

**History 620 (Spring 2021)**  
001 (in-person), DL2 (online)  
**Development of the Early American Republic**

Prof. Rosemarie Zagarri  
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Office: 3216 Horizon Hall  
Office hours: Wed., 4:00-6:00 p.m.,  
AND by appointment

**Required books:**

- Emily Conroy-Krutz, *Christian Imperialism: Converting the World in the Early American Republic* (2015)
- Seth Cotlar, *Tom Paine's America: The Rise and Fall of Transatlantic Radicalism in the Early Republic* (2014)
- Ellen Hartigan-O'Connor, *The Ties that Buy: Women and Commerce in Revolutionary America* (2009)
- Richard Hofstadter, *The Idea of a Party System: The Rise of Legitimate Opposition in the United States, 1780-1840* (1970)
- Caitlin Fitz, *Our Sister Republics: The United States in an Age of American Revolutions* (2016)
- Paul Polgar, *Standard-Bearers of Equality: America's First Abolition Movement* (2019)
- Adam Rothman, *Slave Country: American Expansion and the Origins of the Deep South* (2007)
- Claudio Saunt, *A New Order of Things: Property, Power, and the Transformation of the Creek Indians, 1733-1816* (1999)
- Alan Taylor, *Liberty Men and the Great Proprietors: The Revolutionary Settlement on the Maine Frontier, 1760-1820* (1990)
- Ashli White, *Encountering Revolution: Haiti and the Making of the Early Republic* (2010)
- Kariann A. Yokota, *Unbecoming British: How Revolutionary America Became a Postcolonial Nation* (2014)

<b><i>Date</i></b>	<b><i>Topic/Readings</i></b>
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<b>Jan. 28</b>	<b>Overview: Democracy, Imperialism, and State Formation in the Age of Revolutions</b>
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	<i>Reading:</i> US Constitution; R.R. Palmer, "The People as Constituent Power" (Blackboard); Don Higginbotham, "War and State Formation in Revolutionary America" (Blackboard); Thomas Bender, "A Season of Revolutions: The United States, France, and Haiti" (Blackboard)
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- Feb. 3**                                **Factions and Parties**  
*Reading:* Hofstadter, *The Idea of a Party System*  
 Douglas Bradburn, "'True Americans': The Federalist Ideal and the Legislation of National Citizenship" (Blackboard)
- Feb. 10**                                **The "Friends of the People"**  
*Reading:* Taylor, *Liberty Men and the Great Proprietors*  
 Shira Lurie, "Liberty Poles and the Fight for Popular Politics in the Early Republic," *Journal of the Early Republic* 38: 4 (Winter 2018), 673-397 (PROJECT MUSE)
- Feb. 17**                                **Jeffersonian Radicalism?**  
*Reading:* Cotlar, *Tom Paine's America*  
 Jason M. Opal, "The Republic in the World, 1783-1803" (Blackboard)
- Feb. 24**                                **Women, Capitalism, and Society**  
*Reading:* Hartigan-O'Connor, *Ties That Bind*  
 Rosemarie Zagarri, "Morals, Manners, and the Republican Mother," *American Quarterly* 44:2 (June 1992), 192-215 (JSTOR)
- March 3**                                **Possession and Dispossession**  
*Reading:* Saunt, *New Order of Things*  
 Jeffrey Ostler and Nancy Shoemaker, "Settler Colonialism in Early American History," *William and Mary Quarterly* 76:3 (July 2019), pp. 361-364 ONLY (Blackboard); Jeffrey Ostler, "Locating Settler Colonialism in Early American History," *William and Mary Quarterly* 76:3 (July 2019), 443-450 (Blackboard)
- March 10**                                **Slavery and Freedom**  
*Reading:* Polgar, *Standard-Bearers of Equality*  
 Edmund S. Morgan, "Slavery and Freedom: The American Paradox," *Journal of American History* 59:1 (June 1972), 5-29 (JSTOR)
- March 17**                                **Slavery and Expansion**  
*Reading:* Rothman, *Slave Country*  
 Matthew Mason, "Slavery and the Founding" (Blackboard)
- March 24**                                **The Haitian Revolution**  
*Reading:* Ashli White, *Encountering Revolution*  
 Leslie Alexander, "Black Utopia: Haiti and Black Transnational Consciousness in the Early Nineteenth Century" (Blackboard)
- March 31**                                **NO CLASS**  
*Listen:* **BEN FRANKLIN'S WORLD PODCAST # 164**-The American Revolution in the Age of Revolutions at <http://benfranklinsworld.com> (approx. 1 hour)

- April 7**                      **Empire and Evangelization**  
*Reading:* Conroy-Krutz, *Christian Imperialism*  
 Mary Kupiec Cayton, "Harriet Newell's Story: Women, the Evangelical Press, and the Foreign Mission Movement" (Blackboard)
- April 14**                    **Post-Colonial America**  
*Reading:* Yokota, *Unbecoming British*  
 David Silverman, "Racial Walls: Race and the Emergence of American White Nationalism" (Blackboard)
- April 21**                    **America and the World**  
*Reading:* Fitz, *Our Sister Republics*  
 Eliga Gould, "Entangled Histories, Entangled Worlds: The English-Speaking Atlantic as a Spanish Periphery," *American Historical Review* 112:3 (June 2007), 764-786 (JSTOR)
- April 28**                    **Whither the Early Republic?**  
*Reading:* Gordon Wood, "The Making of American Democracy" (Blackboard); Rashauna Johnson, "On Settlers, Citizens, and the Enslaved in the Early Republic"(Blackboard)

***Grading:***

Participation (including 2 blogs, 1 oral report)*	20%
Two 5-6 page book reviews**	35%
Final essay (10-12 pages)	45%--due Wed., May 5 by 7:30 p.m.

**\*ORAL PARTICIPATION in class discussions** is essential in a graduate-level seminar. I assign a participation grade for each student after each class. If you have a problem talking in a group or because you are taking the course online, please send me an email after class with your thoughts and/or contribution.

*Blogs:* Students will be assigned to write two blogs for weeks in which they are not writing book reviews. The blog must be posted by class-time on the day we discuss the book. The blog should consist of one paragraph (NO MORE than 150 words). The purpose of this paragraph is to describe the relationship between the book and the assigned article. Be sure to state the major argument of each piece and briefly discuss how the article adds to, modifies, or revises the focus of the book. The blogs will be graded and will count as part of the Participation grade.

**\*\*NOTE ON 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 (i.e., the sources, historical methods, and interpretive approach) used to prove the thesis. The review should analyze how the historian's methodology and sources (i.e., drawn from fields such as social history, cultural history, political history, intellectual history, etc.) shapes the historian's argument and conclusions. A good review assesses the work's most significant strengths/contributions as well as its limitations/weaknesses.

The concluding section of the essay should address one of these questions: What contribution does this work make to an understanding of the development of the early American republic? Does the work add to, modify, or revise any other book (or books) we have read this semester? How does it relate to the larger themes (democracy, colonialism, imperialism, or Age of Revolutions) discussed in the first class? It should be noted that these are *brief* reviews. Long quotations are inappropriate and good, concise writing is essential. Papers are due at class time on the day we discuss the book and students may be asked to clarify points about the book during class discussion.

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.

### ***Drop Deadlines***

The last day to drop a class without tuition liability is Feb. 1. If you drop by Feb. 16, there is a 50% tuition penalty. THE FINAL DROP DATE is March 1, when there is no tuition refund.

### ***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 who need Academic Accommodations***

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.