist: Whiteness as Property, Interest Convergence, and the Limits of Jacksonian Democracy," *Political Research Quarterly* 62, no. 4 (2009): 639-652.
4. Jack Turner, "American Individualism and Structural Injustice: Tocqueville, Gender, and Race," *Polity* 40, no. 2 (2008): 197-215.
5. Roger L. Williams, "Tocqueville on Religion," *Journal of the Historical Society* 8, no. 4 (2008): 585-600.

WEEK THIRTEEN: Jacksonian Principles: Banks & Removal

READING: Wilentz, Ch. 12-14

Mihm, "Confidence and the Currency" (online, 19 pgs.)
 Jackson, "Proclamation Regarding Nullification" (online)
 Carson, "'The Obituary of Nations'" (online, 21 pgs.)
 Saunt, "The Griersons," (online, 16 pgs.)

Hudson, *Creek Paths and Federal Roads*

ARTICLE SELECTIONS:

1. David Bernstein, "'We Are Not Now As We Once Were': Iowa Indians' Political and Economic Adaptations during U.S. Incorporation," *Ethnohistory* 54, no. 4 (2007): 605-637.

2. Stephen G. Bragaw, "Thomas Jefferson and the American Indian Nations: Native American Sovereignty and the Marshall Court," *Journal of Supreme Court History* 31, no. 2 (2006): 155-180.
3. Stephen Campbell, "Hickory Wind: The Role of Personality and the Press in Andrew Jackson's Bank War in Missouri, 1831-1837," *Missouri Historical Review* 101, no. 3 (2007): 146-167. [ILL]
4. Stephen C. Fox, "The Bank Wars, The Idea of 'Party,' and the Division of the Electorate in Jacksonian Ohio," *Ohio History* 88, no. 3 (1979): 253-276. [ILL]
5. Kevin M. Gannon, "The Political Economy of Nullification," *Ohio History* 114 (2007): 79-104. [ILL]
6. Sean P. Harvey, "Must Not Their Languages Be Savage and Barbarous Like Them?" *Journal of the Early Republic* 30, no. 4 (2010): 505-532. (Cherokee language & removal)
7. David S. Heidler, "The Politics of National Aggression: Congress and the First Seminole War," *Journal of the Early Republic* 13, no. 4 (1993): 501-530.
8. Tiya Miles, "'Circular Reasoning': Recentering Cherokee Women in the Antiremoval Campaigns," *American Quarterly* 61, no. 2 (2009): 221-243.
9. Michael Morris, "Georgia and the Conversation over Indian Removal," *Georgia Historical Quarterly* 91, no. 4 (2007): 403-423.
10. Major L. Wilson, "The 'Country' versus the 'Court': A Republican Consensus and Party Debate in the Bank War," *Journal of the Early Republic* 15, no. 4 (1995): 619-647.

WEEK FOURTEEN: The Red Fox of Kinderhook

READING: Wilentz, Ch. 15

Dunning, "The Adventures of Patriot Hunters" (online, 13 pgs.)

Jackson, "The Specie Circular, 1837" (online)

Widmer, "Prologue" in *Martin Van Buren* (online, 18 pgs.)

Rothman, *Slave Country*

ARTICLE SELECTIONS:

1. Sean Patrick Adams, "How Choice Fueled Panic: Philadelphians, Consumption, and the Panic of 1837," *Enterprise & Society* 12, no. 4 (2011): 761-789.
2. Andrew Bonthuis, "The Patriot War of 1837-1838: Locofocoism With a Gun?" *Labour / Le Travail* 52 (2003): 9-43.
3. Kathleen Smith Kutolowski, "Antimasonry Reexamined: Social Bases of the Grass-Roots Party," *Journal of American History* 71, no. 2 (1984): 269-293.
4. Michael A. Morrison, "Distribution or Dissolution: Western Land Policy, Economic Development, and the Language of Corruption, 1837-41," *American Nineteenth Century History* 1, no. 1 (2000): 1-33.
5. Jeffrey L. Pasley, "Minnows, Spies, and Aristocrats: The Social Crisis of Congress in the Age of Martin Van Buren," *Journal of the Early Republic* 27, no. 4 (2007): 599-653.
6. Donald J. Ratcliffe, "Antimasonry and Partisanship in Greater New England, 1826-1836," *Journal of the Early Republic* 15, no. 2 (1995): 199-239.
7. Peter L. Rousseau, "Jacksonian Monetary Policy, Specie Flows, and the Panic of 1837," *Journal of Economic History* 62, no. 2 (2002): 457-488.
8. William G. Shade, "The Most Delicate and Exciting Topics': Martin Van Buren, Slavery, and the Election of 1836," *Journal of the Early Republic* 18, no. 3 (1998): 459-484.
9. John A. Soares, Jr., "'The Lion of the Day': Diplomacy, States' Rights, and Party Politics in the Aroostook War," *Maine History* 42, no. 4 (2006): 215-234. [ILL]
10. Samuel Watson, "United States Army Officers Fight the 'Patriot War': Responses to Filibustering on the Canadian Border, 1837-1839" *Journal of the Early Republic* 18, no. 3 (1998): 485-519.

WEEK FIFTEEN: The Rise of the Whigs & The West

READING: Wilentz, Ch. 16 & 17

Carwardine, "Evangelicals, Whigs and the Election" (online, 28 pgs.)

Morrison, "Westward the Curse of Empire" (online, 29 pgs.)

ARTICLE SELECTIONS:

1. Jeffrey Bourdon, "Symbolism, Economic Depression, and the Specter of Slavery," *Ohio History* 118 (2011): 5-23. [ILL]
2. Jennifer Fish Kashay, "Agents of Imperialism: Missionaries and Merchants in Early-Nineteenth-Century Hawaii," *New England Quarterly* 80, no. 2 (2007): 280-298.
3. Steven P. McGiffen, "Ideology and the Failure of the Whig Party in New Hampshire, 1834-1841," *New England Quarterly* 59, no. 3 (1986): 387-401.
4. John M. Murrin, "The Jeffersonian Triumph and American Exceptionalism," *Journal of the Early Republic* 20, no. 1 (2000): 1-25.
5. Lynn Hudson Parsons, "In Which the Political Becomes the Personal, and Vice Versa: The Last Ten Years of John Quincy Adams and Andrew Jackson," *Journal of the Early Republic* 23, no. 3 (2003): 421-443.
6. Edward B. Rugemer, "Robert Monroe Harrison, British Abolition, Southern Anglophobia and Texas Annexation," *Slavery & Abolition* 28, no. 2 (2007): 169-191.
7. Thomas E. Scruggs, "Davy Crockett and the Thieves of Jericho: An Analysis of the Shackford-Parrington Conspiracy Theory," *Journal of the Early Republic* 19, no. 3 (1999): 481-498.
8. William R. Swagerty, "'The Leviathan of the North': American Perceptions of the Hudson's Bay Company, 1816-1846," *Oregon Historical Quarterly* 104, no. 4 (2003): 478-517. [ILL]
9. Gray H. Whaley, "'Trophies' for God," *Oregon Historical Quarterly* 107, no. 1 (2006): 6-35. (missionary effort to the PNW) [ILL]
10. Ronald J. Zboray and Mary Saracino Zboray, "Whig Women, Politics, and Culture in the Campaign of 1840: Three Perspectives from Massachusetts," *Journal of the Early Republic* 17, no. 2 (1997): 277-315.

FINAL EXAM DUE: Mon., Apr. 30, by 3:00 pm