History 620 (Fall 2013)
Development of the Early American Republic

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                                                  and by appointment

Required books:
of a New World Empire* (2012)
Seth Cotlar, *Tom Paine’s America: The Rise and Fall of Transatlantic Radicalism in the
Early Republic* (2011)
Clare Lyons, *Sex Among the Rabble: An Intimate History of Gender and Power in the Age of
Alan Taylor, *The Civil War of 1812: American Citizens, British Subjects, Irish Rebels and
Indian Allies* (2010)
David Waldstreicher, *In the Midst of Perpetual Fetes: The Making of American Nationalism,
1776-1820* (1998)
(2003)
(2007)

Date                Topic/Readings

August 28   Introduction--Revolutionary Legacies

September 4   The American Revolution and the World
            Gould, *Among the Powers of the Earth*

September 11  Party Politics and American Identity
            Waldstreicher, *In the Midst of Perpetual Fetes*
September 18  Federalists and Hierarchy

September 25  The Jeffersonian Revolution?
Sloan, Principle and Interest

September 25  Transatlantic Connections
Cotlar, Tom Paine's America

October 2  The Paradox of Slavery
Dain, Hideous Monster of the Mind

October 9  The Pursuit of Mobility
Rockman, Scraping By

October 16  The Second Great Awakening
Hatch, Democratization of American Christianity

October 23  Gender and Power
Lyons, Sex Among the Rabble

October 30  The Second American Revolution?
Taylor, Civil War of 1812

November 6  Race and Territory
Rothman, Slave Country

November 13  Firebells in the Night
Aron, American Confluence

November 20  The Rise of Abolitionism
Cleves, Reign of Terror

November 27  No class--Thanksgiving break

December 4  Democratization: Vision and Reality in the Early American Republic
Alexis de Tocqueville, Democracy in America (1831), available at http://xroads.virginia.edu/~HYPER/DETOC/toc_index.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);

*ORAL PARTICIPATION 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.

*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.

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.

**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 American Revolution 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 American Revolution.

*Parings for Comparative Review:***
Waldstreicher and Hatch
Sloan and Cotlar
Aron and Rothman

**Grading:**
- Participation* 20%
- Two 4-5 page book reviews** 20%
- One 6-7 page comparative review*** 20%
- Final review essay (10-12 pages) 40%--due Monday, Dec. 16 by NOON
**Drop Deadlines**

The last day to drop a class without tuition liability is Sept. 4. If you drop by Sept. 18, there is a 33% tuition penalty. THE FINAL DROP DATE is Sept. 27, when there is a 67% tuition liability.

**Statement on Plagarism 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.