

# HISTORY 432: THE EARLY AMERICAN REPUBLIC, 1789-1848

CSU-Chico  
Fall 2009

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Class Meets:  
MW, 4:00-5:15 pm in Holt 350  
Office Hours:  
MW, 1:00-3:15 pm, & by appt.

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Themes – As the Founders passed the torch to a new generation, Americans faced crucial questions about their new republic: Was it a single nation or a federation of sovereign states? Would it be a land of small farmers or of cities dominated by commerce and industry? Would it encourage slavery or champion free labor? Our focus will be on how Americans tried to answer questions such as these in changing times while keeping faith with their understanding of the Founders' visions.

Objectives -- This course is designed to help you:

- *Learn History* -- gain a greater knowledge of the basic "facts" and especially of the significant questions and themes of American history from 1787 to 1850.
- *Recover History* -- practice the detective work of history by examining a variety of historical sources.
- *Think Historically* -- learn to understand the past on its own terms, while recognizing how our views of it are shaped by our own experiences.
- *Connect to History* -- appreciate how your own experience relates to the nation's past.
- *Hone Skills* -- develop reading, writing, and speaking skills that will serve you well always.

Other Important Information

- Class Sessions -- I will offer lectures that set out key themes and historical arguments, but I always encourage questions and comments. Class will occasionally be devoted to discussions of reading assignments during which you will have a greater opportunity to share your insights and ideas with the rest of the class. Because class discussions are so central to the course, absences should be avoided. More than 3 unexcused absences may result in a reduction in your final grade. Discuss any planned absence with me in advance.
- Readings – You should do the reading for a week before the first class of that week. All of the following books are available for purchase at the AS Bookstore. It is very important that you not fall behind in the course reading.
  - R. David Edmunds, *Tecumseh and the Quest for Indian Leadership*
  - Paul Johnson, *A Shopkeeper's Millennium*
  - Harry Watson, *Liberty and Power*
  - Sean Wilentz, *The Rise of American Democracy (vol. 1)*
- Writings – (1) Each student will be responsible for writing two commentaries/summaries of key points or themes in a week's worth of readings (each 2 to 5 pages). (See "Reading Commentaries" on pp. 3-4 for more information.) (2) Also, you will write two essays of approximately 6 to 8 pages each that will allow you to synthesize a variety of our course readings while offering your interpretation of an important question in the history of the early republic. I'll provide more information about those essays in due course. (You also have the option of writing a longer, research-oriented paper [10-12 pages] for the second essay; if you choose this option, you will be excused from the final and the research paper will count for 35% of your course grade. I would be happy to speak with anyone interested in this option; you need to let me know by September 30 if you wish to choose this option.)
- Exam and Quizzes – To reward preparation and stimulate discussion, I will give quizzes on any day I think it useful or necessary. Quizzes may take the form of short answer, identification, fill-in-the-blank, multiple choice, etc. There will be NO make-up quizzes. There will be no midterm exam, but there will be a final as noted in the schedule below. The final, which will be cumulative, may include multiple choice, short answer, identification, matching, and/or fill-in-the-blank kinds of questions; there will not be an essay on the final.
- Academic Integrity – Be sure you understand that plagiarism and cheating are dishonest and won't be tolerated. Violations will be reported to the proper authorities and will result in failure for the course. What's plagiarism? Here's a good definition: "In an instructional setting, plagiarism occurs when a

writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (From "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices," Council of Writing Program Administrators, <http://www.wpacouncil.org>). For more information about this matter, ask me or see: <http://www.csuchico.edu/sjd/discipline/honesty.html>.

- **Grade** – Your course grade will be based on
 

Reading Commentaries (2 @ 10%)	20%
Quizzes	20%
Papers (2 @ 25%)	50%
Final	10%

**Graduate students should see the instructor at the beginning of the semester for additional readings and assignments.**

**COURSE SCHEDULE**

*Class topics may change.*

*Any changes in readings, assignments, or other aspects of the course will be announced in advance.*

WEEK 1 Aug 24 & 26	INTRODUCING THE EARLY REPUBLIC Wilentz, 1-12; Gordon Wood, "The Significance of the Early Republic" (Blackboard Vista);
WEEK 2 Aug 31 & Sept 2	FEDERALISTS & REPUBLICANS Wilentz, 13-130
WEEK 3 Sept 7 & 9	PERSONAL POLITICS Joanne Freeman, "Dueling as Politics" (Blackboard Vista) NO CLASS on MONDAY (Labor Day)
WEEK 4 Sept 14 & 16	JEFFERSON'S AMERICA Wilentz, 131-187; you may want to begin Edmunds (skim 1-68; focus on 69 to end)
WEEK 5 Sept 21 & 23	AMERICA'S SECOND WAR FOR INDEPENDENCE Wilentz, 188-240; Edmunds (finish)
WEEK 6 Sept 28 & 30	THE CHANGING ECONOMIC AND RELIGIOUS MARKETPLACES Johnson (entire)
WEEK 7 Oct 5 & 7	THE ORIGINS OF JACKSONIAN POLITICS Watson, 3-95; Rosemarie Zagarrri, "Women and Party Conflict in the Early Republic" (Blackboard Vista)
<b>Friday, Oct 8</b>	<b>PAPER #1 DUE. Paper must be turned in at History Department office (Trinity 223) no later than 4:30 pm.</b>
WEEK 8 Oct 12 & 14	TARIFF CONTROVERSIES & THE BANK WAR Watson, 96-171; Michael Les Benedict, "States' Rights, State Sovereignty, and Nullification"; Tim Alan Garrison, "The Devil and Andrew Jackson" (Blackboard Vista)
WEEK 9 Oct 19 & 21	DEMOCRATS v. WHIGS Watson, 172-253; Elizabeth Varon, "Tippecanoe and the Ladies, Too" (Blackboard Vista)
WEEK 10 Oct 26 & 28	COME-OUTERS AND NEW RELIGIOUS GROUPS Ralph Waldo Emerson, "The Divinity School Address" & Nathaniel Hawthorne, "The Celestial Railroad" (Blackboard Vista)
WEEK 11 Nov 2 & 4	THE WOMAN QUESTION NO CLASS on MONDAY (Mandatory Unpaid Furlough Day) Sarah Grimké, "On the Condition of Women in the United States" and Catharine Beecher, <i>A Treatise on Domestic Economy</i> (Blackboard Vista)

WEEK 12 "COMMON MEN": IMMIGRANTS, FREE BLACKS AND POOR WHITES  
Nov 9 & 11 NO CLASS on WEDNESDAY (Veterans' Day)

WEEK 13 THE PECULIAR INSTITUTION: SUPPORTERS AND OPPONENTS  
Nov 16 & 18  
**Friday, Nov 20 PAPER #2 DUE. Must be turned in at the History Department office (223 Trinity) no later than 4:30 pm.**

**Nov 23-27 THANKSGIVING BREAK – NO CLASSES HELD**

WEEK 14 MANIFEST DESTINY I  
Nov 30 & Dec 2 Jerusha Merrill, "We are satisfied to dig our gold in San Francisco" and Ronald Takaki, "Foreigners in their Native Land" (Blackboard Vista)

WEEK 15 MANIFEST DESTINY II  
Dec 7 & 9

**NOTE: THE FINAL EXAM IS ON MONDAY, DEC 14, from 6:00-7:50 pm**

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### GRADING

Grading is a measurement of how well you have learned course material; it is not an evaluation of your overall intelligence. There will not be a "curve" in course grades. Instead, I will evaluate each student's work according to a standard set of criteria for each aspect of the course. Grading will be on a 100-point scale, distributed as follows:

A	93-100	C+	78-79	D-	60-62
A-	90-92	C	73-77	F	Below 60
B+	88-89	C-	70-72		
B	83-87	D+	68-69		
B-	80-82	D	63-67		

The following standards will be used in evaluating written work:

A (95) paper:	is well organized and very logically develops its thesis thoroughly covers relevant material and completely fulfills assignment includes some original insights is grammatically correct, clear, and cleanly written
B (85) paper:	is organized and logical, with a solidly-developed thesis includes most relevant points and fulfills the assignment adequately has only minor grammatical or stylistic errors
C (75) paper	suffers from a somewhat confused organization lacks or fails to develop a thesis effectively includes many relevant points while overlooking other important points suffers from some writing problems (grammatical errors, stylistic awkwardness)
D (65) paper	lacks a thesis lacks effective organization while covering some relevant material, is vague or lacking in detail suffers from more writing problems (grammatical errors, stylistic mistakes)
F (55) paper	is substantially incoherent or shows little understanding of course material

### READING COMMENTARIES

You're to hand in two short papers about key points raised by course readings.

-- For the most part you'll be writing about works by historians (Wilentz's *Rise of American Democracy*, Watson's *Liberty and Power*, Varon's "Tippecanoe and the Ladies, Too", etc.). In these cases, focus on

identifying and commenting upon the thesis or major theme of the author in question. Your commentary might focus on the persuasiveness of the author's argument: What kind of evidence does the author use? Does her or his interpretation of the evidence make sense?

-- If you select a primary document (such as Emerson's "Divinity School Address" or Beecher's Treatise on Domestic Economy), summarize the key points and provide your assessment. You might discuss what you think influenced the author to write the piece or what you found most interesting.

Your responses must be

- Approximately 500-1200 words (2 to 5 pages).
- Typed or printed from a word processor (not handwritten).
- Spell-checked and proofread in advance to eliminate spelling errors, grammatical mistakes, and stylistic problems.
- Turned in to me in class on the Monday of the week for which the reading is assigned.

A few other points to remember:

- Keep a hard copy of any written work you turn in, just in case I happen to have a paper-hungry dog.
- This shouldn't be necessary to say, but here goes: Do not plagiarize. I'm interested in what *you* think and how *you* express *your* thoughts; I don't care about what your friends, neighbors, relatives, or Internet chat buddies think, nor do I care what on-line term paper services are selling. If you are not sure what constitutes plagiarism, see "Academic Integrity" on p. 1 of this syllabus, ask me, and/or see [www.csuchico.edu/sjd/discipline/honesty.html](http://www.csuchico.edu/sjd/discipline/honesty.html). **If you plagiarize, you will fail the course and be turned in to Student Academic Affairs.**

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Below is a list of "Student Learning Outcomes" developed by the History Department. Through their work in this and other classes in the major, students will practice skills listed below.

<i>STUDENT LEARNING OUTCOMES</i>
1. Student's work demonstrates critical use and proper citation of both primary and secondary sources.
2. Student's work employs the formal styles of writing, argumentation, and presentation that historians use.
3. Student's work demonstrates a basic mastery of research techniques that historians use.
4. Oral presentations are clear and comprehensive.
5. Student's work reflects an understanding of historiographic traditions.
6. Student's work reflects an understanding of the intellectual, political, economic, social, and cultural history of the United States, Europe, Classical Civilization, the Near East, or one "Non-Western" area.
7. Student's work reflects an understanding the roles of race, class, gender, or ethnicity in history.