

Steven Nash
328 LeConte Hall
Tues & Thurs. 11-12 & by apt.
HIST 4070H
TR: 9:30-10:45
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Jeffersonian and Jacksonian America

Course Outline:

If the American Revolution was the nation's birth, then the early Republic was its awkward adolescence. Questions lingered from the Constitutional Convention over the nature of the Federal Union, the extent of the central government's power, among others. In spite of the best efforts or intent of men such as Thomas Jefferson, the early Republic witnessed a radical transformation and expansion of power that reached into all aspects of the country's character. Political parties rose and fell, roads and railroads crisscrossed the landscape, and thousands of men and women stormed the West at the expense of Native Americans and natural resources. To be certain, national personalities loomed large over this period. Men like Thomas Jefferson, James Madison, and Andrew Jackson dominated the national spotlight, but the actions and ideas of these men encouraged fierce debate among their fellow citizens and had profound social and ideological consequences in Americans' everyday lives. While major figures shaped policy, so did Americans of all classes, sexes, and races. In the end, this period created institutions, ideas, and social mores that paved a road leading to an immense civil war and a "second American Revolution."

Course Objectives:

This course is designed to give students a deeper knowledge of the history of the United States from the adoption of the Constitution through the antebellum period. It covers the major themes of the period broadly, but places emphasis on territorial expansion, industrialization, the first and second political systems, the maturation of American slavery, and the rising sectional tensions that ultimately ripped the country asunder.

Required Texts:

Gary B. Nash, *The Unknown Revolution*
Joanne Freeman, *Affairs of Honor*
Adam Rothman, *Slave Country*
Anthony Wallace, *The Long Bitter Trail*
Stephen Aron, *How the West Was Lost*
Harry L. Watson, *Liberty and Power*
James B. Stewart, *Holy Warriors*
Joel Silbey, *Storm Over Texas*
Sean Wilentz, ed., *Major Problems in the Early Republic, 1787-1848*

Attendance:

This is an honors class and discussion based. There will be no lecture notes to catch up with or basic notes that you could get from a classmate. The class requires, in fact, it is predicated upon your regular attendance, preparation, and active participation. As such, absences should occur only in terms of extreme health, familial, or other emergencies. If you have a regularly scheduled and sanctioned university activity during this class time, you should make that clear well in advance so that you can plan accordingly. Unexcused or inexplicable absences will severely damage your participation grade.

Grading and Assignments:

This course is built upon the students' ability to analyze and discuss a variety of historical sources, both primary and secondary. In class discussion is the most important aspect of this course. There will be **NO** formal lectures. Furthermore, each student will be required to lead **at least one** discussion on one of the assigned books with a classmate during the course of the semester. The designated discussion leaders should meet with each other and the meet with me prior to the class in which they will be leading discussion. During the weeks when the students are not leading discussion, they will be responsible for handing in a 5 page paper analyzing the book assigned that week. These papers should evaluate the assigned text in terms of its method, argument, use of sources, or another facet of the work. Simply regurgitating the book is insufficient. These papers will be due at the end of class the week we discuss that book. Finally, at the end of the semester the students will have one final paper due on a question assigned by me at least one week before it will be due. This final paper will be on a broad question encompassing the various themes of the course, and should be answered without any reading beyond the assigned literature. Accordingly, the grade breakdown will be:

Discussion.....40%
 Book Reviews....35%
 Final Paper.....25%

Academic Honesty:

All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work. For more on the university's academic honesty policy, see:

http://www.uga.edu/honesty/ahpd/culture_honesty.htm

Restrictions:

Not open to students with credit in HIST 4070/6070.

Prerequisite: Permission of Honors.

NOTE:

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Weekly Schedule of Classes:

August 17: Introduction

August 22 & August 24, "The American Revolution"

T: Foner, *Voices of Freedom* documents, Chapt. 5-6 (copies provided by the instructor)

R: Gary B. Nash, *The Unknown Revolution*

NOTE: Add/Drop ends August 21

August 29 & August 31, "Republicanism, Factions, and the Constitution"

T: Major Problems, Select Documents from Chapters 2-4: "Two Anti-Federalists," "Hamilton on Public Credit," "The National Bank and the Constitution," "Democratic Society of PA," "Country Democrat on Whiskey Rebellion," "Thomas Jefferson on Aristocratical Party," "Washington's Farewell Address," and "Kentucky Resolutions."

R: Gordon Wood, "The Significance of the Early Republic," *Major Problems*, Introduction;

Daniel T. Rodgers, "[Republicanism: The Career of a Concept](http://links.jstor.org/sici?sici=0021-8723%28199206%2979%3A1%3C11%3ARTCOAC%3E2.0.CO%3B2-I)," *Journal of American History* 79 (June 1992): 11-38 <http://links.jstor.org/sici?sici=0021-8723%28199206%2979%3A1%3C11%3ARTCOAC%3E2.0.CO%3B2-I>

September 5 & September 7, "Politics in the Early Republic"

T: *Major Problems*, Chapt. 4 documents

R: Freeman, *Affairs of Honor*

September 12 & September 14, "Nationalism and the War of 1812"

T: *Major Problems*, Chapt. 6 documents

R: Roger H. Brown, "The War of 1812 and the Struggle for Political Permanency," and Steven Watts, "The Liberal Impulse to War," both in *Major Problems*, Chapt. 6

September 19 & September 21, "Gender & Race in the Early Republic"

T: Christine Stansell, "Working Class Youth," *Major Problems*, Chapt. 7;

Jan Lewis, "The Republican Wife," *Major Problems*, Chapt. 5

R: Adam Rothman, *Slave Country*

September 26 & September 28, "The Market Revolution"

T: *Major Problems*, Chapt. 7 documents

R: Richard Bushman, "Markets and Composite Farms in Early America,"

<http://links.jstor.org/sici?sici=0043-5597%28199807%293%3A55%3A3%3C351%3AMACFIE%3E2.0.CO%3B2-V>

Winifred B. Rothenberg, "The Market and Massachusetts Farmers, 1750-1855,"

<http://links.jstor.org/sici?sici=0022-0507%28198106%2941%3A2%3C283%3ATMAMF1%3E2.0.CO%3B2-F>

Allan Kullikoff, "The Transition to Capitalism in Rural America,"

<http://links.jstor.org/sici?sici=0043-5597%28198901%293%3A46%3A1%3C120%3ATTTCIR%3E2.0.CO%3B2-Q>

October 3 & October 5, “American Indian Policy in the Jacksonian Era”

T: *Major Problems*, select documents from Chapt. 5, 9, & 11: “Thomas Jefferson on Indians and Blacks,” “Timothy Dwight on Destruction of the Pequods,” “Jefferson Displays a Machiavellian Benevolence,” “Practice of Jefferson’s Benevolence,” “Documents on the Black Hawk War,” “Jackson on Indian Removal,” and “A Native of Maine on the Emigrating Cherokee.”

R: Anthony Wallace, *The Long Bitter Trail*;

NOTE: Mid-term withdrawal deadline is Oct. 9

October 10 & October 12, “The Slaveholders’ Republic”

T: *Major Problems*, Chapt. 8 documents

R: Eugene D. Genovese, “Paternalism and Class Relations in the Old South,” *Major Problems*, Chapt. 9;

Bertram Wyatt-Brown, “Andrew Jackson’s Honor,” <http://links.jstor.org/sici?sici=0275-1275%28199721%2917%3A1%3C1%3AAJH%3E2.0.CO%3B2-9>

Drew Gilpin Faust, “The Proslavery Ideology,” in *Major Problems*, Chapt. 13

October 17 & October 19, “Moving West”

T: John Mack Faragher, “The Transformation of a Rural Community,” *Major Problems*, Chapt. 9

R: Stephen Aron, *How the West Was Lost*

FALL BREAK: NO CLASS October 24 & October 26

October 31 & November 2, “The Second Party System”

T: *Major Problems*, Chapt. 11 documents

R: Watson, *Liberty and Power*

November 7 & November 9, “Environment in the Age of Jefferson & Jackson”

T: Dan Flores, “Bison Ecology and Bison Diplomacy,”

<http://links.jstor.org/sici?sici=0021-8723%28199109%2978%3A2%3C465%3ABEABDT%3E2.0.CO%3B2-X>

Isenberg, Andrew C. “Toward a Policy of Destruction: Buffaloes, Law, and the Market, 1803-83,” *Great Plains Quarterly* 1992 12(4): 227-241.

R: Mart Stewart, “Rice, Water, and Power: Landscapes of Domination and Resistance in the Lowcountry, 1790-1880,” *Environmental History Review* 1991 15(3): 47-64.

Conevery Bolton Valencius, “The Geography of Health and the Making of the American West: Arkansas and Missouri, 1800-1860,” *Medical History* [Great Britain] 2000

(Supplement 20): 121-145.

November 14 & November 16, “Abolitionism and...”

T: *Major Problems*, Chapter 13 documents

R: Stewart, *Holy Warriors*

November 21 & November 23, "other Reform Movements"

T: [Lori D. Ginzberg, "Moral Suasion Is Moral Balderdash: Women, Politics and Social Activism in the 1850s," JAH 73 \(December 1986\): 601-622.](#)

<http://links.jstor.org/sici?sici=0021->

[8723%28198612%2973%3A3%3C601%3A%22SIMBW%3E2.0.CO%3B2-M](http://links.jstor.org/sici?sici=0021-8723%28198612%2973%3A3%3C601%3A%22SIMBW%3E2.0.CO%3B2-M)

Mary Ryan, "Middle-Class Women and Moral Reform," *Major Problems*, Chapt. 12

R: NO CLASS...Thanksgiving Break Nov. 22-24

November 28 & November 30, "Manifest Destiny, Texas, and the Rise of Sectionalism"

T: *Major Problems*, Chapt. 14 documents

R: Silbey, *Storm over Texas*

December 5

T: Classes End