

Teaching American History
DEMOCRACY IN AMERICA, 1787-1877

SUMMER 2008 - FSC

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Mondays, Tuesdays, and Thursdays 8 am – 3:30 pm

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Office Hours: after class as needed

Course Description This course, like all courses in the Teaching American History program, has a dual objective. As a graduate history course, it will examine Early Republic, antebellum, and Civil War America through the lens of political history. You will not only secure a basic knowledge of many of the major themes of the United States' early national history, but you will also examine and debate some of the central questions that historians have attempted to answer about the nature and development of democracy during this critical formative period. Of equal importance is the TAH mission to help teachers adapt the course content to their classrooms. You will develop specific strategies for teaching students about the creation of American democracy and about what it means to “do history” – to research, think, and write like a historian.

The course will be conducted primarily as an oversized seminar; that is, it will utilize a discussion format, with some occasional informal lecturing. Much of our time will be spent in using a combination of assigned readings, projects, audiovisual presentations, and internet explorations as the basis for small- and large-group sessions. We will also host guest speakers and engage in virtual field trips.

Course Objectives

Students will...

- Acquire a basic knowledge of early American democracy and preparation to continue independent study of specific subjects.
- Expand their ability to locate, examine, explain, and utilize information from and about the past using library, archival, and web-based research skills.
- Improve their skills in proposing and evaluating interpretations of texts, artifacts, images, and other sources of historical inquiry.
- Strengthen their skills in the various genres of historical writing.
- Enhance their ability to teach history as a subject and method of inquiry.

Course Texts

1. Sean Wilentz, *The Rise of American Democracy: Jefferson to Lincoln* (2005)
2. Noble E. Cunningham, Jr., *Jefferson vs. Hamilton: Confrontations that Shaped a Nation* (2000)
3. Harry L. Watson, ed., *Andrew Jackson vs. Henry Clay: Democracy and Development in Antebellum America* (1998)
4. William E. Gienapp, ed., *This Fiery Trial: The Speeches and Writings of Abraham Lincoln* (2002)
5. J. William Harris, *Plain Folk and Gentry in a Slave Society: White Liberty and Black Slavery in Augusta's Hinterland* (1985)
6. Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave*, ed. David W. Blight (2003 ed.)
7. Paul E. Johnson, *A Shopkeeper's Millennium: Society and Revivals in Rochester, New York, 1815-1837* (1978)
8. Alexis de Tocqueville, *Democracy in America* (2003 ed.)
9. Scott Reynolds Nelson and Carol Sheriff, *A People at War: Civilians and Soldiers in America's Civil War* (2007)
10. Chandra Manning, *What This Cruel War Was Over: Soldiers, Slavery, and the Civil War* (2007)
11. Heather Cox Richardson, *West from Appomattox: The Reconstruction of America after the Civil War* (2007)

Course Requirements

Reading assignments, projects, and in-class audiovisual material and Internet explorations serve as the basis of for whole-class and small-group discussions in this seminar-style course. Hence, your timely completion of coursework and active participation are not only required but essential to the success of the class and to your success as a learner.

Attendance: You are required to attend all class meetings and expected to arrive on time. Any student who is frequently tardy, absent more than six hours of class time, or who stops attending during the course of the semester may fail the course.

Assignments: The main written requirement of the course will be the construction of a teaching module, an integrated, in-depth unit of study focusing on one particular topic. See assignment handout for details.

Academic Honesty: You are responsible for academic honesty. If you are found to be guilty of cheating or plagiarism, you may earn an F on the assignment and possibly an F in the course.

Special Needs: Students who need accommodations because of a documented disability, who have emergency medical information they need to share with me, or who need special arrangements in case the building must be evacuated should discuss this with me *before the second class meeting*.

Evaluation Criteria

Those students taking the class for Professional Development Points (PDPs) rather than graduate credit are required to attend and participate at all classes, complete all reading assignments and learning activities, and complete the historiographical essay, narrative overview, and annotated primary sources assignment. For those seeking graduate credit for this course, the following criteria will be used for grading purposes. To earn a 4.0, a student must perform at the highest level on all assignments, demonstrating historical imagination and insight, creativity, a deep understanding of the subject matter, and excellent research and writing skills. To earn a 3.5, a student must perform at a high level on all assignments. To earn a 3.0, a student must perform at an acceptable level on all assignments. A grade below 3.0 is considered probationary for graduate work at Fitchburg State College.

Final course grades will be based on the following calculation:

Teaching Module	80%
<ul style="list-style-type: none">• Historiographical Essay• Narrative Overview of Unit Topic• Annotated Primary Sources• Unit Plan/Project	
Attendance, Participation, and Learning Activities	20%

Schedule of Class Meetings

→ Please bring all relevant readings each day!

→ Items marked **ERES** can be found on electronic reserve at the FSC library website.

→ Items marked **JSTOR** can be found in the JSTOR database, accessed through the FSC library website.

MONDAY, JULY 21 - NEGOTIATING THE NEW REPUBLIC, 1776-1815

MORNING:	REPUBLICANISM AND DEMOCRACY <u>Reading:</u> Wilentz, Preface, Prologue, and ch. 1-5
MIDDAY:	THE FIRST PARTY SYSTEM: JEFFERSON VS. HAMILTON <u>Reading:</u> Cunningham, Introduction and ch. 1-6
AFTERNOON:	THE PROBLEM OF SLAVERY IN THE EARLY REPUBLIC <u>Reading:</u> Peter Kolchin, excerpt from <i>American Slavery</i> (ERES) Slavery documents (Handout)

TUESDAY, JULY 22 - THE RISE OF DEMOCRATIC POLITICS, 1815-1828

MORNING:	ERA OF GOOD FEELINGS? 1815-1828 <u>Reading:</u> Wilentz, ch. 6-9 Watson, pp. 1-71, documents 1-10 Gienapp, pp. 1-16
MIDDAY:	JACKSONIAN DEMOCRACY, 1829-1848 <u>Reading:</u> Wilentz, ch. 10-16 Watson, pp. 71-118; documents 11-24 Gienapp, “Politics Seems to Enter into Everything” (ERES) Tyler Anbinder, excerpt from <i>Five Points</i> (ERES) Gienapp, pp. 27-28, 68-71, 111-115
AFTERNOON:	TBA

THURSDAY, JULY 24 – SOCIETY AND POLITICS, SOUTH AND NORTH, 1815-1860

MORNING:	SLAVERY AND SOUTHERN WHITE SOCIETY <u>Reading:</u> Harris, Introduction and part 1
MIDDAY:	SLAVERY AND THE SLAVES <u>Reading:</u> Douglass, pp. 1-109
AFTERNOON:	THE NORTH, THE MARKET REVOLUTION, AND REFORM <u>Reading:</u> Johnson, all Jean H. Baker, excerpt from <i>Affairs of Party</i> (ERES) Tocqueville, Vol. 1, Part 1: ch. 3-5*; Vol. 1, Part 2, ch. 1-2, 4, 6; Vol. 2, Part 1, ch. 5, 8; Vol. 2, Part 2: ch. 1, 4-5, 7-15, 20; Vol. 2, Part 3: ch. 7-9, 13, 19

→ *Module Topic and Prospective Sources Due*

* In Volume I, Part 1, ch. 5, read only those sections concerned with townships. Do not read the sections on counties, states, and centralization.

MONDAY, JULY 28 – THE REPUBLIC DIVIDED, 1848-1865

MORNING: THE CRISIS OF THE UNION, 1848-1861
Reading: Wilentz, ch. 17-25 and Epilogue
Nelson and Sheriff, Introduction and ch. 1-2
Watson, document 25
Gienapp, “The Republican Party and the Slave Power” **(ERES)**
Phillip S. Paludan, “The American Civil War Considered as a Crisis
in Law and Order,” *American Historical Review* 77:4 (Oct. 1972):
1013-1034 **(JSTOR)**
Gienapp, pp. 8-9, 16-20, 28-68, 71-98

MIDDAY: THE CIVIL WAR AND THE WORLDWIDE WEB

AFTERNOON: A PEOPLE’S CONTEST, 1861-1865
Reading: Nelson and Sheriff, ch. 3-8
Gienapp, pp. 99-108, 111-115, 124-125, 128-130, 135-136, 141-143,
183-184, 201, 204-208, 217-218

TUESDAY, JULY 29 – EXPERIENCES OF WAR, 1861-1865

MORNING: THE WAR AT HOME
Reading: Harris, Part 2
Nelson and Sheriff, ch. 11-12
Gienapp, pp. 137-138, 158-165, 170-171, 211-212

MIDDAY: THE SOLDIERS’ WAR
Reading: Manning, all
Nelson and Sheriff, ch. 10

AFTERNOON: THE CIVIL WAR AND LOCAL HISTORY
Fitchburg Historical Society

THURSDAY, JULY 31 – A NEW BIRTH OF FREEDOM? 1865-1880

MORNING: EMANCIPATION
Reading: Nelson and Sheriff, ch. 9
Gienapp, pp. 108-111, 118-120, 122-124, 125-128, 130-135, 136-137,
138-139, 143-150, 151-154, 169, 171-172, 175-180, 185-189, 193-
198, 201-204

MIDDAY: RECONSTRUCTION OR REDEMPTION?
Reading: Richardson, Introduction and ch. 1-5
Nelson and Sheriff, ch. 13-14
Gienapp, pp. 182-183, 189-193, 199-200, 212-216, 218-221, 223-227

AFTERNOON: FREEDOM AND THE FREEDMEN

THURSDAY, AUGUST 14

→ MODULE DUE ←