

History 620 (Fall 2017)
Development of the Early American Republic

Prof. Rosemarie Zagarri
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Office: Robinson B, 371B
Office hours: Wednesday, 1:00-3:00.
and by appointment

Required books:

- Emily Conroy-Krutz, *Christian Imperialism: Converting the World in the Early American Republic* (2015)
- Caitlin Fitz, *Our Sister Republics: The United States in an Age of American Revolutions* (2016)
- Cassandra Good, *Founding Friendships: Friendships between Men and Women in the Early American Republic* (2015)
- Eliga H. Gould, *Among the Powers of the Earth: The American Revolution and the Making of a New World Empire* (2012)
- Richard Hofstadter, *The Idea of a Party System: The Rise of Legitimate Opposition in the United States, 1780-1840* (1970)
- Adam Rothman, *Slave Country: American Expansion and the Origins of the Deep South* (2007)
- Brian Steele, *Thomas Jefferson and American Nationhood* (2012)
- Alan Taylor, *Divided Ground: Indians, Settlers, and the Northern Borderland of the American Revolution* (2007)
- Alan Taylor, *Liberty Men and the Great Proprietors: The Revolutionary Settlement on the Maine Frontier, 1760-1820* (1990)
- David Waldstreicher, *In the Midst of Perpetual Fetes: The Making of American Nationalism, 1776-1820* (1998)
- Eva Sheppard Wolf, *Race and Liberty in the New Nation: Emancipation in Virginia from the Revolution to Nat Turner's Rebellion* (2009)

Date	Topic/Readings
August 30	Introduction--Revolutionary Legacies Eric Slauter, "Rights"; R.R. Palmer, "The People as Constituent Power"; Alfred F. Young, "The Framers of the Constitution and the 'Genius' of the People" (available on Blackboard)
September 6	Factions and Parties Hofstadter, <i>The Idea of a Party System</i>
September 13	The American Revolution and the World Gould, <i>Among the Powers of the Earth</i>
September 20	Party Politics and American Identity Waldstreicher, <i>In the Midst of Perpetual Fetes</i>

- September 27** **The "Friends of the People"**
Taylor, *Liberty Men and the Great Proprietors*
Rosemarie Zagarri, "Gender and the First Party System" (available on Blackboard)
- October 4** **Slavery and Freedom**
Wolf, *Race and Liberty in the New Nation*
James Sidbury, "Saint Domingue in Virginia: Ideology, Local Meanings, and Resistance to Slavery, 1790-1800," *Journal of Southern History*, Vol 63: 3 (Aug. 1997), 531-552 (available on JSTOR).
- October 11** **The Indian "Other"**
Taylor, *Divided Ground*
Kathleen DuVal, "Debating Identity, Sovereignty, and Civilization: The Arkansas Valley after the Louisiana Purchase," *Journal of the Early Republic*, Vol. 26: 1 (Spring 2006), 25-58 (available on JSTOR).
- October 18** **Women and Politics**
Good, *Founding Friendships*
Jeanne Boydston, "The Woman Who Wasn't There: Women's Market Labor and the Transition to Capitalism in the United States," *Journal of the Early Republic*, Vol. 16: 2 (Summer 1996), 183-206 (available on JSTOR).
- October 25** **Empire and Evangelization**
Conroy-Krutz, *Christian Imperialism*
- November 1** **The "Second Middle Passage"**
Rothman, *Slave Country*
- November 8** **American Revolutions**
Fitz, *Our Sister Republics*
- November 15** **The Problem of American Exceptionalism**
Steele, *Thomas Jefferson and American Nationhood*
Alexander Boulton, "The American Paradox: Jeffersonian Equality and Racial Science," *American Quarterly*, Vol. 47: 3 (Sept. 1995), 467-492 (available on JSTOR).
- November 22** **No class--Thanksgiving break**
- November 29** **Democracy: Vision and Reality in the Early American Republic**
Alexis de Tocqueville, *Democracy in America* (1831), available at http://xroads.virginia.edu/~HYPER/DETOC/toc_indx.html. Read Vol. I, Part 2, Chapter 10 (How It Can be Strictly Said that the People Govern in the U.S.--Political Parties in the U.S.);

Vol. II., Section 1, Chapter 8 (How Equality Suggests to Americans the Idea of the Indefinite Perfectibility of Man); Vol. II, Section 2, Chapter 2 (Of Individualism in Democratic Countries); and Vol. II, Section II, Chapter 13 (Why the Americans Are So Restless in the Midst of their Prosperity);

December 6

Whither the Early Republic?

Seth Cotlar, "Languages of Democracy in America from the Revolution to the Election of 1800" (available on Blackboard); Seth Rockman, "The Unfree Origins of American Capitalism" (available on Blackboard); Rosemarie Zagarri, "The Significance of the Global Turn for the Early American Republic," *Journal of the Early Republic*, Vol 31: 1 (Spring 2011), 1-37 (available on JSTOR).

Grading:

Participation (including 3 blogs)*	20%
One 4-5 page book review**	15%
One 7-8 page comparative review***	25%
Final review essay (10-12 pages)	40%--due Monday, Dec. 18 by NOON

***PARTICIPATION in class** is essential in a graduate-level seminar. I assign a participation grade for each student after each class. If for any reason you have a problem talking in a group, please speak with me and we can arrange an alternative method of assessment.

Blogs: Students will be assigned three books (in addition to the ones on which they are writing reviews) for which they must post a blog by class-time on the day we discuss the book. The blog should consist of two paragraphs (no more than 200 words). One paragraph should concisely state the book's major thesis, or argument. The second paragraph should briefly discuss **either a major strength OR a weakness** of the book. The blogs will be graded and will count as part of the Participation grade.

****NOTE ON BRIEF BOOK REVIEWS:** Book reviews are not simply summaries of the book's contents; they are analytical essays. A good book review highlights the work's main thesis, or major arguments, and discusses the way the historian proves the thesis. The review should pay attention to the work's major sources and methodology (social history, cultural history, political history, intellectual history, etc.) and should assess the work's most significant strengths and weaknesses. The conclusion of the review should address this question: What contribution does this work make to an understanding of the development of the early American republic? It should be noted that these are *brief* reviews which require writing that is both concise and precise. Papers are due at class time on the day we discuss the book.

IT IS ADVISED THAT STUDENTS **NOT** CONSULT PUBLISHED REVIEWS OF THE BOOK. The professor periodically checks student reviews against published reviews so as to preclude the possibility of plagiarism. However, students are urged to look at miscellaneous

reviews in the journal, **REVIEWS IN AMERICAN HISTORY**, in order to better understand the kind of reviews expected in this class.

*****COMPARATIVE BOOK REVIEWS** should also highlight the major arguments of each work under consideration. After briefly establishing the basic arguments, the author should then focus on points of comparison and contrast between the works. Such points can include substantive agreements/disagreements on the meaning of the Early Republic and/or similarities/differences in two historians' methods/approaches. After comparing the strengths and weaknesses of each work relative to the other, the author should come to a conclusion about the contribution of the works in elucidating our understanding of the Early Republic. Papers are due at class time on the day we discuss the second of the books you are reviewing.

Pairings for Comparative Review:***

Waldstreicher and Taylor (*Liberty Men*)

Gould and Fitz

Wolf and Rothman

Other Information

Drop Deadlines

The last day to drop a class without tuition liability is Sept. 5. If you drop by Sept. 19, there is a 33% tuition penalty. THE FINAL DROP DATE is Sept. 29, when there is a 67% tuition liability.

Statement on Plagiarism and Academic Integrity

All GMU students are bound to abide by the Honor Code (<http://academicintegrity.gmu.edu/honorcode/>). One of the most common honor code violations is plagiarism. Plagiarism is a broadly defined term that includes a wide spectrum of violations. Put most simply, it is appropriating another person's words or ideas as if they were your own. It includes, but is not limited to, the use of another person's words without attribution or proper citation; submission of work that is not one's own, whether the work is stolen, purchased, or used with the author's permission; the too-close paraphrasing of another person's words or ideas. If you don't know if something constitutes plagiarism, ask the instructor. Students suspected of Honor Code violations will be turned over to the university Honor Board for disciplinary action.

Students with Disabilities

If you are a student who needs academic accommodations, please contact the Office of Disability Resources at 703.993.2474. All academic accommodations must be arranged through that office.