

University of Florida
Department of History
Fall 2022

AMH4160: The Early American Republic, 1789-1848

Professor Sean Adams
MWF Period 4 (10:40-11:30)
Keene-Flint 0119

Course Introduction and Objectives

This class covers the history of the United States during the first five decades of the nineteenth century. We will follow a narrative account of these years, but will also focus our attention upon three major themes. First, this course will examine the formation of the American nation in terms of political structure, culture, and society during the late eighteenth and early nineteenth century. Second, we will examine the many meanings of Jacksonian “democracy” and the political changes that occurred during these years. Finally, we will discuss the increasingly diverse growth of the North and the South and the controversies surrounding American slavery by the time of the War with Mexico. By the conclusion of this course, I hope that you leave with a greater understanding for the early history of the United States, and also an enhanced appreciation for the many complexities involved in the formation of the American nation.

After completing this course, students will have a greater appreciation of this critical period of American history. Students also should expect to spend time analyzing primary sources, the “raw ore” of historical research, as well as synthesizing them into broader historical arguments. Over the course of the semester, students will also hone verbal and written arguments that use both primary and secondary sources in order to address complex historical questions.

Required Readings

Assigned readings will come from the following six books. Check each class session to see what readings are due for that day and come to class ready to discuss. Otherwise, you run the risk of getting lost as you try to catch up with the rest of the class. In order to participate in the class—and participation will be figured into your grade—you need to have the assigned readings completed. All of the following books are required for the course.

1. Joanne B. Freeman, *Affairs of Honor: National Politics in the New Republic* (New Haven: Yale University Press, 2002). ISBN 0300097557
2. Adam Rothman, *Slave Country: American Expansion and the Origins of the Deep South* (Cambridge, MA: Harvard University Press, 2007) ISBN 9780674024168
3. Lori D. Ginzberg, *Untidy Origins: A Story of Woman’s Rights in Antebellum New York* (Chapel Hill: University of North Carolina Press, 2005) ISBN 0807856088
4. Lynn Hudson Parsons, *The Birth of Modern Politics: Andrew Jackson, John Quincy Adams, and the Election of 1828* (New York: Oxford University Press, 2009) ISBN 9780199754243

5. Timothy J. Henderson, *A Glorious Defeat. Mexico and its War with the United States* (New York: Hill and Wang, 2007) ISBN 0809049678

6. Sean Patrick Adams, *The Early American Republic: A Documentary Reader* (Boston: Wiley Blackwell, 2009) ISBN 9781405160988

A note on required readings:

You'll notice that I've assigned my own primary source reader as a required book for this course. I developed this text from prior versions of this course and so that is why I chose to use it. I earn between \$1.31 and \$0.53 per copy sold, depending on the version (paperback, ebook, etc.) and assuming that students purchase it new. I do not want to profit from my own students, so I am happy to reimburse you the highest royalty amount (\$1.31) if you get in touch with me. Otherwise, every time I use this text, I double the maximum amount I could earn in royalties from the class and donate it in AMH4160's name to the Machen Opportunity Scholars Program, which benefits first generation college students.

Assignments and Grading

Your grade on this class will be determined by your performance on a variety of written assignments, including essay exams and papers, and your participation in the course. The major written determinants of your grade in this course will be your performance on two take-home exams (5-7 pp.), a series of smaller papers derived from primary sources, and a take-home final exam. The lowest two primary source analyses grades may be dropped—in other words, you are responsible for turning in at least five (5) of these over the course of the semester. In addition, your attendance and class discussion will contribute to your grade. The breakdown of the grades and the grading scale are as follows:

Grade Calculation	Grading Scale	Grade Value
First Exam: 20%	100-93=A	A=4.0
Second Exam: 20%	92-90=A-	A-=3.67
Primary Source Analyses: 25%	89-87=B+	B+=3.33
Participation: 10%	86-82=B	B=3.00
Final Exam 25%	82-80=B-	B-=2.67
	79-76=C+	C+=2.33
	75-72=C	C=2.00
	71-69=C-	C-=1.67
	68-66=D+	D+=1.33
	65-62=D	D=1.00
	61-60=D-	D-=0.67
	59-0=E	E=0.00

I will provide you with details regarding the guidelines, expectations, and evaluation of this written work over the course of the semester. This is yet another reason why regular attendance in this course is not optional, but mandatory. Any more than three (3) unexcused absences will result in a reduction of the participation grade by a full letter. More than six (6) absences will result in a failing grade for the course. Please be respectful to your fellow students by turning off all cell phones and pagers, arriving on time, and please avoid making excessive noise. You may use a computer to take notes, but any distracting web surfing, game playing, or other behavior will not be tolerated. Students who do not abide by these simple rules of courtesy will be asked to leave.

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodation must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drp/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Plagiarism will not be tolerated in this class, as it constitutes intellectual theft and academic dishonesty. If you turn in the work of others and try to pass it off as your own, you will fail that assignment and risk expulsion from the University of Florida. I will give you the guidelines, expectations, and other information regarding the written work in this course, so you really have no reason to cheat. I take these matters very seriously and will prosecute vigorously if provoked. Any possible rewards derived from plagiarism simply don't justify the risk! All students must conform to UF's honesty policy regarding cheating, plagiarism, and the use of copyrighted materials, which you can find at

<http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>.

Your major assignments will be monitored with the Turnitin Anti-Plagiarism Service, so please keep in mind that cheating on the assignments in this course will be much more difficult than actually doing the work.

No late work can be accepted for full academic credit. Any make-up exams or essays must be approved by the instructor after the submission of appropriate documented evidence that supports why a make-up exam or essay is appropriate. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Contacts, Confidentiality and Recording Policies

It's always a good idea to meet with an instructor to track your progress in a college course. I am happy to meet with you in person during office hours—keep in mind that you can schedule a meeting with me outside of the scheduled hours—to discuss grades, assignments, or other course-related concerns during my regular office hours or appointments. If you have a brief question about the course, feel free to drop me an e-mail. However, I cannot accept assignments as e-mail attachments in this course without prior arrangement. I also cannot discuss grades over e-mail or the phone, as student records are confidential. UF views each

student, not their parent(s), as the primary contact for all communication. For more information, see:

<http://www.registrar.ufl.edu/ferpa.html>

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Honor Code and Student Conduct Code.

I may keep a personal recording of class sessions, but I am bound by the same restrictions on publication and distribution. These audio recordings are for my own use only.

Schedule of Topics and Readings

(topics, due dates, and other scheduled events are subject to revision by the instructor)

Section One: The Struggle to Make a Nation

Week One: Introduction

August 24 Introduction to the Course

August 26 Everyday Life in 1789
Readings: Freeman, *Affairs of Honor*, pp. xiii-xxiv; Adams, *The Early American Republic*, pp. 1-9.

Week Two: The New Republic

- August 29 "No Event Could Have Filled Me with Greater Anxieties"
Readings: "First Inaugural Address of George Washington, April 30, 1789," in Adams, *The Early American Republic*, 13-16; Freeman, *Affairs of Honor*, pp. 1-10.
- August 31 A Landscape of Challenges
Readings: "Tickagiska King Addresses President George Washington, May 19, 1789," in Adams, *The Early American Republic*, pp. 16-17.
- September 2 How to Make a Republican Society?
Readings: Freeman, *Affairs of Honor*, pp. 11-61; "Western Pennsylvanians Petition Against Taxes, March 19, 1790," in Adams, *The Early American Republic*, pp. 17-20.

Week Three: Early Crisis

- September 5 Labor Day Holiday—No Class
- September 7 Federalists in Control
Readings: Freeman, *Affairs of Honor*, pp. 62-104; "A Federalist Appeal to Voters, 1792," in Adams, *The Early American Republic*, pp. 21-24.
- September 9 Who Are Aliens? What Is Sedition?
Readings: Freeman, *Affairs of Honor*, pp. 105-198; "Abigail Adams on the Partisan Press, 1797," "Matthew Lyon Criticizes 'Aristocratic' Politics, 1797," and "A Massachusetts Farmer Attacks the Federalists, 1798," in Adams, *The Early American Republic*, pp. 24-28.
- First Primary Source Analysis Due Today**

Week Four: Jefferson's America

- September 12 The Revolution of 1800
Readings: Freeman, *Affairs of Honor*, pp. 199-262; "First Inaugural Address of Thomas Jefferson, 1801," in Adams, *The Early American Republic*, pp. 29-32.
- September 14 Jefferson's America
Readings: Rothman, *Slave Country*, pp. 1-35; "A New Name for the United States?" and "Rules of Etiquette in Jefferson's White House, 1803," in Adams, *The Early American Republic*, pp. 33-38.
- September 16 Dambargo!
Readings: Freeman, *Affairs of Honor*, pp. 262-293.
- Second Primary Source Analysis Due Today**

Week Five: The American Republic at War

- September 19 Tension on the Borderlands
Readings: Rothman, *Slave Country*, pp. 37-70. "Lewis and Clark Make American Claims in the 'Great West,' 1805," "Tecumseh Speaks Out Againsts American Policy in the Old Northwest, 1810," and "An Artist's Depiction of Scalping During the War of 1812," in Adams, *The Early American Republic*, pp. 39-46.
- September 21 The Wars of 1812, Part 1
Readings: "James Madison Justifies War with the British, 1812," in Adams, *The Early American Republic*, pp. 47-50.
- September 23 The Wars of 1812, Part 2
Rothman, *Slave Country*, pp. 73-162; "The Hartford Convention Denounces the War, December 15, 1814," and "An Eyewitness Account of the Battle of New Orleans, 1816" in Adams, *The Early American Republic*, pp. 50-57.

Section Two: A Nation on the Move

Week Six: The Republic Remade

- September 26 American Citizenship in the Early Republic
Readings: Ginzberg, *Untidy Origins*, 27-47; Parsons, *The Birth of Modern Politics*, pp. 1-38
- September 28 Checking in on the Early Republic
First Major Essay Due
- September 30 America in 1819
Readings: Parsons, *The Birth of Modern Politics*, pp. 39-67; "A Poem About a Panic, 1819," "Americans on Their Way to a Camp Revival, 1819," and "A Satirist Looks at the American Militia, 1819," in Adams, *The Early American Republic*, pp. 61-66.

Week Seven: Expansion

- October 3 Internal Improvement
Readings: "John C. Calhoun Promotes Federal Internal Improvements, 1817" and "The Erie Canal Hits the American Stage, 1830," in Adams, *The Early American Republic*, pp. 67-70, 79-83.
- October 5 The New West and its Problem
Readings: Rothman, *Slave Country*, pp. 165-224; "Maine Answers the 'Missouri Question,'" "An Englishwoman Remembers Her First Illinois Winter, 1848" and "Frances Trollope Describes Cincinnati, 1832," in Adams, *The Early American Republic*, pp. 72-75, 83-86, 102-105.
Third Primary Source Analysis Due Today
- October 7 Homecoming—No Class Session

Week Eight: A New North

- October 10 Little Commonwealths: The Northern Household in the Early Republic
Readings: Ginzberg, *Untidy Origins*, pp. 49-81; "Lydia Marie Child on the Family Economy and Soapmaking, 1830" in Adams, *The Early American Republic*, pp. 96-99.
- October 12 Work and Workers in the Early Republic
Readings: "Two Views on the Morality of Capitalism in the Early Republic, 1834 and 1836," in Adams, *The Early American Republic*, pp. 96-99.
- October 14 Dirty B'Hoys and Fallen Women: New York City as an Urban Problem
Readings: "A Poem Composed to Cholera, 1832" and "A Raucous Omnibus Ride in New York City, 1849" in Adams, *The Early American Republic*, pp. 105-112.
Fourth Primary Source Analysis Due Today

Week Nine: Knowing One's Place

- October 17 Burned Over: Religious Revivals in the North
Readings: "Radical Quakers Appeal to Frances Wright, 1828," "Rev. Charles Finney on Changing One's Own Heart, 1836," and "Zilpha Elaw Remembers Preaching in the North and South, 1846" in Adams, *The Early American Republic*, pp. 115-121.
- October 19 Separate Spheres?
Readings: Ginzberg, *Untidy Origins*, pp. 83-106
- October 21 A New Old South
Readings: "Charles Ball Describes Moving in the Slave Trade, 1837," "Henry Bibb Describes Slave Labor in the Cotton Fields, 1849," Adams, *The Early American Republic*, pp. 86-90, 99-101.

Week Ten: The Promise of the Republic

- October 24 Reforming the Republic
Readings: "Boston Physicians on Temperance, 1832," "Mathew Carey Advocates Reform for Seamstresses, 1833," in Adams, *The Early American Republic*, pp. 70-72.
- October 26 Sylvester Graham: American Reformer
Readings: "Sylvester Graham Denounces 'The Appetites,' 1837," in Adams, *The Early American Republic*, pp. 127-131.
- October 28 Anti-Slavery and Abolition
Readings: "The American Colonization Society Appeals to Congress, 1820," "African-American Leaders Reject Colonization Schemes, 1831," "Declaration of

Sentiments of the American Anti-Slavery Society, 1833” and “Maria Stewart Speaks at African Masonic Hall, 1833” in Adams, *The Early American Republic*, pp. 122-127, 131-144

Fifth Primary Source Analysis Due Today

Week Eleven: The Rise of Jackson

- October 31 1824 and the “Corrupt Bargain”
Readings, Parsons, *The Birth of Modern Politics*, pp. 69-108
- November 2 Defining the “Common Man” in the North and South
Readings: Parsons, *The Birth of Modern Politics*, pp. 109-131; “David Walker Describes the Condition of Free African-Americans, 1829” and “Sarah Grimké Defends the Rights of Women, 1837” in Adams, *The Early American Republic*, pp. 152-158.
- November 4 American Politics in the Early Republic

Section Three: Jacksonian America

Week Twelve: Monsters

- November 7 The Election of 1828
Readings: Parsons, *The Birth of Modern Politics*, pp. 133-187 ; “The Inauguration of Andrew Jackson, 1829” in Adams, *The Early American Republic*, pp. 147-152;
- November 9 The Bank War
Second Major Essay Due
- November 11 Veteran’s Day—No Class Meeting

Week Thirteen: The Second American Party System

- November The Will of the People?
Readings: “Andrew Jackson Attempts to Justify Indian Removal to Congress, 1830,” in Adams, *The Early American Republic*, pp. 159-162.
- November 16 Removal and the Trail of Tears
Readings: “John Ross Explains the Position of the Cherokee Nation, 1834” and “A Description of Native American Removal in Tennessee, 1835” in Adams, *The Early American Republic*, pp. 162-166.
- November 18 Pushback: Whigs, Nativists, and Locofocos vs. Democrats
Sixth Primary Source Due Today

Week Fourteen: What Hath Jackson Wrought?

- November 21 The Second American Party System

Readings: Parson, *The Birth of Modern Politics*, pp. 189-197; "A Violent Election Season in New York City, 1834," "Henry Clay on Whig Strategy, 1838," and "New Hampshire Papers Debate the 'Log Cabin' Campaign, 1840," in Adams, *The Early American Republic*, pp. 167-173.

November 23 Thanksgiving Holiday—No Class

November 25 Thanksgiving Holiday—No Class

Week Fifteen: A Clash of Two Republics

November 28 Young America and Old Mexico

Readings: "An Editor Endorses the Idea of 'Manifest Destiny,' 1845," and "Walter Colton on the Discovery of Gold in California, 1850," in Adams, *The Early American Republic*, pp. 185-194; Henderson, *A Glorious Defeat*, pp. 3-74.

November 30 All of Texas and All of Oregon

Readings: "Sam Houston's Inaugural Address for the Republic of Texas, 1836," in Adams, *The Early American Republic*, pp. 185-188; Henderson, *A Glorious Defeat*, pp. 75-132.

December 2 Conflict on the Borderlands

Readings: "President Polk's War Message, 1846," in Adams, *The Early American Republic*, pp. 195-199; Henderson, *A Glorious Defeat*, pp. 133-156.

Seventh Primary Source Analysis Due Today

Week Sixteen: War With Mexico

December 5 The Halls of Montezuma

Readings: "An American Sergeant's Perspective on the War with Mexico, 1847" in Adams, *The Early American Republic*, pp. 199-203; Henderson, *A Glorious Defeat*, pp. 157-178.

December 7 The Occupation and the Peace

Readings: "Guillermo Prieto Describes the Occupation of Mexico City, 1850" in Adams, *The Early American Republic*, pp. 204-207; Henderson, *A Glorious Defeat*, pp. 179-191.

Final Exam Period: Wednesday, December 14, 2022 @ 3:00 pm

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