Spring Semester 2004  
Wednesdays, 6:30-9:15 p.m.  
Room LA1-301

Office: Room FO2-109  
Office Hours: Tuesday & Thursday 2:00-3:30, Wednesday 4:00-6:00, and by appointment  
E-Mail: dmizelle@csulb.edu  
Course Web: http://www.csulb.edu/~dmizelle/teaching.html & http://www.beachboard.csulb.edu  
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Course Description:

This class covers many aspects of the political, economic, social, intellectual, and cultural history of the United States from 1800 to 1848. While we will proceed in a roughly chronological fashion, our readings and discussions will focus upon the possibilities, limitations and implications of two broadly conceived revolutions: the well-known American Revolution and the less familiar but arguably more important Market Revolution. Americans struggled to define themselves and their society amidst these political, economic, and social upheavals, creating a recognizably modern America in the process. This course is designed to explore some of the major issues and themes--westward expansion, slavery, religious revival, urbanization, reform movements, the democratization of society, and the construction of racial and gender ideologies--in this critical and exciting period of American history, many of which still have profound implications for twenty-first century Americans.

Although I will occasionally make brief presentations on selected topics and readings, this course will revolve around in-class discussion and analysis of primary documents and secondary studies of the early national period. Because I envision this class as a cooperative effort I expect each of you to attend class meetings having completed the reading and prepared to participate in a lively, informed and constructive manner.

Required Course Texts:

The following books are required for this course and may be purchased at the University Bookstore.

Frances Trollope, Domestic Manners of the Americans, ed. Pamela Melville-Singleton (1997).

Additional essays and primary materials complimenting these works may be handed out in class. Graduate students will also need to purchase two additional books (see below).

Major Problems in the Early Republic serves as the central text for the course. Each chapter contains a number of primary sources, excerpts from scholarly essays and monographs, and a list of recommended readings. Although the reading assignments in Major Problems are not especially lengthy, they are challenging and time-consuming and will require careful, close attention. I urge you to take detailed notes on each of the documents and essays. Doing so will clarify the significance of each selection and prepare you for the papers and class discussions. I will provide a series of guiding questions for each week's readings in Major Problems that should help you get the most out of both the primary and secondary documents.
Those of you who feel you lack sufficient background in U.S. history should consult one of the many U.S. history textbooks that are available. My favorite is Peter Carroll and David W. Noble, *The Free and the Unfree: A Progressive History of the United States*, 3rd ed. (2001); there are copies available at the bookstore. You may also wish to consult the outlines of American history provided by the U.S. Information Agency from 1954 to 1994 that are available on-line at http://odur.let.rug.nl/~usa/H/index.htm

If you need guidance on appropriate history citation form or instruction in historical research and writing, you may wish to purchase Mary Lynn Rampola, *A Pocket Guide to Writing in History*, 3rd ed. (2001). All students should also have a style manual (the History Department now publishes its own style manual, available at F02-106 for $5.00) and a quality dictionary to look up the unfamiliar words you will inevitably find in our readings.

**Course Assignments & Grading:**

**Undergraduates:**

1. Three short reaction papers, due dates below (50 points each, 150 points).
2. Mid-semester paper, due April 2nd (100 points).
3. Final paper, due May 19th (100 points).
4. Attendance, participation, and in-class assignments (50 points).

**Graduate Students:**

1. Three short reaction papers, due dates below (50 points each, 150 points).
3. Historiographic paper on a key theme, person, or event in the study of the early republic, due May 19th (100 points).
4. Attendance, participation, and in-class assignments (50 points).

Additional information about these assignments will be distributed and discussed in class and electronically. Students earning between 361-400 points will receive an A, between 321-360 points a B, 281-320 a C, and between 241-280 a D. Students earning fewer than 240 points will fail the class. Up to 40 points of extra credit can be earned through short reaction papers on History Department and American Studies Program guest lectures (see below).

**Course Policies:**

*Attendance:* Because we cover a great deal of material in this course, prompt and regular attendance is a necessity. Students who miss classes run the risk of receiving a failing grade or receiving a lower grade than the student might have secured with regular attendance. Excused absences must be documented by a doctor's note, a note from the Dean, or advance notice from the Athletic Director. Absences for religious observances are excused; please let me know of dates in advance. I allow one unexcused absence during the semester; thereafter each subsequent unexcused absence will result in the subtraction of points from your participation grade.

*Classroom Environment:* Feel free to ask questions and express opinions in this course, approaching readings and ideas actively and critically. As you do so, however, please strive to be courteous to your fellow students. To create a respectful and productive environment please avoid unnecessary distractions (such as ringing cell phones, beeping pagers, and conspicuous consumption of snacks) during class meetings.

*Course Readings:* You are expected to have completed the day's readings prior to coming to class and to be prepared to participate in discussions. Always bring the texts we will be discussing to class.
Papers: All work written outside the classroom must be typed or word-processed in a standard 10 or 12 point font, double-spaced, with one-inch margins. Your papers should, at a minimum, both present and critically analyze the main theoretical and historical arguments in your reading. All quotations must be cited by using parenthetical references, footnotes, or endnotes. If you are unsure about how or what to cite, please refer to A Pocket Guide to Writing in History. All papers should have your name, the course title and number, the due date, and an appropriate title or label for the assignment at the top. I strongly recommend that you keep copies of all your work, either on paper or on disk, for your protection.

Your papers will be evaluated for earnest effort and thoughtful, coherent content. Remember to clearly state your thesis and support your arguments with examples. Usage and grammar are not major concerns of grading, but a minimum mechanical competence to insure the "readability" of these papers is expected. I expect that you will proofread your papers and exams before handing them in. All assignments are due at the beginning of class on the day assigned. Electronic submission of papers is not allowed. If you know you are going to miss class on dates assignments due you must be proactive and request an extension in advance. Late assignments will lose points for each calendar day late and will not be accepted more than one week past their due date without a previously agreed to extension.

A Note for History Majors: The History Department now requires majors to move through a series of courses that begins with History 301, is followed by 302, and culminates in a Senior Seminar (499) that matches one of the areas of concentration selected for the major. History 499 must be taken in the last semester of work, or after 18 units of upper-division work have been completed in the major. Those 18 units must include at least six units (two courses) in the concentration that is the focus of the 499. Students in 499 are required to assemble a portfolio that reflects their work in upper-division history courses. This portfolio is designed to enable students to show development in the major and their mastery of key analytical, mechanical, and presentation skills. As a part of this process, history majors (or prospective majors) should save all work from upper-division history courses for potential inclusion in this portfolio. For portfolio guidelines, see www.csulb.edu/depts/history. For questions and/or advising about the portfolio, contact Professor Houri Berberian at hberber@csulb.edu, or telephone 562-985-4524.

Plagiarism & Academic Integrity: Students in this class will be held to a high standard of academic integrity, which is defined as "the pursuit of scholarly activity free from fraud and deception." Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. If I suspect all or part of an assignment may not be your own intellectual work I will ask to see your notes or drafts. I also may require electronic submission of the paper to facilitate running the paper through the databases at Turnitin.com. If you have any questions about academic integrity, please talk with me. I can and will fail a student for major infractions.

Disability Accommodation: Any student who feels that he or she may need an accommodation for any sort of disability should make an appointment to see me during my office hours so we can make arrangements for you to complete the requirements of the class.

Student Services: If you need help with written assignments or require guidance on note-taking and critical reading, please take advantage of the Writer's Resource Lab (LAB-312; 985-4329) or the Learning Assistance Center (Library East 12; 985-5350).

Technology: The CSULB Technology Help Desk is now available for students. Help is available on a wide range of computer issues including: BeachBoard, Windows and Mac OS, CSULB Internet Accounts, Remote Connectivity, Microsoft Desktop Applications, Anti-Virus, Internet and Web related topics. Visit them on the web at http://helpdesk.csulb.edu or contact the THD by phone at 562-985-4959 or send Email to helpdesk@csulb.edu. All students should e-mail me (dmizelle@csulb.edu) during the first week of class in order to sign up for the class distribution list.
Course Schedule:

Note: This syllabus is a work in progress and may be changed during the semester as necessary and appropriate. Changes will be announced in class and posted on the course web page. You are responsible for knowing about any changes.

Jan 28: Introduction to Course and to the Early American Republic

Feb 04: Background: The Constitution & Jeffersonian America
Reading: Wood, "The Significance of the Early Republic," MP-01, 2-8
Nieman, "Slavery and the Constitution," MP-02, 49-53
Young, "Constitution & Genius of the People," MP-02, 53-60
Appleby, "Capitalism & Rise of Republican Opposition," MP-03, 75-84
McCoy, "Jefferson & The Empire of Liberty," MP-04, 109-114
MP-05, 118-126 (Images of Women; Jefferson's Views)
Lewis, "The Republican Wife," MP-05, 133-137
Merrell, "Indian White-Relations," MP-05, 142-150
(please make sure you always read Wilentz's introductory comments to all MP chapters)

Feb 11: Early Nineteenth Century Politics
Reading: MP-06, 154-161 (Impressment, Tecumseh, Grundy, War Report, Webster, Battle of Thames)
Watts, "Liberal Impulse to War," MP-06, 177-186
MP-10, 335-336 (Monroe), 338-341 (Missouri Crisis, Adams), 345-348 (Calhoun)
Brown, "Missouri Crisis," MP-10, 351-359
Formisano, "Social Development & Political Parties," MP-10, 359-365

Mar 18: Northern Capitalism
Reading: Wilentz, "The Market Revolution, 1815-1848," MP-01, 8-14
MP-07, 191-195 (Lee, Tocqueville), 198-212 (Lowell, Cabinet-Makers, Skidmore, Potter)
MP-10, 337-338, 342-343 (Banking & Panic of 1819, Craft Workers' Manifesto)
Bruchey, "Early American Industrial Revolution," MP-07, 212-220
Wilentz, "Metropolitan Industrialization," MP-07, 220-227

Mar 25: 5pm Carla Kaplan Lecture & Discussion (No Class Meeting)

Mar 03: A Laborer's World
Reading: Otter, History of My Own Times

Reaction Paper 1 due

Mar 10: Southern Slavery
Reading: MP-08, 239-256 (Instructions, Commentaries, Slave Accounts, Petition, Kemble), 257-263 (Attacks & Counterattacks)
Levine, "Folk Tales & Slave Culture," MP-08, 279-286

Optional Extra Credit Paper on Kaplan Lecture due

Mar 17: A Slave's World
Reading: Incidents in the Life of a Slave Girl

Reaction Paper 2 due

Mar 24: Jackson's America
Reading: MP-10, 343-345 (Van Buren), 348-350 (Political Campaign)
Ward, "Political Cultures of 1828," MP-10, 365-370
MP-11, 376-393 (Internal Improvements, Nullification, Bank War, Party Views)
Remini, "Jackson & Democracy," MP-11, 399-406
Mar 31: Cesar Chavez Holiday (No Class Meeting)  

**Undergraduate Mid-Semester Paper due by 5pm Friday, April 2nd at my office**  

Spring Break  

Apr 14: A Sauk's World  
Reading: MP-09, 289-291 (Documents on Black Hawk War)  
MP-11, 374-376 (Jackson on Removal), 394-395 (Views on Removal)  
Black Hawk, *Autobiography*  

**Reaction Paper 3a due**  

Apr 21: Reform Movements  
Reading: MP-12, 425-440 (Finney, Beecher, Wright, Seneca Falls, Nativism)  
Johnson, "Class, Liquor, & Reform in Rochester," MP-12, 448-454  
MP-13, 473-479 (Walker, Garrison, NEASS), 482-492 (Hammond)  
DuBois, "Women's Rights & Abolition," MP-13, 503-509  
Harding, "Racial Tensions within Abolitionism," MP-13, 509-515  

Apr 28: 5pm Shelley Streeby Lecture & Discussion (No Class Meeting)  

May 05: A Woman's World  
Reading: MP-07, 195-197 (Advice on Domesticity)  
Stansell, "Working Class Youth," MP-07, 227-236  
Trollope, *Domestic Manners of the Americans*  

**Reaction Paper 3b due**  

May 12: Texas, Mexico, and Manifest Destiny  
Reading: MP-09, 291-296 (Texas), 303-308 (Kirkland)  
Faragher, "Transformation of Rural Community," MP-09, 318-331  
MP-14, 525-542 (O'Sullivan, Polk, War Fever, Mexican Views, Wilmot, Abolitionists, Whitman)  
Hietala, "Anxieties of Manifest Destiny," MP-14, 562-567  

**Optional Extra Credit Paper on Streeby Lecture due**  

May 19: **Undergraduate Final Paper & Graduate Research Paper due**, 7:15-9:15pm, Limerick's Pub  

Some advice to students from Benjamin Rush:  

"To obviate the inconveniences of their studious and sedentary mode of life, they should live upon a temperate diet, consisting chiefly of broths, milk, and vegetables. The black broth of Sparta and the barley broth of Scotland have been alike celebrated for their beneficial effects upon the minds of young people. They should avoid tasting spirituous liquors. They should also be accustomed occasionally to work with their hands in the intervals of study and in the busy seasons of the year in the country. Moderate sleep, silence, occasional solitude, and cleanliness should be inculcated upon them, and the utmost advantage should be taken of a proper direction of those great principles in human conduct—sensibility, habit, imitation, and association. The influence of these physical causes will be powerful upon the intellects as well as upon the principles and morals of young people."  

from *Thoughts Upon the Mode of Education Proper in a Republic* (1786).
375s04 Reaction Paper Topics

Each student will write reaction papers on three of the four personal narratives we are reading this semester. These papers will serve as the starting point for our discussions of the nineteenth-century worlds of William Otter, Harriet Jacobs, Black Hawk, and Frances Trollope. While you may craft your paper around an issue or theme that you find interesting in these works (that's why they are called reaction papers), you may wish to focus on the following suggested topics:

1. What does Otter's narrative tell you about daily life in antebellum America? In particular, what can we learn about labor, masculinity, violence and racism from Otter's adventures? How would you relate Otter's "history" to that presented by the modern historians of northern capitalism that we have been reading in Major Problems? Due March 3rd.

2. How does Harriet Jacobs' autobiography reveal the intersections of racial and gender oppression under slavery? What can we learn about family life under both slavery and freedom from Jacobs' narrative? How would you relate Jacobs' experiences to the modern histories of the slave south that we have been reading in Major Problems? Due March 17th.

3. What does the Life of Ma-Ka-Tai-Me-She-Kia-Kiak tell us about the various strategies used by Native Americans to resist American expansion? How much control did Black Hawk have over his own story and how were his ideas contained during the process of composition and publication? How would you relate Black Hawk's ideas about land to those found in the modern histories of frontier expansion that we have been reading in Major Problems? Due April 14th.

4. What does Fanny Trollope's book tell us about life in antebellum America? In particular, how does she describe the place of women in American society? What were her hopes for her American "adventure" and how did her actual experiences differ from her expectations? How would you relate Trollope's story to the modern histories of antebellum America that we have been reading in Major Problems? Due May 5th.

These short essays (1000 words maximum) should, at a minimum, draw upon the relevant personal narrative. Superior essays will integrate primary and secondary sources from the autobiography and Major Problems into an original and persuasive analysis of the issues posed by the questions. While it is certainly acceptable to restate the questions above as you craft your thesis, better papers will center upon a well-defined argument rather than just summarizing the material. Please try to be as specific as possible in your papers, and illustrate your arguments with examples or quotations. When you use quotations, introduce them with proper transitions and analyze their meaning—do not regard quotations as self-explanatory. All quotations must be cited using parenthetical references, footnotes, or endnotes.

Before submitting your papers, please thoroughly PROOFREAD them. Rather than relying upon your word processor's spell check program, read your paper carefully, looking for misspellings (watch out for homonyms—words that sound the same but are spelled differently and have different meanings), missing or incorrect punctuation (possessives are a major pitfall for many students, as is the proper punctuation around quotations), typos, and layout issues. It may be helpful to read the paper aloud, or have a friend read the paper, to help you discover if something in your paper is confusing or not easily understood.

Depth and originality of analysis, organization, coherence, clarity, stylistic smoothness, and mechanics will all be factors in determining your grade. Papers must conform to the guidelines provided on the course syllabus and are due at the beginning of class on the dates assigned.