

MISSOURI WESTERN STATE UNIVERSITY

**College of Liberal Arts & Sciences
Department of History & Geography**

FALL 2019

**HISTORY 301: EARLY NATIONAL PERIOD, 1783-1840
MWF 10:00-10:50am, Popplewell 101**

Instructor: Dr. Dominic DeBrincat

Office and Office Hours: Popplewell 114E—MW 1:00-2:00pm, T 10:00am-1:00pm

Office Phone: 816-271-5688 (Please don't leave a voice mail message)

Email: ddebrincat@missouriwestern.edu (Please Indicate "HIS 301" in Subject Line)

Course Texts

-Jack Rakove, ed., *Declaring Rights: A Brief History with Documents*

Course Objectives

- To develop your ability to comprehend, digest, and synthesize historical events.
- To develop your ability to approach and analyze historical readings critically.
- To develop your ability to draft essays with clear theses, unified arguments, logical evidentiary progression, and clean grammatical mechanics.
- To develop your confidence and ability to express yourself in a university classroom environment and in public settings.

Course Requirements

Exams: You will write 2 take-home essay exams this term: one at the mid-term and one as a final exam. The midterm exam will cover the information and readings through Week 6. While the final exam will focus on materials and information after the midterm, I may call on you to address certain broad themes or ideas from the first half of the course.

*NCSS Themes: 1-10

Declaring Rights Essay: You will write a 5-7-page essay on the development of rights in the early republic based on the primary source documents in Rakove's book. Details on this assignment are on Canvas.

*NCSS Themes: 1, 4, 5, 7, 9, 10

Research Essay: The capstone of this Writing Intensive course will be a 12-15-page essay which will be the product of your own original historical research. The subject matter can be one of your choice, but it must fall within this course's subject and geographic scope: United States history between 1783 and 1840. In its final form, this paper should be of such a high quality that you could either submit it to a scholarly journal for publishing consideration or as a writing sample for an application to a prospective academic or professional program. I must approve your research topic before you begin. Details on this assignment are on Canvas.

**NCSS Themes: 1-10*

Prospectus: You will write a brief narrative exploring your research topic, the critical question(s) you hope to address, your research plan, and a bibliography of primary and secondary sources relevant to your project. Details on this assignment are on Canvas.

**NCSS Themes: 1-10*

Reaction Quizzes: For the weeks in which I have assigned readings, you will have a reaction quiz. For primary sources, you must answer the posted questions. For secondary published sources, must identify the author's thesis and at least five analytically probing discussion questions related to the article's content. These will be **due by 11:00pm on the Sunday of the week's beginning**. You may skip/drop discussion questions for two weeks. **There will be NO late/makeup submissions.**

**NCSS Themes: 1-10*

Class Participation: Because history is the examination of events, ideas, and change, the key to understanding and appreciating history fully is to study it through open discussion. Therefore, attendance is mandatory and I will expect you to come to each class period prepared, alert, and eager to contribute to the day's objective.

**NCSS Themes: 1-10*

***Note:** All written work will maintain the same format: **8 ½ x 11 size paper, Courier or Times style font (12 pt), black ink, double-spaced, with one inch margins all around.** To receive full credit, you must turn in your essay at the beginning of class the day it is due. If you have a problem meeting the deadline, contact me as far in advance as possible.

Grading

Declaring Rights Essay (Due 9/20/19): 15%
Research Prospectus (Due by 10/4/19): 5%
Midterm Exam (Due 10/11/19): 15%
Research Essay (Due 11/15/19): 20%

Final Exam (Due by 12/9/19): 20%
Reaction Quizzes (Cumulative): 15%
Class Participation: 10%

Grading Scale

100-89.5 = A	79.4-69.5 = C	59.4-0 = F
89.4-79.5 = B	69.4-59.5 = D	

General Cautions

1. There will be no tolerance for cheating and plagiarism on writing assignments. **If at any point I determine that you have appropriated or adopted any portion of text or idea from an Internet website or unauthorized source without proper and accurate citation, I will dismiss you from the course, submit an “F” for your course grade, and file the violation with the Dean.** I will be measuring your mastery of *this term’s* lessons, materials, and information, so reliance on or contribution to unacceptable outside sources, including on-line note and resource repositories, will be treated as academic dishonesty and violations of my and the university’s intellectual property rights.
2. If you miss class for any reason, it is *your* responsibility to find out what assignments and course instructions you have missed.
3. Late Policy: Assignments (excluding Discussion Questions) will be marked down 3 points for each day it is late. For example, if you submit a paper graded at 85 points (B) two days late, you will receive a 79 (C+). This policy includes weekend days.
4. You will **submit your essays** electronically to **Turnitin** on Canvas for plagiarism review. Your essays must be in Word or PDF formats.
5. Absent a university-documented need or accommodation, you may not record course sessions or meetings. Violations of this policy constitute academic dishonesty.
6. You are welcome to use laptops and electronic tablets for taking notes in class. However, I reserve the option to prohibit their use if they are being abused or misused in class for non-course purposes. Such misuse includes recording lectures and class discussion, viewing videos or inappropriate photos, or visiting non-related web pages.
7. Emergencies aside, please do not leave class for any reason. Going to the bathroom simply because you can—or because you’re bored—unprofessionally and unnecessarily disrupts class. Such disruptions will be reflected in your participation grade.
8. Put your phone away during class. Your choice to distract yourself is disrespectful and will be reflected in your grade.
9. **This is not a blow-off class.** If you don’t like to read and prepare for class, this is NOT the course for you. If credits are more important to you than studying and learning history, then please choose a different course.

Final Thoughts from Your Professor

Please use all resources available to you on campus. Visit my office hours, call, or email me with concerns or questions. Meet with your classmates to discuss your work, or to review each other's drafts. Familiarize yourself with the library, support centers, and other services that MWSU provides.

If you have any special needs, disabilities, or language difficulties (ESL), please give me early notice so that I can make accommodations.

Disability Accommodations: Students seeking accommodations must first provide documentation of needed accommodations to the Accessibility Resource Center (ARC) located in Eder Hall, Suite 203. Once accommodations have been approved by the ARC, students are responsible for notifying their instructors of those accommodations. This should be done within the first two weeks of classes. Accommodations are not retroactive.

Most important, if you have any concerns about the class or your progress in the course, **COME SEE ME**. I am eager to meet with you on any matter—so either call, email, or visit me in my office. It is my pleasure and duty to make sure you're developing as an academic thinker and college historian, so please let me make this happen for you.

...And Now a Word from Your University

Academic Honesty, Due Process, and Grade Appeal

“Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another’s work, falsifying documents or academic records, or any other fraudulent classroom activity.” (MWSU Student Handbook)

“Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from school. When a student’s grade has been affected, violations of academic honesty will be reported to the Provost or the designated representative.” (MWSU Student Handbook)

For more details concerning Departmental Grade Appeal Procedure, see “GRADE APPEAL PROCEDURE MATERIALS” which is filed in Popplewell 115.

For more details see <https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/292/2014/02/handbook.pdf>.

For information about Academic Regulations and Standards Committee, go to <https://www.missouriwestern.edu/facsenate/academic-regulations/>

A Note on Harassment, Discrimination and Sexual Misconduct

Consistent with its mission, Missouri Western seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and University policy prohibit harassment, discrimination and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook about what happened so they can get the support they need and Missouri Western can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, see the MWSU sexual-misconduct policy.

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

Meeting Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, 226 Blum Student Union, for a list of resources and support.

The Campus Cupboard is a free resource with pantry and hygiene items, located at 214 Blum Student Union. The pantry is typically open Tuesdays and Thursdays from 2-4 pm and by appointment. You can stop by the Vice President for Student Affairs Office, Blum 228, or contact the Dean of Students with questions or concerns. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him/her to provide any resources that he/she may possess.

Attendance: University Statement

“Missouri Western State University has the expectation that students should be active participants in their coursework. Regular class attendance is considered a key element of participation and an essential part of the educational experience.” (MWSU Student Handbook)

Classroom Behavior Guidelines

University Statement: See the Student Handbook section concerning Student Code of Conduct for additional details.

Professor’s Statement: Be good to one another.

Inclement Weather and Illness Policy

In the event that the instructor is unable to make it to a scheduled class session, you will be notified through your university email account, when possible. The email will contain instructions for what you are to do in lieu of coming to class that day.

Thematic Standards for Social Science Education Majors

For those students intending to teach History and the Social Sciences at the secondary level, please be aware that the National Council for the Social Studies (NCSS) requires the promotion of ten thematic standards that are designed especially to assist students who are preparing for such a teaching career. These ten thematic standards are:

1. Culture and cultural diversity;
2. Time, continuity, and change;
3. People, places, and environments;
4. Individual development and identity;
5. Individuals, groups, and institutions
6. Power, authority, and governance;
7. Production, distribution, and consumption;
8. Science, technology, and society;
9. Global connections;
10. Civic ideals and practices.

Each of these thematic standards will be integrated into this course. In this course, standards 1-10 will be emphasized. The syllabus indicates which standards are associated with each particular assignment and lesson.

Students in secondary education are responsible for keeping all quizzes, papers, and examinations as artifacts for their electronic portfolios.

ASSIGNMENT SCHEDULE FOR HISTORY 301

Week 1—8/26-30/19: Course Introduction and Revolutionary Roots

*NCSS Themes: 1, 2, 4, 5, 6, 9, 10

Week 2—9/4-6/19: Peace and Turmoil—The 1780s

-Primary Sources: Bowdoin's Declaration against Daniel Shays, Shaysites' Grievances

*No Class Monday: Labor Day

*NCSS Themes: 1, 2, 3, 4, 5, 6, 7, 9, 10

Week 3—9/9-13/19: The Counterrevolution? Crafting the United States Constitution

-Primary Sources: Virginia Plan, George Mason's Objections, Bill of Rights

*NCSS Themes: 1, 2, 5, 6, 10

Week 4—9/16-20/19: Birth and Crises of the New Republic

-Primary Sources: GW's Farewell, KY Resolution

*FRIDAY: President Wilson's Installment: *No Class Scheduled*

***Declaring Rights Essay Due Friday, September 20, 2019**

*NCSS Themes: 1, 2, 3, 4, 5, 6, 7, 9, 10

Week 5—9/23-27/19: The Jeffersonian Revolution of 1800

-Primary Sources: Jefferson's Inaugural Speech

-Joanne B. Freeman, "The Election of 1800: A Study in the Logic of Political Change,"
Yale Law Review 108 (June 1999): 1959-1994. **(Online)**

*NCSS Themes: 1, 2, 3, 4, 5, 6, 7, 10

Week 6—9/30-10/4/19: The Louisiana Purchase

-Primary Sources: Jefferson on Louisiana Purchase

-Stephen Ambrose, "Jefferson and the West" and "The Last Leg," from *Undaunted
Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American
West*. **(Online)**

***Research Prospectus Due No Later than Friday, October 4, 2019.**

*NCSS Themes: 1, 2, 3, 5, 6, 8, 9, 10

*End of Materials Covered by Mid-Term Exam

Week 7—10/7-11/19: Slavery and Freedom in the New Republic

-Primary Source: TJ's *Notes on Virginia*, Letter from Benjamin Banneker to Jefferson

-Ira Berlin, "Revolutionary Generations," from *Generations of Captivity: A History of
African-American Slaves*. **(Online)**

***Mid-Term Examination Due Friday, October 11, 2019**

*NCSS Themes: 1, 2, 4, 5, 6, 7, 10

Week 8—10/14-18/19: The Shift toward Domestic Dependents: Natives in the New Republic

- Primary Sources: Tecumseh's Speech to WH Harrison, *Johnson v. M'Intosh* (1823)
- Rennard Strickland, "Changing Cherokee Conditions," from *Fire and the Spirits: Cherokee Law from Clan to Courts*. **(Online)**
- *NCSS Themes: 1, 2, 3, 4, 5, 6, 10

Week 9—10/21-25/19: The Empire of Softness?: Women in the New Republic

- Primary Source: Benjamin Rush on Females' Education
- Jan Lewis, "The Republican Wife: Virtue and Seduction in the Early Republic," *William and Mary Quarterly*, 3rd Series, 44 (October 1987): 689-721. **(Online)**
- Catherine Allgor, "Dolley Madison Takes Command," from *Parlor Politics: In Which the Ladies of Washington Help Build a City and a Government*. **(Online)**
- *NCSS Themes: 1, 2, 4, 5, 6, 10

Week 10—10/28-11/1/19: A Second War for Independence

- Primary Sources: Madison's War Message, Hartford Convention
- Alan Taylor, "Scalps," from *The Civil War of 1812: American Citizens, British Subjects, Irish Rebels, and Indian Allies*. **(Online)**
- *NCSS Themes: 1, 2, 3, 4, 5, 6, 7, 9, 10

Week 11—11/4-8/19: Market and Transportation Revolutions

- Primary Sources: Mill Dam Act
- Daniel B. Klein and John Majewski, "Economy, Community, and Law: The Turnpike Movement in New York, 1797-1845," *Law and Society Review* 29 (1992): 469-512. **(Online)—Only read through p .501**
- *NCSS Themes: 1-10

Week 12—11/11-15/19: Writing Workshop

- ***Research Essay Due Friday, November 15, 2019**
- *NCSS Themes: 1, 2, 3, 4, 5, 6, 7, 10

Week 13—11/18-22/19: Rise of The Democracy

- Robert V. Remini, "The Theft of the Presidency," from *Andrew Jackson: The Course of American Freedom, 1822-1832*. **(Online)**

Week 14—11/25-29/19: Giving Thanks for No More Readings

- *No Classes: Thanksgiving Break

Week 15—12/2-6/19: Jacksonian America

- *No Assigned readings
- *NCSS Themes: 1, 2, 3, 4, 5, 6, 10

***Final Examination Due Date: NO LATER THAN Monday, December 9, 2019, by 10:30am**

*Note: I reserve the right to make any changes to this syllabus as we go along.