



The Maryland Historical Society

Wilson Peale

History 337 01

Jefferson and Jackson

"Exhuming The First American Mastodon" 1806-1808 , Charles

Class Time: Wednesdays, MWF 9:00-9:50

Instructor: Ian M. Michie

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Office Hours: Mondays, Wednesdays: 10:00-12:00
(or by appointment)

Course Goals:

This course will evaluate major events of the American Republic from 1789 through the end of the Mexican War in 1848. We will be focusing on several aspects of political and cultural life during the period including American expansionism, military conflicts, legislative debates, social reform, urban and rural life. Using a variety of primary and secondary readings we will study the period in term of its ideas and institutions, forming a critical analysis of these important developments in relation to American society as a whole, past and present.

Class Objectives: The UNCG Department of History has composed a list of 4 key learning goals for history majors. These goals include student learning outcomes for the General Education Program regarding Historical Perspectives. The department guidelines are as follows:

- 1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods. [Historical Comprehension]**
- 2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [Historical Analysis]**

3. **Conduct original research by investigating and interpreting primary and secondary sources. [Historical Research]**

4. **Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing. [Historical Interpretation]**

Class Policies:

As your instructor I hope to affectively guide you through this material, but a few rules are necessary to ensure that this process is as enriching and productive as possible.

Attendance: It is very important that you attend every class session. Absences will affect your final grade. Habitual lateness will also be reflected in your final grade. Try to be prompt in getting to class. If there is a problem getting to class on time please let me know as far in advance as possible.

Cell phones must be turned off at all times. If I **SEE** a cell phone it will result in an unexcused absence for the day.

All course requirements must be completed to receive a passing grade for the class. Students should keep copies of all graded assignments until the end of the semester.

Assignments are expected to be handed in on their assigned due date; if legitimate circumstances arise (such as an illness) it is your responsibility to contact me. Unexcused late work will be penalized accordingly.

Academic Integrity: The student must not misrepresent work that is not their own. It is very important to me to hear **your own** interpretation of the material **in your own words**. If you strive toward this goal, consistently attend class, and participate thoughtfully in discussion you will succeed in the course. For more information on academic integrity see:

<http://academicintegrity.uncg.edu/complete>

Canvas:

We will be using Canvas for assignments, announcements, and email communication. I will post an active syllabus on Canvas that may change slightly through the course of the semester. Please check for changes and announcements regularly. Most announcements will be in the form of a group email, so check the inbox of your UNCG email account often.

Required Reading:

The Kingdom of Matthais: A Story of Sex and Salvation in 19th-Century America Paul E. Johnson & Sean Wilentz (Oxford Press, 2012).

The Long Bitter Trail: Andrew Jackson and the Indians, Anthony F.C. Wallace (Hill and Wang, 1993).

Supplementary Reading: I will be posting readings from these books on Canvas. You are not required to buy them.

Milestone Documents in American History: Exploring the Primary Sources that Shaped America Vols. 1&2, Paul Finkleman, ed. (Schlager Group, 2008).

Assignments: Exams: There are two exams, a midterm and a final, required for this course. The exams will consist of 4-5 essay questions addressing themes and/or developments of the period. Taking careful notes during lecture and while reading can significantly aid you in preparing for the tests.

Research Project: You will be required to produce a paper of 8-10 pages of original research focusing on an individual, event, or idea from the period. You will give a 15 minute class presentation at the end of the semester on your topic. The presentation should employ visual aids (Power Point, Prezi, etc.). I will hand out a detailed instruction sheet the third week of class that will also provide a list of possible topics. You may also choose a topic not from the list with approval from me.

Participation: This class will rely a great deal on discussions. It's important to come to class having read the week's assigned reading. I may give quizzes based on the reading which will count as part of your participation grade.

Grading Summary:

Midterm: 25%

Final: 25%

Research Project and Presentation: 25%

Attendance, Assignments, Participation: 25%

Class Schedule

January 17-19: Introduction, syllabus review, American Democracy in a Revolutionary Age

January 23-27: The Making of Jeffersonian Democracy

Readings: Documents from *Jefferson Vs. Hamilton* (Blackboard)

January 30-February 3: Jefferson's Presidencies

Readings; "President Thomas Jefferson on Political Reconciliation, 1801;" "Robert R. Livingston on the Louisiana Purchase Negotiations" (Blackboard)

February 6-10: Nationalism and the War of 1812

Readings: "Tecumseh Confronts Governor William Henry Harrison, 1810;" "Federalist Daniel Webster Criticizes the War, 1812" (Blackboard)

February 13-17: The Market Revolution in America

"Views on the Commercialization of the Countryside;" "Perspectives on the Self-Made Man;" "Thomas Skidmore on the Rights of Man to Property." (Blackboard)

February 20-24: Women in the early nineteenth century; **research topics due**

Readings: *The Kingdom of Mathhais* parts one and two

February 27-March 3: Religion and the Second Great Awakening

Readings: *The Kingdom of Mathhais* parts three, four, and epilogue

March 6-10: Midterm

March 13-17: Spring Break

March 20-24: Slavery and the Nation

Readings: "William Lloyd Garrison Urges Immediate Abolition, 1831;" "The Antiabolitionist Outlook, 1833, 1835" (Blackboard)

March 27-31: Jacksonian Democracy

"A Jacksonian View of the Opposition;" "The Whigs Take to the Woods" (Blackboard)

April 3-7: The Politics of Moral Improvement

Readings: "Lyman Beecher on the Temperance Crusade;" "Class, Liquor, and Reform in Rochester" (Blackboard)

April 10-14: Indian Removal

Readings: Chapters one and two of *The Long, Bitter Trail*

April 17-21: Manifest Destiny and the Mexican War; research paper due; presentations begin

Readings: finish *The Long Bitter Trail*

April 24-28: Presentations

April 30: Final