

Graduate Readings in the Early American Republic



Overview/Requirements

This is an intense reading and discussion course designed to give students a crash course in the historiography of this period (emphasizing political culture) as well as practical experience in assimilating themselves quickly to a field. Students must attend and be prepared to participate knowledgeably in each class section. To facilitate that preparation, I have created a weblog for the course at <http://History8021.blogspot.com>. By 10AM each class day, each student is required to post a list of the 2 or 3 most important questions he or she thinks is raised by that day's assignment, trying not repeat questions already posted by others unless adding to them or complicating them in some way. We will heavily depend on your questions to guide our class discussions.

At the same time, 1/3 of the class will be responsible each week for studying and reporting to the rest of us on a set of supplemental readings that will be announced on the blog a week or two in advance. The responsible students will divide the supplemental readings among themselves. Then, by 10PM the night before class, each will post brief but thorough written report on the particular

perspective and arguments of his or her chosen supplemental work, relating it to the main reading for that week. The same student will then expand on the posting in a verbal commentary to the class. Students will receive extra credit for reporting on relevant literature that is not on the list and for written comments on supplemental readings on which he or she is not required to report.

Your grade in the course will depend primarily on the quality of your reports, question lists, and level of participation in the classroom discussion.

There will also be a final paper, a 15-20-page historiographic essay on a sub-topic of your choice within the general field of early U.S. history. Students will need to have written proposals of their paper topics, including a bibliography, approved a month before the papers are due.

Final Grades

Final Paper	30%
Discussion Participation	40%
Questions/Reports	30%

Schedule

NOTE: With a few exceptions, the articles listed are available from <http://www.jstor.org/> or <http://www.historycooperative.org/> as well as on paper in Ellis and other university libraries. Richard John's *Spreading the News* is out of print and had to be cut from the list. The Bailyn and Warner books may not be available in the bookstore, but are very easily obtainable through the MERLIN and MOBIUS systems as well as from major online retailers. I will be providing copies of the Richard John article from *Studies in American Political Development*.

Aug. 31	Edling, Max	<i>A Revolution in Favor of Government: Origins of the U.S. Constitution and the Making of the American State</i>
(postpone to 9/7 if necessary) →→→	John, Richard R.	"Governmental Institutions As Agents of Change: Rethinking American Political Development in the Early Republic, 1787-1835." <i>Studies in American Political Development</i> 11 (Fall 1997): 347-80.
Sept. 7	Jensen, Laura	<i>Patriots, Settlers, and the Origins of American Social Policy</i>
	Horsman, Reginald	<i>Expansion and American Indian Policy, 1783-1812</i>
Sept. 14	Bailyn, Bernard	<i>Ideological Origins of the American Revolution</i>
	Shalhope, Robert E.	"Toward a Republican Synthesis: The Emergence of an Understanding of Republicanism in American Historiography." <i>William and Mary Quarterly</i> 3d ser., 29 (1972): 49-80.

Sept. 21	Wood, Gordon S.	<i>The Creation of the American Republic</i>
Sept. 28	Ketcham, Ralph	<i>Presidents Above Party: The First American Presidency, 1789-1829</i>
	Formisano, Ronald P.	"Deferential-Participant Politics: The Early Republic's Political Culture, 1789-1840." <i>American Political Science Review</i> 68 (1974): 473-87.
	Pasley et al	<i>Beyond the Founders</i> , chaps. 1, 2
Oct. 5	McCoy, Drew	<i>The Elusive Republic: Political Economy in Jeffersonian America</i>
	Appleby, Joyce	<i>Capitalism and a New Social Order</i>
	Shalhope, Robert E.	"Republicanism and Early American Historiography." <i>William and Mary Quarterly</i> 3d ser., 39 (1982): 334-56.
	Rodgers, Daniel T..	"Republicanism: The Career of a Concept." <i>Journal of American History</i> 79 (1992): 11-38
Oct. 12	Cornell, Saul	<i>The Other Founders: Anti-Federalism and the Dissenting Tradition in America, 1788-1828</i>
	Kramer, Larry	<i>The People Themselves: Popular Constitutionalism and Judicial Review</i>
	Pasley, at al	<i>Beyond the Founders</i> , chap. 9
Oct. 19	Slaughter, Thomas P.	<i>The Whiskey Rebellion: Frontier Epilogue to the American Revolution</i>
	Newman, Simon P.	<i>Parades and the Politics of the Street: Festive Culture in the Early American Republic</i>
Oct. 26	Waldstreicher, David	<i>In the Midst of Perpetual Fetes: The Making of American Nationalism</i>
	Pasley, at al	<i>Beyond the Founders</i> , chap. 3
Nov. 2	Freeman, Joanne B.	<i>Affairs of Honor: National Politics in the Early Republic</i>
	Pasley, at al	<i>Beyond the Founders</i> , Introduction, chaps. 5, 6, 10, 14
Nov. 9	Pasley, Jeffrey L.	"The Tyranny of Printers": <i>Newspaper Politics in the Early Republic</i>
	Pasley, at al	<i>Beyond the Founders</i> , chap. 8
	Warner, Michael.	<i>The Letters of the Republic: Publication and the Public Sphere in Eighteenth-Century America</i> , chaps. 1, 2, & 4
Nov. 16	Horn, James, et al	<i>The Revolution of 1800: Democracy, Race, and the New Republic</i>
	Pasley, at al	<i>Beyond the Founders</i> , chap. 4
Nov. 18	FRIDAY, 5pm	DEADLINE FOR APPROVAL OF HISTORIOGRAPHIC ESSAY PROPOSALS
Nov. 30	Davidson, Cathy N.	<i>Revolution and the Word</i> , 2d ed.
Dec. 7	Bushman, Richard	<i>The Refinement of America</i>
Dec. 16	FRIDAY, Noon	HISTORIOGRAPHIC ESSAYS DUE

NOTICES

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.

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.

For easy access to many important research resources, see my home page at:

<http://jeff.pasleybrothers.com>