COURSE PROPOSAL

HIS 4940: The Early Republic: United States, 1789-1848

1. Catalog Description

a. HIS 4940
b. The Early Republic: United States, 1789-1848
c. (3-0-3)
d. Fall Semester
e. U.S., 1789-1848
f. An advanced survey of the American experience from the Age of Jefferson to the Age of Jackson, a period commonly called the Early Republic. Emphasis is on four interconnecting themes—economic development, politics and reform, ideology and culture, and western expansion.
g. Prerequisite: Three semester hours in history courses numbered 3000 or above, or permission of instructor.

2. Course Objectives and Evaluation

Students will be evaluated as follows:
- Mid-Term Examination 20%
- Final Examination 20%
- Short Writing Assignments 25%
- Research Paper (10-15 pp.) 25%
- Class Participation 10%

a. The objectives are to increase students’ knowledge of the history and historiography of the Early Republic; improve critical thinking skills; and improve writing skills.
b. This is not a general education course.
c. Through short and longer paper assignments and essay exams, students will improve their research skills and their ability to write clear, persuasive prose. Through weekly readings and discussions, students will improve their ability to think critically about historical issues.
d. For graduate students:
   All of the above course objectives and grading procedures apply with the following additions: graduate students will complete one historiographical paper (10-12 pp.) on a selected topic of their choice; and complete a longer primary source-based research paper (20-25 pp.). Graduate students generally are expected to demonstrate a higher level of analytical sophistication in their handling of primary and secondary source evidence.
e. This is a writing-intensive course.
3. Course Outline

Assigned Texts:


NOTE: The course is organized to meet two days a week for 75 minutes a period. Tuesday lectures will focus on the analytical themes of each week’s subject. On Thursdays, the focus shifts to intensive discussion of primary sources (in Wilentz, *Major Problems*) and secondary readings.

**Schedule**

**Week I**
- **Tuesday:** Introduction to the Early Republic
- **Thursday:** Historians and the Early Republic
  **Reading:**
  Wilentz, Ch. 1

**Week II**
- **Tuesday:** The U.S. Constitution and the Federalist Ascendancy
- **Thursday:** Interpreting the Age of Federalism
  **Reading:**
  Wilentz, Ch. 2
  McCoy, Chs. 1-5

**Week III:**
- **Tuesday:** The Crisis of the 1890s
- **Thursday:** Capitalism, Commerce, & The Rise of the Republican Opposition
  **Reading:**
  Wilentz, Ch. 3
  McCoy, Chs. 6-7

**Week IV**
- **Tuesday:** The Republican Jefferson
- **Thursday:** Gender & Race in Jefferson’s Republic
  **Reading:**
  Wilentz, Ch. 4 & 5
  McCoy, Chs. 8

**Week V**
- **Tuesday:** Nationalism & The War of 1812
- **Thursday:** The Republic Reborn?
  **Reading:**
  Wilentz, Ch. 6
Week VI  
McCoy, Chs. 9-10  
Tuesday: The Slaveholders’ Republic  
Thursday: The Master-Slave Relationship  
**Reading:**  
Wilentz, Ch. 8

Week VII  
Tuesday: Class, Gender, & Ideologies of the Market  
Thursday: **Mid-Term Exam**  
**Reading:**  
Wilentz, Ch. 7  
Sklar, Chs. 1-4

Week VIII  
Tuesday: The Era of Bad Feelings  
Thursday: The Politics of the 1820s  
**Reading:**  
Wilentz, Ch. 10

Week IX  
Tuesday: Andrew Jackson & “Democracy”  
Thursday: The Whigs  
**Reading:**  
Wilentz, Ch. 11  
Johnson, Chs. 1-2

Week X  
Tuesday: The Second Great Awakening  
Thursday: Society & Revivals  
**Reading:**  
Wilentz, Ch. 12  
Johnson, finish

Week XI  
Tuesday: American Utopianism  
Thursday: The Kingdom of Matthias  
**Reading:**  
Wilentz & Johnson, entire

Week XII  
Tuesday: Women & the Work of Benevolence  
Thursday: Gender & Domesticity  
**Reading:**  
Sklar, Chs. 5-11

Week XIII  
Tuesday: Abolitionism  
Thursday: Antiabolitionism  
**Reading:**  
Wilentz, Ch. 13

Week XIV  
Tuesday: Jacksonian Democracy & Indian Removal  
Thursday: The Trail of Tears  
**Reading:**  
Wallace, entire
Week XV  Tuesday: Mexico, Slavery, & Manifest Destiny
Thursday: The Origins of the Sectional Crisis

Reading:
Wilentz, Ch. 14
Sklar, Ch. 12

Research Paper Due

4. Rationale

a. The early republican era constitutes a seminal phase in our nation’s political, social, cultural, and economic development. Such a course is an absolute must from the standpoint of our undergraduate and graduate curricula. Beyond the issue of periodization and coverage, this course’s interdisciplinary approach demonstrates to students how historians use different types of analytical categories—including gender, race, and class—to understand the evolution of political institutions, social structures, and belief systems.

b. This is an upper division course and will require writing and analytical skills commensurate with that level. The prerequisite for this course is identical to our current 4000 level offerings: students must have taken at least three semester hours of history courses at the 3000 level or above. In lieu of that, students may enroll with permission from instructor.

c. Similarity to existing courses: There is no like course offered at EIU.

d. Requirement or Elective:
   1. HIS 4940 will be an elective in the undergraduate history major, including the teacher certification track.
   2. HIS 4940 will be an elective in the graduate history program.

5. Implementation

a. Course initially assigned to Mark Voss-Hubbard, Assistant Professor of History and Graduate Program Coordinator.

b. There will be NO additional cost to students.

c. Texts assigned through the Textbook Rental System and placed on reserve in Booth. (See course outline above for list of texts—NOTE: Johnson, Shopkeeper’s Millennium, is already in TRS.)

d. Fall 2003

6. Community College Transfer

A community college course will not be judged equivalent to this course.

7. Date Approved by the Department of History: 22 April 2002

8. Date Approved by the College Curriculum Committee: 1 May 2002

9. Date Approved by CAA: 12 September 2002  CGS: 17 September 2002