

AMH 4160
The Early Republic, 1789-1840

Matt Gallman
Fall 2020



T | Period 5 - 6 (11:45 AM - 1:40 PM)
R | Period 6 (12:50 PM - 1:40 PM)

Office: Keene-Flint 203
gallmanm@gmail.com

Course Summary

This is the official course summary: “Social, political, cultural and economic history of America in its formative years. The Age of Jefferson (1789-1824) and the period of the first party system, including the policies and the wars of the Virginia dynasty. The second half, the Age of Jackson (1824-1848), discusses the rise of the Democratic and Whig parties, Indian removal, trends in religion and reform, further western expansion and the sectionally divisive Mexican War.” (H) (WR) Prereq: 6 credits of history. This is not precisely what we will do, but it is not that far off. Since I will be teaching the Civil War and Reconstruction in the spring, we will cut things long before the war with Mexico.

A few additional thoughts: This is a course largely based on the close reading of many short documents, and the detailed analysis of some longer ones. About half this course could be described as “traditional political history.” We will spend considerable time talking about major political documents, and some time on a couple critical elections. I think that these topics are foundational to understanding American history in these decades, and to understanding the broader history of the Constitution and political parties.

The rest of the course will focus on other topics, a bit closer to my own personal interests, including African Americans, Women and Gender, Culture and Society, and a bit about the Erie Canal.

You will spend a lot of energy thinking about documents and writing about them.

On-Line Teaching and Class Protocols

This course will be taught on-line. That of course requires that you have access to a computer and a functioning WiFi connection. If your equipment is dicey, you should make it a point to log on before class to be sure that you are ready. I will sometimes begin classes with a short quiz. Those quizzes will assess if you are there and ready to discuss the materials. We will be using the various functionalities of Canvas and Zoom. In order to take this course you must have the proper equipment to do the work. (So, for instance, it is not sufficient to say that you cannot do some task because you are using your phone.)

This class will use many components of **Canvas**. There is a Canvas page for the course and you should familiarize yourself with the various pages. A few specifics:

- There are five papers and a final described under “**Assignments**.” The current listings give dates but not all the details of each assignments. Those will come later.
- I will make regular use of the “**Announcements**” pages for giving you regular updates on the class. Specifically, I will note whether we are meeting on Canvas or Zoom (or both).
- I will use the “**Quiz**” function periodically to assess your preparation.
- I very much dislike Canvas’s “**Speed Grader**” function. It is bad software. But I guess that I will use it, sacrificing quality for speed.
- Grades for graded papers and quizzes will appear on the “**Gradebook**,” but quizzes will not be on the same point scale as the other materials. I will not use the Gradebook feature for recording or announcing final grades, but it will allow you to keep track of intermediate grades.
- Under “**Pages**” you will find a page for “Documents discussed in class.” This is a crucial page, offering links to web pages or JPEG files that you will read this semester.
- Some days when the class has read substantial documents we will convene for “**Discussion**” on Canvas. I like this format for discussions, partially because several people can be typing comments at the same time and responding to each other. Some days we will do that instead of using Zoom (which has other virtues and drawbacks).

On some days we will meet on **Zoom**.

- When we do, you will register. (This allows me to keep track of attendance.)
- Often on Zoom days I will combine lecture and discussion, using the Zoom features to put a PowerPoint presentation or particular documents on the screen.
- When you are on Zoom you should keep the video option on. We will negotiate the microphone feature as we go.
- When on Zoom I will use the “poll” feature, sometimes as a quiz and sometimes just to assess your thoughts. They will also function as a way of taking attendance.

Preparation, Note-Taking, and Assessment

You should acquire a spiral bound notebook and take hand-written notes on everything you read for class. I want you to take notes because every study tells me that the act of taking down notes (not merely underlining) is crucial to really understanding what you

read. And those notes will become the basis of your contributions to discussion. When I give you short quizzes you may use your notes, but not the original materials.

Unless things change dramatically we will not meet in person in a classroom. But I would like you to attend all classes (either on Canvas or Zoom or both) just as you would in a normal class. That means that during class time you are “there” (logged in) when class begins and there when class ends. In a regular class I would expect you to turn off your phones and focus on the class for the duration of class time. In our virtual classroom I expect the same thing.

In this on-line world I do worry that folks will yield to the temptations that these formats allow. I am hoping for the same level of preparation before classes and the same level of focus during class time that I would normally see. One way to ensure that will be that I will give pretty regular short quizzes in both Canvas and Zoom. Some will assess how carefully you did the readings. Some will assess how fully you followed discussions in class. Those quizzes will be short and timed. If you are not at your computer when the quiz occurs you will be marked as absent for the day.

Papers and Exam

You will write five short essays this semester, ranging from 10 to 15 points. The general assignments are on Canvas under “Assignments.” The particulars will follow.

You will also do one final exam, due when the final is scheduled. That exam will consist of three short essay questions based on material in the course. There will be no choices. If you have been doing the readings and taking good notes, the answers should be simple.

All written work must be your own work. If I discover that you have submitted anything that is not your own work you will fail **the course**.

Please review the University's honesty policy at <http://www.dso.ufl.edu/sccr/honorcode.php>.

Readings for Purchase

Many of the readings this semester will be on-line.

In addition to those assignments, you should acquire the following three books:

Paul E. Johnson, *The Early American Republic, 1789-1829* (Oxford University Press, 2007). This is a very short, extremely readable, textbook. I have assigned chapters to roughly anticipate when we will be discussing certain topics, although the timing is not always precise. This book should be very valuable as background for several of your papers.

http://www.amazon.com/Early-American-Republic-1789-1829/dp/0195154231/ref=sr_1_1?s=books&ie=UTF8&qid=1404073128&sr=1-1&keywords=Paul+E+Johnson

Alexis de Tocqueville, *Democracy in America*. Abridged with an Introduction by Michael Kammen. (Bedford Press, 2008). Tocqueville, a French author and celebrated social commentator, traveled through the United States recording his thoughts about the new American nation. Michael Kammen has produced a very nice abridged edition of a very long book. It will provide part of the basis of your

final essay. There are many versions of *Democracy in America* out there. For this course you must acquire and read this (fairly inexpensive) version.

http://www.amazon.com/Democracy-America-Abridged-Introduction-Michael/dp/0312463308/ref=sr_1_1?s=books&ie=UTF8&qid=1404073350&sr=1-1&keywords=Democracy+in+America+Kammen

Carol Sheriff, *The Artificial River: The Erie Canal and the Paradox of Progress, 1817-1862* (Hill and Wang, 1996). This is a short history of the building of the Erie Canal and the wide range of social, economic, and political changes that followed. A fascinating story, very nicely told.

http://www.amazon.com/Artificial-River-Paradox-Progress-1817-1862/dp/0809016052/ref=sr_1_1?s=books&ie=UTF8&qid=1404073784&sr=1-1&keywords=carol+sheriff

Grading (based on 100 points)

- Essay #1 10
- Essay #2 10
- Essay #3 10
- Essay #4 15
- Essay #5 15
- Final Exam 15
- Quizzes 15
- Participation 10

Ten Point Grade Scale (for the first 3 papers)

- 10 = A
- 9 = A-/B+
- 8 = B / B-
- 7 = C+ / C
- 6 = C- / D+
- 5 = D

The 15-point scale will be proportional

Missed class meetings or excessive lateness will result in reduced grades. I will start reducing grades once you have missed two classes. You should of course let me know if there are reasons for missing class, but my assumption is that the first few missed classes are part of the final calculation. (That is, if you just don't attend class a few times in September and then get sick in November those November absences will be the two free ones.)

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Generally speaking, if planned (approved) events are going to require you to miss class, you will be given additional work.

Accommodations

Please do not hesitate to contact me during the semester if you have any individual concerns or issues that need to be discussed.

Students requesting classroom accommodation must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>).

The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. If you have an accommodation letter you should plan to meet with me (via zoom) in the first two weeks of class.

Course Evaluations

Students may complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://urldefense.proofpoint.com/v2/url?u=https-3A_ufl.bluera.com_ufl_d=Dw1GaQ&c=sJ6xIWYx-zLMB3EPkvcnVg&r=1qtWVKU2uNohMAWR5pYYVu0F_ty9jxk4wI-DcSEfmKub76k8eaDIYyGQkZMpCQZ6&m=KCQMaruvDccGkQ95LBWWejChKpHp_d3olzGps63zo0Ao&s=2ry1lk1Sd2MT9xMTXgaRslOLmzE7-Mky8W2E_HUO3wQ&e= .

Class Meetings and Assignments

1. *Tuesday September 1* - *Introductions*

I. CREATING A NEW NATION

2. *Thursday September 3* - *America in 1790*

3. *Tuesday September 8* - *Nation Building - I*

- Read: Johnson, Chapter 1
- Read: Declaration of Independence
- Read: United States Constitution
- Read: Bill of Rights
- Read: Hamilton, Federalist #1

4. *Thursday September 10* - *Nation Building – II*

5. *Tuesday September 15* - *Race, Gender, and Political Discourse*

- Read: Phillis Wheatley poem (1775)
- Read: Prince Hall to Mass. Legislature (1777)
- Read: Abigail Adams letters (1776)
- Look at: Cartoon, Edenton Ladies

6. *Thursday September 17* - *Competing Values: Jeffersonians vs Federalists*

- **Paper #1 Due**
- Read: Washington's Inaugural Address

7. *Tuesday September 22* - *Creating a New Nation (1790-1800 – I*

READ

- Read: Washington's Farewell Address
- Read: Alien and Sedition Acts (2 documents)
- Read: Virginia and Kentucky Resolutions (2 documents)

8. *Thursday September 24* - *Creating a New Nation (1790-1800) – II*

II. THE NATION TAKES SHAPE (1800-1824)

9. *Tuesday September 29* *The Nation Takes Shape - I*

- Read: Johnson, Ch. 2-4
- Read: Jefferson, Inaugural Address

10. *Thursday October 1* *The Nation Takes Shape – II*

11. *Tuesday October 6* *An Empire of Liberty?*

- Read: From Lewis and Clark
- Read: Jefferson to Meriwether Lewis (1803)
- Read: Monroe Doctrine (1821)

12. *Thursday October 8* *Mapping 1820*

- **PAPER #2: CENSUS OF 1820**

III. POLITICAL CULTURE IN JACKSONIAN AMERICA

13. *Tuesday October 13* *Reforming Society*

- Read: Garrison editorial (1831)
- Read: Fanny Trollope Visits a Revival

14. *Thursday October 15* *Public Spaces*

15. *Tuesday October 20* *David Walker's Appeal*

- Read: *David Walker's Appeal* [note: This is a short book.]

16. *Thursday October 22* *Culture and Society*

- Read: Johnson, Ch. 5.

17. *Tuesday October 27* *Jacksonian Ideology*

18. *Thursday October 29* *Board of Guardians*

- Read: Board of Guardians Report
- **Paper #3: Who is Worthy? Who is Unworthy?**

19. *Tuesday November 3* *Jacksonian Politics*

- Read: J.Q. Adams, Inaugural Address
- Read: Jackson Vetoes the Bank (1832)
- Read: Jackson's Proclamation of Nullification

20. Thursday November 5 *The Birth of Mass Democracy*

- Read: Johnson, Chapter 6
- Read: Kammen, editor, Tocqueville, *Democracy in America*, pp. 37-62.

IV. A SOCIETY IN FLUX

21. Tuesday November 10 *Political Culture and Gender Culture*

- Read: Tocqueville, pp. 140-144.
- Read: Samuel K. Jennings, “The Married Lady’s Companion” (excerpt 1808)
- Read: Caroline Gilman, *Recollections of a Southern Matron* (excerpt 1838)

22. Thursday November 12 *American Distinctiveness?*

- Read: Finish Tocqueville.

23. Tuesday November 17 *The Erie Canal and Social Change*

- Read: Carol Sheriff, *The Artificial River*, pp. 3-78.

24. Thursday November 19 *The Paradoxes of Progress*

- Read: Carol Sheriff, *The Artificial River*, pp. 79-177.

Tuesday November 24 No Class Meeting

Thursday November 26 Thanksgiving

25. Tuesday December 1 *Native Americans*

- Read documents on Indian Removals
- **Paper #4 Due: Native American Removals**

26. Thursday December 3 *Like a Fire Bell In the Night*

27. Tuesday December 8 *Conclusions*

- **Paper #5 Due: Two Authors Define America**