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## HIST 334-01, The Hisotry of the Early Republic, Spring 2001

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**HISTORY 334**  
**THE HISTORY OF THE EARLY REPUBLIC: 1790-1846**

SPRING 2001

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Office Hours: M-W-F 3:00-4:00  
T-Th 1:30-3:00  
and by appointment  
  
Class meets "N" hour, 300 Clough

**Course Description:** This course examines the competing political ideologies of the Early Republic and Jacksonian eras and explores the ways social, religious, and economic decisions impacted America's construction of its political identity. Those excluded from the political culture - native Americans, African Americans, propertyless workers, and women - are examined in the context of the cultures they created. We will also explore the emergence of feminism, anti-slavery, utopian communities, and the moral reform movements against poverty, drunkenness and illiteracy. Because this course is a seminar, you need to be familiar with the basic historical narrative of the period. If you need to review the major events of this time period, see the Wilentz book, pp. xix-xx. I have many US history textbooks you can borrow.

**Seminar Goals:**

- Acquisition of specific historical information
- improved analytical and writing skills
- improved ability to critique methods and arguments of professional historians
- enjoyment of reading and doing history
- improved oral communication

**Books for Purchase:** The books listed have been chosen to provide you with a variety of experiences and types of research methods and styles of writing. Three of them contain primary documents as well as historical overviews. I believe we become good writers by reading good writers. You can expect to read a lot in this course!

Wilentz, Sean, ed., Major Problems in the Early Republic (1992)  
Mintz, Steven. Moralists & Modernizers: America's Pre-Civil War Reformers (1995)  
Douglass, Frederick. Narrative of the Life of Frederick Douglass, edited by David Blight (1993)  
Perdue & Green, eds. The Cherokee Removal: A Brief History with Documents (1995)  
Remini, The Jacksonian Era (2<sup>nd</sup> edition, 1997)  
Rorobaugh, The Alcoholic Republic (1979)  
Turabian, A Manual for Writers... (6<sup>th</sup> edition, 1999)

**Attendance:** You cannot contribute to discussion if you are not present. Regardless of the number of points you earn in the course, you will not get a grade higher than the percentage of classes you have attended minus 2. For example, there are 25 meetings of this class. If you miss 5 times, I will count 3 absences. Thus you would have attended 22 classes or 88% of the time, so the highest grade you could possibly earn would be a B+.

**Evaluation:** In this upper-division class, your learning will be assessed through class discussion, essay writing, an oral book critique, and the completion of a research project rather than by traditional test-taking. Your final grade will be determined on the basis of the following point assignments. Grades will be determined by calculating what percent of total points you have earned. 99-93% earns an “A”; 92-90% earns an “A-”; 89-87% earns a “B+” and so on.

Book Review/Critique	50
Oral Component	50
Midterm	100
Topic Rationale	25
Annotated Bibliography	25
Research Paper	100
Final Essay	<u>50</u>
	400

**Course Requirements:** Full participation in class discussion, is expected. The liveliness of the class and its benefit to your intellectual growth depends on your input. Although comprehension of the content of the period is expected, the course will emphasize interpretation of the data. That is, we will emphasize how historians understand what happened, as well as simply “what happened.” READ the assigned material BEFORE you come to class, make notes, pose questions, and ask yourself “So What?” every time you read an article!

All written work will be PLEDGED according to the Rhodes Honor Code.

All written work is due on the day it is assigned unless previous arrangements have been made in advance. Deadline is always 5:00 p.m.

Students must meet with the instructor to select an appropriate research topic and should continue to seek guidance on sources throughout the semester

**Course Assignments:** Complete the reading assignment before class and bring questions, annotations, etc. with you. Previous students have found it helpful to summarize essays read in a notebook as they go along in order to better organize their essays.

### **I. Book Critique**

Write a 1000-1300 word (4-5 pgs) review of the book you have selected. Review is due the class period **after** your oral presentation. Points you will want to cover include

- organization of the book
- author's thesis, point of view, perspective, biases
- sources used
- conclusions drawn
- style
- weaknesses
- after you have drawn some conclusions about the book, consult the Book Review Digest to see what others have said about the book

## **II. Oral Presentation**

You will present the main themes and arguments of the book you have chosen to the rest of the class on the day assigned by the instructor. Practice your presentation ahead of time so that you do not exceed the 15 min. time allotment. Your listeners will want to know the high lights only, not a blow-by-blow description of every chapter.

## **III. Research Proposal and Annotated Bibliographies**

To formulate a topic, begin with an overview of the period, theme, or issue you wish to investigate. Then narrow that topic by time, location, or aspect of the topic. As you do this, you will begin to collect books helpful to that topic. Sources to help you find materials include

- on line catalogue, Burrow Library
- American History and Life, on line data base
- Harvard Guide to Historical Literature (reference collection)
- Don't forget the online catalogue of UM and Memphis Public Library as well.

The first bibliography should consist of 5 secondary sources A short paragraph following each source should describe its usefulness for your research topic and its point-of-view. This assignment requires that you not only understand the topic of the book, but that you figure out what the author's perspective and methodology are. What kinds of questions do they ask and what types of sources do they use? What conclusions do they draw?

The second bibliography will move on to consider journal articles, primary sources from collections or web sites, and more secondary sources. Annotate each of these as well.

## **IV. Research Paper**

Your 12-15 page paper must begin with a solid research question, develop a thesis, and then argue the merits of that thesis. You must use at least 10 sources including some primary materials. This is an exercise both in research methodology and in writing. The penalty for misspellings and punctuation errors will be severe!

Follow the Turabian Manual for Writers for punctuation, citations, footnotes, and bibliography. The first submission of your paper will not be graded carefully; rather you will receive broad suggestions which might include narrowing your topic, adding

sources, modifying your thesis, getting help with grammar or punctuation, etc. This paper should represent your very best work.

### V. Midterm and Final Essays

These exams, based on the readings and class discussions, will be take-homes. You will submit your responses typed, proofed, and pledged on the due date.

### COURSE CALENDAR

<i>TUESDAY</i>	<i>THURSDAY</i>
	1/11 <b>Introduction to the Course: Challenges of studying the Early Republic/ Jacksonian eras</b>
1/16 <b>Issues in Interpreting the Early Republic</b> Wilentz, Ch. 1, all 3 essays. Compare & contrast interpretations  [Drop/Add ends tomorrow]	1/18 <b>Federalism and the Crisis of 1790</b> Wilentz, Ch. 2, p. 24, 27-32, and 53-60 (Young) Ch. 3, p. 62-63 and 74-88 (Appleby and Ashworth)
1/23 <b>Republican Ideology &amp; Practice</b> Wilentz, Ch. 4, pp. 90-97, 100-101, and 106-114 (McDonald and McCoy)  [Pass/Fail option ends tomorrow]	1/25 <b>Ideology, Gender, &amp; Race</b> Wilentz, Ch. 5, pp. 116-117, 122-129; Stephanie McCurry, "Two Faces of Republicanism," (Handout)
1/30 <b>Workshop: Research Topics</b> Bring typed question you will pose and statement about why you chose this topic.  [Drop period ends tomorrow]	2/1 <b>Foreign Policy &amp; the War of 1812</b> Wilentz, Ch. 6, pp. 152-168 and 170-177 (Brown)
2/6 <b>Growth of Northern Capitalism &amp; Industry</b> Wilentz, Ch. 7, pp. 188-189 and 202-206; 212-220 (Bruchey) and 220-227 (Wilentz)	2/8 <b>Poverty &amp; its Amelioration</b> Mintz, Ch. 4  <b>5-item annotated bib. due</b>
2/13 <b>Slaveholding Economy</b> Wilentz, Ch. 8, pp.238-248; 258-263; pp. 264-273 (Genovese)	2/15 <b>Slave Life</b> Douglass, pp. 1-104

2/20 CLASS WILL NOT MEET  <b>MIDTERM ESSAYS DUE</b>	2/23 <b>New Shape of Politics</b> Wilentz, Ch. 10, pp. 338-341; 359-365 (Formisano)
2/27 <b>Indian Policy: a case study</b> Perdue & Green, pp. 1-23, 48-57, 58-62, 68-75	3/1 <b>Indian Policy Con't.</b> Perdue & Green, pp. 75-82, 92-95, 105-119  <b>10-ITEM ANNOTATED BIB. DUE</b>

**\*\* SPRING BREAK \*\***

3/13 <b>Jacksonian Ideology</b> Remini, Ch. 1-2 Wilenz, Ch. 11, pp 385-391	3/15 <b>Jacksonian Ideology</b> Remini, Ch. 4 Wilenz, Ch. 11, pp 379-384
3/20 <b>Jacksonians and Whigs</b> Wilenz, Ch. 11, pp 396-399; 407-414 (Saxton) and 414-421 (Howe)  <b>Full page description of research topic due</b>	3/22 <b>Why Reform? Evangelical Revivals and Perfectionism</b> Mintz, Intro, Ch. 1- 2
3/27 <b>The Benevolent Empire</b> Mintz, Ch. 3	3 /29 <b>Temperance Crusade</b> Rorobaugh, Ch. 1 and 4
4/3 <b>Temperance Crusade Cont'd</b> Rorobaugh, Ch. 6-7	4/5 <b>Manifest Destiny &amp; Politics</b> Wilenz, Ch. 14, pp. 532-533 and 538-547; 551-562 (Graebner)
4/10 NO CLASS  <b>RESEARCH PAPER DUE</b>	<i>EASTER HOLIDAY</i>

<p>4/17 <b>Abolitionism</b>          Wilentz, pp 476-488 and 509-515          (Harding);          Mintz, Ch. 5 to p. 142</p> <p><b>PAPER RETURNED FOR REVISION</b></p>	<p>4/19 <b>Black Abolitionism</b>          Douglass, "Appendix," pp 104-107;          "Letter," pp 134-141; "Speech," pp 141-145.          David Walker, "Appeal" (handout)</p>
<p>4/24 <b>Utopianism</b>          Mintz, 146-end</p> <p><b>Awards Ceremony. Class 11:50-12:50</b></p>	<p>4/26 <b>Utopianism Cont'd</b></p> <p><b>FINAL PAPERS DUE</b></p>

*We will meet during exam week if we need to finish up on oral book reports.*