Graduate Readings in
U. S. Political History

Textbooks

Dubois, Laurent
Avengers of the New World: The Story of the Haitian Revolution

Holton, Woody
Unruly Americans and the Origins of the Constitution

Howe, Daniel Walker
What Hath God Wrought: The Transformation of America, 1815-1848

Hutchinson, John, and Anthony Smith, eds.
Nationalism (Oxford Readers)

Kramer, Paul
The Blood of Government: Race, Empire, the United States, and the Philippines

Loughran, Trish
The Republic in Print: Print Culture in the Age of U.S. Nation Building, 1770-1870

McConville, Brendan
The King’s Three Faces: The Rise and Fall of Royal America, 1688-1776
May, Robert E.  
*The Southern Dream of a Caribbean Empire*

Novak, William J.  
*The People's Welfare: Law and Regulation in Nineteenth-Century America*

Pierson, Michael  
*Free Hearts and Free Homes: Gender and American Antislavery Politics*

Taylor, Alan  
*William Cooper's Town: Power and Persuasion on the Frontier of the Early American Republic*

Warner, Michael  
*The Letters of the Republic: Publication and the Public Sphere in Eighteenth-Century America*

Zagarri, Rosemarie  
*Revolutionary Backlash: Women and Politics in the Early American Republic*

These and several other books we are using have been placed on reserve at the Ellis Library circulation desk. The articles listed below are either available through the “Electronic Journals” link on the MU library web site or I will supply electronic copies. Please let me know if you have any difficulties finding any of the readings. While I am not formally assigning it to the class, students new to the Early Republic or MU may find the following volume helpful as background: Jeffrey L. Pasley, Andrew W. Robertson, and David Waldstreicher, eds., *Beyond the Founders: New Approaches to the Political History of the Early American Republic* (Chapel Hill: University of North Carolina Press, 2004).

**Course Overview**

The main purpose of this course is to survey and analyze the astonishing diversity and sophistication that has come to characterize the study of American political history at the turn of the 21st century. Though no longer the discipline's defining field — history has been much more than "past politics" for the decades — political history is alive and well, though sometimes in surprising guises and under different auspices than those of political history or even the historical profession. Moving chronologically through American history from the colonial period to the early 20th century, we will sample a number of innovative, currently popular, and emerging approaches to political history, hammering out through discussions what the state of the field is and what we as a class believe it should be.

**Requirements**

Our primary method will be reading and discussion. Each student should come to class prepared to discuss that week’s reading in detail, armed with questions of their own to raise with the rest of the class. As long this seems to work, we will eschew the weekly papers that are typical in this sort of class. If student preparation and participation become a problem, I reserve the right to start assigning weekly papers and count them in the participation grade.

The major writing assignment will a 15-20 historiographic essay on a political topic connected to each student’s research interests. I will work with each student to formulate an appropriate topic. Much more than an annotated bibliography, an historiographic essay should be a critical history of the historical writing on a particular topic. Just as with any other historical essay you might write, your historiographic essay should have a clearly defined topic, a narrative, and an
argument. Rather than stringing several book reviews or book reports together, you will need to
digest and reprocess the historical works you have read into an essay of your own, organized
according to the themes you want to highlight and the argument you want to make. We will be
reading several good historiographic essays you can use as models, and there is also a good
discussion of this type of writing, with additional examples, at http://www.cgu.edu/pages/840.asp.

**Final Grades**

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<tr>
<td>Historiographic Essay</td>
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<td>Discussion Participation</td>
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**ACADEMIC DISHONESTY** will not be tolerated in this course. Any student who cheats on a test
or submits written work that is not his or her own (“plagiarism”) will fail the course and be reported
to the appropriate university authorities. All students are, and should consider themselves, bound by
the university regulations on Academic Discipline and Student Conduct that can be found in the “M-
Book” at http://web.missouri.edu/~mbookwww/. Students should also be aware that plagiarism and
cheating can take more subtle forms than simply copying another student’s paper or a published
work verbatim. Paraphrasing, rewriting, or borrowing ideas without giving credit are also considered
academic dishonesty. It goes without saying that papers downloaded, purchased, or commissioned
over the Internet or through any other means are strictly forbidden. Students should be aware that
plagiarism is usually very easy to catch. Most college students just do not write as well or in as
sophisticated a manner as the professional published authors whose works are typically plagiarized.
The grades for any suspicious work will be withheld until a full investigation can be conducted, even
if it takes until after the semester is over.

**Notice for Students with Disabilities or Serious Medical Problems**
If you need accommodations because of a disability, if you have emergency medical information to
share with me, or if you need special arrangements in case the building must be evacuated, please
inform me immediately. See me after class, or at my office, 214A Read Hall, during office hours,
listed above, or send me an email at PasleyJ@missouri.edu. To request academic accommodations
(for example, a notetaker), students must also register with Disability Services, AO38 Brady
Commons, 882-4696. It is the campus office responsible for reviewing documentation provided by
students requesting academic accommodations, and for accommodations planning in cooperation
with students and instructors, as needed and consistent with course requirements.
I am not setting up a website specifically for this course, but the syllabus will be online at my homepage, [http://jeff.pasleybrothers.com](http://jeff.pasleybrothers.com), where you can also find easy access to many important research resources and much general edification. Here is a link to all the history-related electronic resources the MU libraries offer. You may also find some useful perspectives on the material covered by this course at my blog on history and politics, “Publick Occurrences 2.0,” at [http://www.common-place.dreamhost.com/pasley/](http://www.common-place.dreamhost.com/pasley/) or [http://jeffpasley.com](http://jeffpasley.com).

## SCHEDULE

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>Aug. 26</td>
<td>Introductions</td>
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<tr>
<td>Sept 2</td>
<td>Monarchy in America</td>
<td>McConville, <em>The King’s Three Faces</em></td>
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<td>Sept 9</td>
<td>Popular Constitutionalism</td>
<td>Holton, <em>Unruly Americans</em></td>
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<td>Christian G. Fritz, &quot;Fallacies of American Constitutionalism,&quot;</td>
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<td><em>Rutgers Law Journal</em> 35 (2004): 1327-1369; OR</td>
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<td>Christian G. Fritz, &quot;Recovering the Lost Worlds of America's Written</td>
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<td>Sept 16</td>
<td>Print Culture and the Early Republic</td>
<td>Warner, <em>Letters of the Republic</em></td>
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<td>Calhoun, ed., <em>Habermas and the Public Sphere</em> (Cambridge, Mass.: MIT</td>
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<td></td>
<td></td>
<td>Press, 1992), 377-401 (reserve)</td>
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<td></td>
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<td>RECOMMENDED: Pasley, <em>Tyranny of Printers</em>, chaps. 1, 2, 8</td>
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<tr>
<td>Sept 23</td>
<td>Political History in Its Wider Setting: Society and Culture</td>
<td>Alan Taylor, *William Cooper's Town: Power and Persuasion on the</td>
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<td>Frontier of the Early American Republic*, chaps. 1-13</td>
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<td>Doron Ben-Atar and Barbara B. Oberg, eds., <em>Federalists Reconsidered</em>,</td>
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<td>chap. 11 (reserve)</td>
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<td>Sept 30</td>
<td>The Haitian Revolution as American History</td>
<td>Dubois, <em>Avengers of the New World</em></td>
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<td>Ben-Atar and Oberg, eds., <em>Federalists Reconsidered</em>, chap. 7 (reserve)</td>
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<td>RECOMMENDED: David P. Geggus, ed., <em>The Impact of the Haitian Revolution in the Atlantic World,</em></td>
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| Oct 7      | Gender and Politics in the Early Republic  | Zagarri, *Revolutionary Backlash*  
Susan Branson, *These Fiery Frenchified Dames: Women and Political Culture in Early National Philadelphia*, chaps. 2 & 3 (reserve)  
RECOMMENDED: Allgor, *Parlor Politics* |
| Week of Oct 21 | Whig History                              | Howe, *What Hath God Wrought?*                                           |
| Oct 28     | The United States and the Nationalism Debate | Hutchinson and Smith, eds., *Nationalism* (chapters suggested later)     |
| Nov 4      | Print Culture and the Early Republic: The Backlash | Loughran, *Republic in Print*  
RECOMMENDED (reserve): John L. Brooke, *To Be 'Read by the Whole People': Press, Party, and Public Sphere in the United States, 1789-1840* (Worcester: American Antiquarian Society, 2002);  
| Nov 11     | Slavery and American Political Culture     | Pierson, *Free Hearts & Free Minds*  
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Jeffrey L. Pasley, "Midget on Horseback: American Indian History and the Historiography of the American State" (email) |
| Dec 9 | The American State as Empire               | May, *Southern Dream of Caribbean Empire*  
| Dec. 16 | HISTORIOGRAPHIC ESSAYS DUE – in Prof. Pasley’s Read Hall mailbox by 5pm | Kramer, *Blood of Government* |