

Spring 2016  
TR 12:00-1:15 PM  
Music/Theater 1007  
Office Hours: T 2-3 PM; R 2-3, 6-7

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## **HISTORY 389-001: THE WAR OF 1812**

“America’s Forgotten War” does not occupy much space in public consciousness, but this wide-ranging conflict was essential in shaping the political, military, geographic, and economic future of the new United States, as well as the futures of Canada, Florida, three European empires, and Native American communities both east and west of the Mississippi. In this class, we will explore the events, origins, and ultimate significance of this forgotten war, covering topics ranging from the high politics of the Jefferson, Madison, and Monroe administrations to the daily lives of American soldiers and sailors to Native American independence movements in the heart of the continent. While the outcome of the war may have been indecisive in the short term, the long term consequences of the conflict held tremendous significance for the United States and the peoples of North America. In order to understand this conflict and its significance, we have to think in new ways about American history, moving beyond the internal national history of the new United States to explore Atlantic and continental contexts and the whole range of actors within those contexts.

### **COURSE REQUIREMENTS AND GRADING**

Class Participation and Preparation: This course is heavily based on discussion—your attendance and active participation are crucial to its success. Not coincidentally, participation is a significant portion of your grade. Evidence of preparation (i.e. having done and thought about the reading and any discussion questions), quality of discussion, engagement with other students’ ideas, and appropriate behavior all factor into the class participation grade. Obviously, if you are not in class, you are not participating.

Preparation also includes bringing a copy of the reading, something to write with, and paper to write on in order to be ready for any in-class writing or exercises we may do. (This is subject to accommodation for students with disabilities that may interfere with their ability to write using traditional media.)

Short Assignments: These are written assignments based on the readings or other exercises (in or out of class) used to encourage thought and discussion. Often these will simply be reactions to the reading; other times they might be explorations of primary sources available through various databases; sometimes they might be brief thought pieces asking you to reflect on what we’ve done so far. They don’t usually require much sustained writing, but they should be the result of significant consideration and effort. These will be graded on a check-plus, check, or check-minus scale, with a check-plus being the equivalent of an A, a

check the equivalent of a B, and a check-minus the equivalent of a C. Work that falls short of that standard will only receive nominal credit.

*Please note:* Short assignments may not be turned in late—they are due at class time on the day for which they are assigned. I will drop the one lowest grade on these (or the two lowest grades if we end up having more than 10 total short assignments), so there is a bit of a built in cushion for unavoidable, unplanned absences. If you know ahead of time you will be absent on a day when a short assignment is due, you may email the completed assignment *before* class.

*Also note:* When assigned ahead of time, these must be word processed and printed. In-class exercises may be hand-written. In both cases, make sure to put your name on it.

Essays: You will write two five- to six-page essays based on course materials, one in the first half of the semester and one in the second half. *Details of these assignments will be distributed in class.*

Final Exam: There will be a final exam in the course on Thursday, May 5, from 10:30 am to 1:15 pm.

Grading:

Participation	20%
Short Exercises	20%
Papers (together)	40%
Final	20%

## **A FURTHER WORD ON IN-CLASS BEHAVIOR AND LAPTOPS:**

Behaviors such as frequent tardiness, leaving early or packing up to leave before class is over, sleeping, eating, talking when others are speaking, texting, checking email, playing on Facebook, and doing work for other classes are signals to me and to the rest of the class that you do not take the course seriously. Take some time to consider whether that laptop is necessary or if it will prove a hard-to-resist distraction. I reserve the right to ask people to switch seats or turn off their computers if they prove distracting to you, me, or your classmates.

## **LATE PAPER POLICY:**

All assignments are officially due at the beginning of class on the day they are due (although in practice they're usually collected at the end of class). Essays turned in later the same day are subject to a penalty of three (3) points (out of 100). Essays turned in the following day are subject to a five-point (5) penalty. Each subsequent day, a similar 5 point penalty will accrue, which means eventually the penalty would outweigh the total value of the assignment. Don't let this happen.

**IT IS YOUR RESPONSIBILITY TO MAKE SURE I GET THE PAPER.** If you do not turn in the paper in class, you assume all risk of any mischance. Papers are not considered to

be turned in until I hold them in my hands, or, in the case of electronic submissions, when I email you to confirm trouble-free receipt. Please save and send your paper as a Microsoft Word (.doc or .docx), PDF, or Rich Text Format (.rtf) document. You assume all risk of unopenable or missing attachments.

Extensions will be granted at my discretion in appropriate circumstances IF YOU CONSULT WITH ME BEFORE THE DUE DATE. In appropriate circumstances and entirely at my discretion, I will negotiate a new due date for papers that are already late, assessing a fixed penalty rather than the daily one outlined above. BUT, failure to meet the new deadline will result in failure (no credit) of the assignment.

**In general, if you have any kind of problem that interferes with your work for the class, please consult with me as soon as possible.**

## **HONOR CODE AND PLAGIARISM STATEMENT:**

All work in this course is governed by the George Mason University honor code:

*To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.***

For details on how the honor system at GMU works, consult the university catalog: <http://catalog.gmu.edu/content.php?catoid=15&navoid=1039> - Honor

More information can also be found at the GMU [Office of Academic Integrity](#).

**All work submitted in this course must be your own. Any uncredited use of words or ideas not your own (including those of your classmates, from published works, or from the internet) constitutes plagiarism, and will result in failure of the assignment or the course.**

**You** are responsible for avoiding plagiarism. If you have questions, please contact me BEFORE the assignment is due. **All cases of suspected plagiarism will be presented to the Honor Board.**

## **OTHER POLICIES AND IMPORTANT INFORMATION:**

### Administrative Dates

Last day to add & to drop with no tuition penalty: Tuesday, January 26

Last day to drop with 33% tuition penalty: Tuesday, February 2

Final drop deadline (67% tuition penalty): Friday, February 19

Selective Withdrawal period: Monday, February 22 to Friday, March 25

### Disabilities

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services ([ods.gmu.edu](http://ods.gmu.edu)) at (703) 993-2474. All academic accommodations must be arranged through that office.

### GMU Email Accounts

Students must use their Mason email accounts to receive important University information, including messages related to this class. See [masonlive.gmu.edu](http://masonlive.gmu.edu) for more information.

### Useful Resources

Writing Center ([writingcenter.gmu.edu](http://writingcenter.gmu.edu)): A114 Robinson Hall, (703) 993-1200.

Counseling and Psychological Services ([caps.gmu.edu](http://caps.gmu.edu)): SUB I, Room 3129, (703) 993-2380.

University Catalog: [catalog.gmu.edu](http://catalog.gmu.edu).

Other university policies: [universitypolicy.gmu.edu](http://universitypolicy.gmu.edu).

## **REQUIRED TEXTS**

The following book is required reading for this class, and is available for purchase at the GMU Barnes and Noble in the Johnson Center as well as through online merchants like Amazon, which sometimes offer better prices:

- Stagg, J.C.A. *The War of 1812: Conflict for a Continent*. New York: Cambridge University Press, 2012.

Additional required readings listed on the syllabus are available via Blackboard or through GMU's subscriptions to various online databases, which can be accessed via the GMU Library's homepage ([library.gmu.edu](http://library.gmu.edu)).

Other readings may be handed out in class or distributed electronically, and those will also be considered part of the required reading.

You should always bring a hard copy of the reading to refer to in class.

## SCHEDULE OF CLASSES

### WEEK ONE: INTRODUCTION

**T, Jan. 19:** Course Introduction

**R, Jan. 21:** The History of History: Interpretations of the War of 1812

**Reading:**

- Stagg, "Introduction," in *The War of 1812*, pp. 1-17.

### WEEK TWO

**T, Jan. 26:** Snowed Out!

**R, Jan. 28:** The Challenges of the 1780s

**Reading:**

- Michael Schwarz, "The Great Divergence Reconsidered: Hamilton, Madison, and U.S.-British Relations, 1783-1789," *Journal of the Early Republic* 27:3 (Fall 2007): 407-436.

### WEEK THREE

**T, Feb. 2:** Taxes, War, and State-Building

**Reading:**

- Max M. Edling, "'So Immense a Power in the Affairs of War': Alexander Hamilton and the Restoration of Public Credit," *William and Mary Quarterly* 64:2 (April 2007): 287-326.

**R, Feb. 4:** From Washington to Adams

**Reading:**

- Matthew Rainbow Hale, "On Their Tiptoes: Political Time and Newspapers during the Advent of the Radicalized French Revolution, circa 1792-1793," *Journal of the Early Republic* 29:2 (Summer 2009): 191-218.
- George Washington's Farewell Address (September 19, 1796)  
<http://gwpapers.virginia.edu/documents/washingtons-farewell-address/>  
[http://gwpapers.virginia.edu/documents\\_gw/farewell/transcript.html](http://gwpapers.virginia.edu/documents_gw/farewell/transcript.html)

### WEEK FOUR

**T, Feb. 9:** The Quasi-War and the Alien & Sedition Acts

**Reading:**

- Seth Cotlar, "The Federalists' Transatlantic Cultural Offensive of 1798 and the Moderation of American Democratic Discourse," in *Beyond the Founders: New Approaches to the Political History of the Early American Republic*, ed. Jeffrey L. Pasley, Andrew W. Robertson, and David Waldstreicher (Chapel Hill: University of North Carolina Press, 2004), pp. 274-299. (Available on Blackboard)

**R, Feb. 11:** The Long War for the West**Reading:**

- François Furstenberg, "The Significance of the Trans-Appalachian Frontier in Atlantic History," *American Historical Review* 113:3 (June 2008): 647-677.

**WEEK FIVE****T, Feb. 16:** The Long War for Self-Determination**Reading:**

- Colin G. Calloway, "'We Have Always Been the Frontier': The American Revolution in Shawnee Country," *American Indian Quarterly* 16:1 (Winter 1992): 39-52.
- Jeffrey Ostler, "'To Extirpate the Indians': An Indigenous Consciousness of Genocide in the Ohio Valley and Lower Great Lakes, 1750s-1810," *William and Mary Quarterly* 72:4 (October 2015): 587-622.

**R, Feb. 18:** American Diplomacy in a World at War**Reading:**

- Stagg, Chapter 1, "War," in *The War of 1812*, pp. 18-47.

**WEEK SIX****T, Feb. 23:** Why So Much Concern for Sailors?**Reading:**

- Simon P. Newman, "Reading the Bodies of Early American Seafarers," *William and Mary Quarterly* 55:1 (January 1998): 59-82.
- Paul A. Gilje, "Free Trade and Sailors' Rights: The Rhetoric of the War of 1812," *Journal of the Early Republic* 30:1 (Spring 2010): 1-23.

**R, Feb. 25:** The Politics of Declaring War**Reading:**

- Jasper M. Trautsch, "'Mr. Madison's War' or the Dynamic of Early American Nationalism?" *Early American Studies* 10:3 (Fall 2012): 630-670.

**WEEK SEVEN****T, Mar. 1:** 1812**Reading:**

Stagg, Chapter 2, "1812," in *The War of 1812*, pp. 48-78.

**R, Mar. 3:** Thinking about Canada**Reading:**

- Alan Taylor, "The Late Loyalists: Northern Reflections of the Early American Republic," *Journal of the Early Republic* 27:1 (Spring 2007): 1-34.

**WEEK EIGHT: SPRING BREAK**

**T, Mar. 8:** No Class—Spring Break

**R, Mar. 10:** No Class—Spring Break

**WEEK NINE:**

**T, Mar. 15:** “Benevolence” and Jeffersonian Indian Policy

**Reading:**

- Daniel K. Richter, “‘Believing That Many of the Red People Suffer Much for the Want of Food’: Hunting, Agriculture, and a Quaker Construction of Indianness in the Early Republic,” *Journal of the Early Republic* 19:4 (Winter 1999): 601-628.
- Robert M. Owens, “Jeffersonian Benevolence on the Ground: The Indian Land Cession Treaties of William Henry Harrison,” *Journal of the Early Republic* 22:3 (2002): 405-435.

**R, Mar. 17:** The Prophet and the Warrior

**Reading:**

- Alfred A. Cave, “The Shawnee Prophet, Tecumseh, and Tippecanoe: A Case Study of Historical Myth-Making,” *Journal of the Early Republic* 22:4 (December 2002): 637-673.

**WEEK TEN**

**T, Mar. 22:** 1813

**Reading:**

- Stagg, Chapter 3, “1813,” in *The War of 1812*, pp. 79-108.

**R, Mar. 24:** The Creek War, Slavery, and the Southern Frontier

**Reading:**

- Adam Rothman, Chapter 4, “The Wartime Challenge,” in *Slave Country: American Expansion and the Origins of the Deep South* (Cambridge, MA: Harvard University Press, 2005), pp. 119-162. (Available on Blackboard.)

**WEEK ELEVEN**

**T, Mar. 29:** 1814

**Reading:**

- Stagg, Chapter 4, “1814,” in *The War of 1812*, pp. 109-139

**R, Mar. 31:** Slavery and the War

**Reading:**

- Alan Taylor, *The Internal Enemy: Slavery and War in Virginia, 1772-1832* (New York: W.W. Norton & Co., 2013), pages TBD. (Available on Blackboard.)

**WEEK TWELVE****T, Apr. 5:** Burning the Capital**Reading:**

- Nicole Eustace, Chapter 5, “Liberty, Slavery, and the Burning of the Capital: Washington, D.C., August 1814,” in *1812: War and the Passions of Patriotism* (Philadelphia: University of Pennsylvania Press, 2012), pp. 168-210. (This is available via JSTOR)

**R, Apr. 7:** The Star-Spangled Banner**Reading:**

- Norman Gelb, “Reluctant Patriot,” *Smithsonian* 35:6 (September 2004): 66-73.

**WEEK THIRTEEN****T, Apr. 12:** Peace**Reading:**

- Stagg, Chapter 5, “Peace,” in *The War of 1812*, pp. 140-170.

**R, Apr. 14:** An Era of Good Feelings**Reading:**

- Joseph F. Stolz III, “‘It Taught our Enemies a Lesson’: The Battle of New Orleans and the Republican Destruction of the Federalist Party,” *Tennessee Historical Quarterly* 71:2 (2012) 112-127.
- Donald R. Hickey, “Federalist Party Unity and the War of 1812,” *Journal of American Studies* 12:1 (1978): 23-39.

**WEEK FOURTEEN****T, Apr. 19:** American Expansion after the War**Reading:**

- Eliga H. Gould, Chapter 6, “The New World and the Old,” in *Among the Powers of the Earth: The American Revolution and the Making of a New World Empire* (Cambridge, MA: Harvard University Press, 2012), pp. 178-209. (This is available via JSTOR)

**R, Apr. 21:** TBD**WEEK FIFTEEN****T, Apr. 26:** Looking Back**Reading**

- “Interchange: The War of 1812,” *Journal of American History* 99:2 (September 2012): 520-555.

**R, Apr. 28:** Catch-up and Review for Final



**BONUS WEEK SIXTEEN**

**T, May 3:** Catch-up and Review for Final

**FINAL EXAM: THURSDAY, MAY 5, 10:30 AM to 1:15 PM**