 COURSE DESCRIPTION
In “The Early Republic,” we will explore the social, political, and cultural revolutions in American history from 1776 though the 1850s. This course begins with a brief overview of the American Revolution, its causes and consequences, before examining the problems of democracy in the following decades. We will explore: the causes and consequences of the American Revolution; the founding of “democratic” state and federal governments; American attitudes towards woman, Native Americans, and African Americans and how those attitudes influenced policy and affected minority groups; and the rising sectional tensions that resulted in the outbreak of the Civil War. Moreover, we will discuss: to what extent the state and federal governments created during and after the Revolution were democratic; how free and enslaved African Americans worked to resist institutionalized slavery and racism to pursue both freedom and citizenship; women’s roles in society and how and why women became involved in social and political movements that changed American culture, including the Women’s Rights Movement; how Native Americans struggled to protect their homelands from an aggressive and expansionist federal government, “Indian Removal,” its consequences for First Nations, and the ways in which First Nations resisted removal. This course emphasizes analysis of primary and secondary documents and historical interpretation.

STUDENT LEARNING OUTCOMES
The graduating student in History will be able to:
1. The student will be able to develop an informed, critical, and articulate approach to the study of history.
2. The student will be able to demonstrate knowledge of historical events, movements, major turning points, personalities of the past, and complex causation.
3. The student will be able to demonstrate an ability to explain and evaluate historical interpretations and arguments, as well as identify and relate the role that historical interpretation plays in assessments of the past.
4. The student will develop analytical writing skills and be able to write effectively, logically, and persuasively about topics in history.
5. The student will be able to communicate information, arguments, and ideas effectively.

REQUIRED TEXTS


Kathryn Kish Sklar, Women’s Rights Emerges within the Antislavery Movement, 1830–1870: A Brief History with Documents
Format
At each meeting, students will be asked to discuss and debate in detail the assigned reading for that week. We will explore both the content the authors present as well as the evidence on which they base their arguments. Moreover, we will discuss how each book fits in with the other works that we have read on this topic. As student participation is fundamental to the success of the course, each of you will be required to come to class having digested the readings and ready to contribute questions and comments. You will also be expected to be open about your ideas and respond constructively to the ideas of others.

Grades
• Attendance in this class is mandatory. For each unexcused absence or late arrival after your fourth, you will lose a full letter grade from your participation grade. If you happen to miss a class I will be more than happy to go over the material of that day with you, but please do not ask “what did I miss?” or “did I miss anything important?” I am telling you now that you did and it’s in the syllabus. After the fourth unexcused absence, you will be dropped ½ letter grade for each subsequent absence.

• Discussion & Participation (20% of the final grade): This is a seminar-styled course, meaning that participation in discussion is mandatory. If you have not read the book or prepared, do not bother coming to class. The success of this course depends on translating thoughtful reading into productive discussions.

• Book Reviews (10% each, 20% of the final grade): Each student will write a two-page, double-spaced book review (aka precis) and give a short oral presentation to the class over the required readings. A precis should summarize a given book or article’s argument, scope, and methodology as clearly and concisely as possible. These book reviews should evaluate the effectiveness of the monograph or article(s) as well as its limitations. Precis should be one full, single-spaced page, in 12-point Times New Roman font, with one-inch margins all around. For examples of a scholarly review (otherwise known as a precis), see: www.h-net.org/reviews/home/php

• Supplemental Book Reviews (5% each, 10% of the final grade): Each student will write a two-page, double-spaced book review (aka precis) and give a short oral presentation to the class over two supplemental readings. You will write a two-page summary and analysis of the selected readings, which you will turn in to the professor on the day of your presentation.
HIST 4317.001: The Early American Republic

1) Students will turn in a two-page precis over the text. A precis should summarize a given book or article’s argument, scope, and methodology as clearly and concisely as possible. These book reviews should evaluate the effectiveness of the monograph or article(s) as well as its limitations. Precis should be one full, single-spaced page, in 12-point Times New Roman font, with one-inch margins all around. For examples of a scholarly review (otherwise known as a precis), see: www.h-net.org/reviews/home/php

2) In class discussions, students will give a brief academic summary and analysis of the reading—argument, methodology, sources, support, writing style, etc.—and an explanation of how the supplemental reading fits into the week’s discussion and relates to the required reading for the week.

- Midterm Exam (15% of the final grade): Students will complete one midterm essay examination.

- Final Paper (3% for the proposal; 7% for the presentation/rough draft; 25% for the final draft—for 35% of the final grade): You will complete a 12-15-page argumentative historiographical paper on the topic of your choice.

You will consult with the professor about possible paper topics prior to making your final decision. You may choose any subject relevant to the theme and chronology of this seminar. This essay must have a strong, coherent thesis statement, which will be supported by a **minimum 10 scholarly sources, at least 7 of which must be scholarly books**. These may include works from the required, supplemental, and/or recommended reading lists.

Papers must be typed or word-processed in 12-point fonts (Times New Roman, Arial, or Calibri), double-spaced, with one-inch margins all around. All papers will be evaluated on style and content and therefore should be well-written and free of grammatical errors. Papers that are not formatted according to guidelines and requirements will be dropped one letter grade.

Topic selection must occur no later than **Thursday, September 13th**. It is expected that each of you will consult with me during scheduled appointments to discuss possible paper topics prior to making your final decisions. You may choose any subject relative to the theme of this seminar, and your papers must be based on scholarly secondary sources. You will be required to include at least ten (non-internet) sources in your final paper. A handout will be provided with some of the more readily available published primary materials that many of you may find useful.

On **Thursday, September 20th**, each of you will present to the seminar your proposed final paper topics. You will be required to prepare a two to three (2-3) page paper proposal (aka prospectus) that outlines the major themes of your project, discusses your possible sources, and includes a tentative works cited.

On **Thursday, November 29th**, each of you will be required to submit and present an annotated bibliography and detailed paper outline, including a tentative introductory paragraph and thesis statement, for your final paper. Annotated bibliographies, detailed outlines, and tentative introductory paragraphs must be uploaded to the Blackboard submission folder **before 5pm on Thursday, November 29th**.
ALL FINAL PAPERS ARE DUE BY 12:00 PM (NOON) ON WEDNESDAY, DECEMBER 12th

Papers will be evaluated on the following points:

- strength of your historical arguments and content
- how well you have used historical evidence to support your arguments
- composition (i.e., spelling, grammar, sentence structure)
- form (i.e., correct citation)

**Objectionable Materials Warning**
At times this semester we may be discussing historical events that may be disturbing, even traumatizing, to some students. If you suspect that specific material is likely to be emotionally challenging for you, I’d be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome such discussions as an appropriate part of our coursework.

If you ever feel the need to step outside during a class discussion you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please arrange to get notes from another student or see me individually to discuss the situation.

**Academic Honesty**
The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. “Cheating” includes:

1. Copying from another student’s test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing, or otherwise acquiring and submitting as one’s own work any research paper
or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.

8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another’s work or idea in one’s own written work offered for credit.

9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.

10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

12. “Falsification of Data” means the representation, claim, or use of research, data, statistics, records, files, results, or information that is falsified, fabricated, fraudulently altered, or otherwise misappropriated or misrepresented.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty but must notify the student of his/her right to appeal to the department chair, the dean and eventually, to the Provost and Vice President for Academic and Student Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or of the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case. The decision of the Provost and Vice President for Academic and Student Affairs shall be final.

Please read the complete policy at
http://www.sulross.edu/sites/default/files/sites/default/files/users/docs/stulife/student_conduct_discipline.pdf

Students with Disabilities
Sul Ross State University is committed to equal access in compliance with the Americans With Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact grace Duffy in Counseling and Accessibility Services, Ferguson hall, Room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, Texas 79832. Telephone 432-837-8203.

Student Resources
- **Learning Strategies, Styles, and Centers**: The University offers tutoring for many subjects, holds numerous workshops on developing better note-taking, reading, and study skills as well as assisting students with writing and test taking strategies through the Academic Center for Excellence (ACE). **Location**: FH 214 **Web**: http://www.sulross.edu/academic-center-excellence

- **Counseling and Psychological Services**: Provides counseling services and offers other services to students in need. **Location**: Ferguson Hall 112. **Hours**: M-F 8am-12pm and 1pm-5pm. **Phone**: (432) 837-8203.
• **Students with Disabilities:**
Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services.

**Students seeking accessibility services must contact:**
Mary Schwartze, M. Ed., L.P.C., Counseling and Accessibility Services
Location: Ferguson Hall 112
Telephone: 432-837-8691
E-mail: mschwartz@sulross.edu
Mailing Address: P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832
TENTATIVE COURSE SCHEDULE

NOTICE: You must complete all reading assignments before coming to class for the scheduled discussion. Failure to complete all readings and participate will result in a lower grade for the semester. It is highly recommended that you take detailed notes over the readings in order to facilitate discussion and to prepare for examinations and additional assignments in the course.

Abbreviations: Blackboard= Bb

UNIT 1: The Long American Revolution, 1763-1820

Week 1 (August 28, 30) Introductions & Britain’s North American Colonies

Tuesday — What does “democracy” mean to us today, and how has the meaning of democracy evolved since the founding of the United States?

Thursday — Nellis, Long Road to Change, p.1–46 (Blackboard; You can skip p.30–31 on the Zenger Affair and skim p.37–41 on “Wars of Empire”)

According to Nellis, what was distinctive about the 13 mainland British colonies that would fight for their independence in the late 18th century?

Week 2 (September 4, 6) Escalation and Independence

Tuesday — Nellis, p.49–77; and “Declarations of the Stamp Act Congress” (Bb)

Why, according to Nellis, did the end of the Seven Years War lead to a conflict between American colonists and the British empire?
**Thursday**—Nellis, p.79–108 and 2p.83–86
Optional Reading: Caleb Crain, “Tea and Antipathy: Did principle or pragmatism start the American Revolution?” *New Yorker* (Dec. 20, 2010). (Bb)

Optional: Carol Berkin podcast, “Myths of the American Revolution” (Bb)

*According to Nellis, why did the tensions between the colonies and the empire explode into an independence movement and war?*

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**Week 3 (September 11, 13) Fighting a War, Forming a Nation**

**Tuesday**—Nellis, p.111–144

*What impact did the War for Independence have on the development of the United States? (In other words, what were some of the long-lasting effects of the war on American politics and policies?)*

**Thursday**— Individual Topic Meetings

While we will not have class this day, students must attend individual meetings with the professor to discuss their final paper topic. Come with any questions, notes, or ideas you may have. Each student MUST schedule a meeting to move forward with their final paper.

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**Week 4 (September 18, 20) Did the Constitution Really Create a Democracy?**

**Tuesday**—Nellis, p.185–204; Wood, “Democracy and the Constitution” (Bb); Anti-federalist statements from “Centinel” and “Brutus” (Bb); and Nellis, p.287–99 (U.S. Constitution)

Optional: American Indians and the American Revolution (Bb)

*To what extent was the new U.S. Constitution consistent with the republicain principles of the American Revolution?*

**Paper proposal and tentative works cited due to Bb before the start of class Thursday.**

**Thursday**—In-class presentation of paper topics

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**Week 5 (September 25, 27) The First Party System & Problems in the New Nation**
What key debate (or debates) led to the emergence of political parties in the 1790s?

Why did tensions between First Nations and the United States in the trans-Appalachian West continue to escalate after 1800?

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**Week 6 (October 2, 4) Women in Public Life**


According to Zagarri, what roles did free women play in public life in the early-nineteenth century?

Thursday—Nellis, p.253–81

In what way was the War of 1812 both senseless and deeply significant?

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**Week 7 (October 9, 11) MIDTERM EXAM**

Tuesday—No Class, Writing Day

Thursday—Mid-Term Exam Essay Due to Blackboard by 12:15pm
UNIT 2: The Expanding Republic and its Discontent

Week 8 (October 16, 18) Reform in the Age of Jackson

Film: We Shall Remain: The Trail of Tears

Tuesday—Wallace, The Long, Bitter Trail, p.1-49; and “Chief Justice John Marshall Codifies the Discovery Doctrine” (Bb)

Optional: We Shall Remain, episode 2, “Tecumseh’s Vision”
http://www.pbs.org/wgbh/amex/weshallremain/the_films/episode_2_trailer

How does Wallace use the example of John Ross to help explain the tensions between Native Americans and white Americans?

Thursday—Wallace, p.50–72 and p.125–28; Book Review for Wallace, The Long Bitter Trail, due on Bb before the start of class

How was federal Indian policy self-contradictory? What impact(s) did that contradictory policy have on First Nations people?

Week 9 (October 23, 25) Indian Removal in Jacksonian America

Tuesday—View We Shall Remain, episode 3, “Trail of Tears”
http://www.pbs.org/wgbh/amex/weshallremain/the_films/episode_3_trailer (The full movie is available to stream from Amazon Instant Video)

How and why did the supposedly voluntary process of Indian relocation turn into forced removal?

Thursday—“Ojibwe History” at http://www.mpm.edu/wirp/ICW-151.html
“Menominee History” at http://www.mpm.edu/wirp/ICW-153.html

“Oneida Early Historical Background” at http://www.mpm.edu/wirp/ICW-168.html

“Oneida History” at http://www.mpm.edu/wirp/ICW-156.html

How were the Ojibwe able to preserve some land and some rights to use the land in Wisconsin, despite federal attempts to remove them from the state?

Week 10 (October 30, November 1) Antebellum Slavery

Tuesday—Kantrowitz, More Than Freedom, Introduction and ch. 1 (p. 1–40); American National Biography entry on Frederick Douglass; Chapter X of Narrative of the Life of Frederick Douglass (1845) (Bb).

Thursday—Kantrowitz, ch. 2, p.41–83

Week 11 (November 6, 8) Antebellum Slavery

Tuesday—Kantrowitz, ch. 3, p.84–120

Thursday—Kantrowitz, ch. 4, p. 121-174. Book Review for Kantrowitz, More than Freedom, due on Bb before the start of class
**Week 12 (November 13, 15) Antislavery and Women’s Rights**


*What role for women in public life did the Grimké sisters advocate, and how did they make the case?*


*How did the rhetoric of women’s rights change as the movement separated, to some extent, from the antislavery movement?*

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**Week 13 (November 20, 22):**

**Tuesday**—RESEARCH DAY—NO CLASS

**Thursday**—THANKSGIVING BREAK—NO CLASS

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**Week 14 (November 27, 29) Slavery, Antislavery, and the Coming of the American Civil War**

**Readings:** Kantrowitz, ch. 5, p. 172-222

*Why did western expansion in the 1840s and 1850s heighten tensions between the northern and southern states?*

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**Week 15 (December 4, 6):** WRITING DAYS—NO CLASS

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**FINAL PAPERS DUE BY 12PM WEDNESDAY, DECEMBER 12**