

**California State University, Long Beach**  
**History 375 (Schedule Number 3542)**  
**The United States Emerges as a Nation**  
**Dr. Brett Mizelle**

Spring Semester 2005  
Wednesdays, 6:30-9:15 p.m.  
Room LA1-301

Office: Room FO2-109  
Office Hours: Wednesday and Thursday, 4:00-6:00 p.m. and by appointment  
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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 1789 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.

Sean Wilentz, ed., Major Problems in the Early Republic, 1787-1848 (1992).  
Gary Moulton, ed., The Lewis and Clark Journals: An American Epic of Discovery (2004).  
Frederick Douglass & Harriet Jacobs, Narrative of the Life of Frederick Douglass, an American Slave & Incidents in the Life of a Slave Girl, ed. Kwame Anthony Appiah (2000).  
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 your reading journals, papers, and in-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 favorites include Peter Carroll and David W. Noble, The Free and the Unfree: A Progressive History of the United States (2001) and Howard Zinn, A People's History of the United States (2003). 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, 4th ed. (2004). 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 papers, due dates below (20% of course grade each)
2. Reading journal (30% of course grade)
3. Attendance, participation and in-class assignments (10% of course grade)

#### Graduate Students:

1. Two of the three undergraduate papers (10% of course grade each).
2. Comparative review essay of Charles Sellers, The Market Revolution, 1815-1846 (1991) and Daniel Feller, The Jacksonian Promise: America, 1815-1840 (1995), due date to be decided (20% of course grade).
3. Historiographic essay on "Whither the Early Republic? A Special Forum on the Future of the Field," Journal of the Early Republic 24 (Summer 2004), 157-342, due May 16th (20% of course grade).
4. Reading journal (30% of course grade).
5. Attendance and participation (10% of course grade).

Additional information about these assignments will be distributed electronically and discussed in class. Grades will be given in ten percentage increments, with students in the top 10% of the course receiving an A, the next 10% receiving a B, and so on. There will be opportunity for extra credit worth up to 10% of the course grade through short reaction papers on History and American Studies guest lectures and museum exhibitions related to the course.

### **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. Please make sure that you always read the introductions to our texts—they contain useful information and contexts.

*A Note for History MA Students:* I expect graduate students enrolled in this class to perform at a higher level than the average undergraduate student. Toward that end, there are two additional essays required of MA students that are historiographic in nature. I will arrange to meet separately with graduate students to talk about these essays and other issues raised in the course. Please talk with me if you have any questions about my expectations of your effort and scholarly output.

*Reading Journals:* All students in History 375 will keep a weekly journal of their reactions to our course readings. Guidelines for this assignment will be distributed and discussed in class.

*Papers:* Your formal papers 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, or, for non-class meeting due dates, by 5pm at my office. Electronic submission of papers is not allowed. If you know you are going to miss an assignment due date 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](http://www.csulb.edu/depts/history). For questions and/or advising about the portfolio, contact Professor Dennis Kortheuer at [dkortheu@csulb.edu](mailto:dkortheu@csulb.edu), or telephone 562-985-4440.

*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](mailto:helpdesk@csulb.edu). All students should make sure that their CSULB e-mail accounts forward to their preferred e-mail accounts so that you will receive course assignments and announcements.

### **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 26: Introduction to Course and to the Early American Republic

Feb 02: The Constitution & The Contested Politics of the 1790s  
 Reading: Wood, "The Significance of the Early Republic," MP-01, 2-8  
 MP-02: "The U.S. Constitution and the Federalist Ascendancy"  
 MP-Appendix: "The Constitution and Amendments 1-12" [Know your rights!!]  
 MP-03: "The Political Crises of the 1790s"

Feb 09: Jeffersonian America  
 Reading: MP-04: "The Republican Jefferson and the Jeffersonian Republic"  
 MP-05: "Gender, Race and Ideology in the Early Republic"

Feb 16: The Corps of Discovery: Up the Missouri  
 Reading: Moulton, "Introduction" to The Lewis and Clark Journals Journals, chapter 1-3

Feb 23: The Corps of Discovery: Into the Unknown  
 Reading: Journals, chapters 4-9

Mar 02: The Corps of Discovery: Homeward Bound

Reading: Journals, chapters 10-12 and "Afterward"

**Monday, March 7th: Paper 1 due**

Mar 09: Early Nineteenth Century Politics  
 Reading: MP-06: "The War of 1812"  
 MP-10: "The Era of Bad Feelings," 335-336, 338-341 (Monroe, Missouri Crisis,  
 Adams)

Brown, "Missouri Crisis, Slavery, and Rise of Jacksonians," MP-10, 351-359  
 Formisano, "Social Developments and Political Parties," MP10, 359-365

Mar 16: Northern Capitalism  
 Reading: Wilentz, "The Market Revolution, 1815-1848," MP-01, 8-14  
 MP-07: "The Rise of Northern Capital" (except for Stansell, which we'll read with

Trollope)  
 MP-10: "The Era of Bad Feelings," 337-338, 342-343 (Banking & Panic of 1819,  
 Craft Workers' Manifesto)

*Spring Break*

Mar 30: Southern Slavery  
 Reading: MP-08: "The Slaveholders' Regime"; begin Jacobs

Apr 06: A Slave's World  
 Reading: Harriet Jacobs, Incidents in the Life of a Slave Girl

**Monday, April 11th: Paper 2 due**

Apr 13: Jackson's America  
 Reading: MP-10, 343-350 (Van Buren, Calhoun, Political Campaign)  
 Ward, "Political Cultures of 1828," MP-10, 365-370  
 MP-11: "Jacksonians, Whigs, and the Politics of the 1830s"

Apr 20: Westward Expansion  
 Reading: MP-09: "Struggles for the West"  
 MP-14: "The Bitter Fruits of Manifest Destiny"

Apr 27: Reform Movements  
 Reading: MP-12: "Reforms in Conflict"  
 MP-13: "Abolitionism, Antiabolitionism, and Proslavery"

May 04: 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, volume 1

May 11: Perspectives on Early Nineteenth Century America  
 Reading: Trollope, Domestic Manners of the Americans, volume 2  
 MP-Epilogue: "Fast-Fish and Loose Fish," from Melville's Moby-Dick  
**Collected Reading Journal entries due**

**Final papers due Monday, May 16th, 5pm**

## Reading Journals

All students in History 375 will keep a weekly reading journal. For each week of the course you will need to write down your reactions to our course readings. Sometimes I will ask you to speak about specific issues or will provide you with some questions to consider about the readings (as I will, for example, for our readings in *Major Problems*), but for the most part, I would like to see you "grapple with" the ideas and experiences of Americans in the early republic.

Each entry in your reading journal should aim to display your own independent thinking about our primary documents. You can assume that we already know what's in the reading. That means you don't have to reproduce the content. Instead, shape a commentary on the reading or readings, starting from your own line of questioning. This can be a particular insight or an analysis of something interesting or unusual. You may also sketch a broader, more synthetic picture that makes a connection to other readings, other course material, or other historically-relevant knowledge. You can choose any one of a number of strategies, as long as you show your own thinking.

I would prefer that these reading journals be typed and contain two to three paragraphs of analysis and reflection per week. Unlike your formal papers, these do not need to be double-spaced. They also will not be held to the high standards I expect from formal written assignments—they are journals, after all. Please limit your weekly reflection on our primary sources to no more than one single-spaced page, including the following heading:

Your Name  
375s05 Reading Journal—Week \_\_\_\_  
Date

Please make sure that you make it clear which readings you are reflecting upon in your journal, as most weeks you'll have several to choose from. You should complete your journal entry for a given week prior to coming to class so that we can use them to help structure our discussion. You will find that they also will help you organize your thoughts and develop topics for our formal papers.

I will collect these reading journals weekly to see what you are thinking about. To provide you with a bit of flexibility, however, over the course of the semester, you may use four "get-out-of-the-journal-free" passes. This will mean that, at a minimum, you should have ten journal entries to re-submit at the end of the semester. Weekly journals will be assessed on a three-tiered system: √+ (excellent), √ (satisfactory), √- (unsatisfactory). I'll provide a standard letter grade for your journal as a whole at the end of the semester.

Don't hesitate to try out new thoughts or write about something you are still thinking through in these journal entries. I hope that you will find them to be an important part of how you learn—and a useful demonstration of how you think—by the end of the semester.

**Advice to students from Benjamin Rush**, from Thoughts Upon the Mode of Education Proper in a Republic (1786):

"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. ... 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."