

# Early American Republic

HI 459/559.001

Spring 2020  
MW 1:30-2:45 pm  
Tompkins G126

NC State  
University

3 cr. hrs.



## COURSE DESCRIPTION AND OBJECTIVES

Mrs. Powell: “Well, Doctor, what have we got, a republic or a monarchy?”  
Benjamin Franklin: “A republic, if you can keep it.”

In this course, we explore the history of the Early American Republic, roughly 1789 to 1815.

This semester, we will examine the social, political, and cultural development of the Early Republic, the period in American history roughly from the framing of the Constitution through the election of War of 1812 that ushered in a new American era. This course

emphasizes historical problems, interpretation of primary sources, and analysis of secondary sources.

Additionally, graduate students will learn to analyze the ways in which historiographic debates complicate our understanding of the Early American Republic, with a focus on methodologies, camps of interpretation, and avenues of inquiry.

Students’ objectives in this course are to: 1) understand the significant ideologies and philosophies that shaped the Early Republic; 2) identify principal social, economic, cultural, and political forces that shaped the era; 3) identify the impact which crises and confrontations of the era had on the development of the American nation; and 4-grad students only) define and relate scholars’ interpretive difference about the era.

### Required Book

Gordon Wood, *Empire of Liberty: A History of the Early Republic, 1789-1815* (New York: Oxford University Press, 2009).

## Professor Craig Thompson Friend

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# THE SAC METHOD

For every reading that you do and podcast or video that you listen to in this course, you should be able to summarize, assess, and critique—SAC! You should prepare for each class AS IF YOU WILL BE LEADING DISCUSSION! You may be called on to do so. For all readings, you should be able to SAC!

**S**ummarize: What is the material about? What is the story that the author is presenting? What is the argument?

**A**ssess: Why is the story presented in such a manner? How is the argument supported? What is the conclusion?

**C**ritique: How effective is the story? How convincing is the argument? How does it contribute to the larger historiography?

By being able to summarize, assess, and critique materials, you will develop the skills to see broader themes and connections. By the end of this course, you should be able to answer

- 👉 How did the early American republic change over time?
- 👉 What are the contexts for understanding the early American republic?
- 👉 What are the causal relationships evident in early American republic history?
- 👉 What are the contingent relationships evident in early American republic history?
- 👉 How is the history of the early American republic far more complex than we often consider it?



## SWIM OR SINK!

Students often think that making a good grade in a course is what matters. Well, if you are an undergrad, that may be true., but it is not the measure of success for graduate students. It is entirely possible to do well in this course without being transformed by your newfound knowledge, but it would be a darn shame. Imagine we are standing on a seashore and the course is the ocean. Enter with me and go as deep as you dare.

**WADERS** will roll up their pants legs and get their feet wet, concerning themselves with **WHAT** they see in the shallow waters. There's nothing wrong with staying near the shore where you feel safe. You may find a neat seashell, but your learning experience will be just as shallow as the water.

**SNORKELERS** are willing to take in a deep breath and look beneath the surface. They want to see how the tide ebbs and flows, to know **HOW** an interpretation developed and how that seashell ended up in the shallow waters.

**DIVERS** go deeper, fully immersing themselves in the historiographical waters. They not only want to see the ebb and flow of the tide, but they want to know the dangers of the undercurrents. They want to interact with all that lies beneath the surface because they are concerned with **WHY** historiography matters.

## HOW THIS COURSE WORKS

<b>GRADING SCALE FOR UNDERGRADS</b> 97-100=A+ 93-96=A 90-92=A- 87-89=B+ 83-86=B 80-82=B- 77-79=C+ 73-76=C 70-72=c- 67-69=D+ 63-66=D 60-62=D- 60>=F	<b>ASSIGNMENTS FOR UNDERGRADS</b> Participation 20% Two Exams (15% each) 30% Grad Lecture Evals. (5% each) 20% Newspaper Assignment (pt. 1) 10% Newspaper Assignment (pt. 2) 20%	<b>GRADING SCALE FOR GRADS</b> 97-100=A+ 93-96=A 90-92=A- 87-89=B+ 83-86=B 80-82=B- 80>=F
	<b>ASSIGNMENTS FOR GRADS</b> Participation 20% Two Exams (15% each) 30% Book Review 15% Grad Lecture 10% Newspaper Assignment (pt. 2) 25%	

**Participation:** Very simply, attend class and talk about what you learned from readings, listening to podcasts and videos, graduate student lectures, and working on your newspaper assignment. You will be graded both on the frequency and the quality of your participation; attendance is clearly important for participation, but attendance alone is not sufficient for full participation credit. Students must actively engage. Generally speaking, a student who is well prepared, attentive, always responds when called upon and volunteers often with pertinent answer or questions with receive a “A” for participation. A “B” student is usually prepared, responds when called on and volunteers on occasion. “C” students show evidence of being unprepared on occasion, have trouble when called on and do not volunteer often. Students who are unprepared, inattentive, never volunteer, or come to class late will received “D” as a participation grade. The “F” student exhibits a lack of concern for the class, sleeps in class, or disturbs the class.

**Exams:** A midterm exam will cover all readings, podcasts, videos, graduate student lectures, and discussions scheduled between January 6 and March 2. A final exam will cover materials scheduled between March 16 through April 22. Students may bring to each exam one 8.5” x 11” sheet of paper with anything written on one side of it as a “cheat sheet.”

**Book Review (Grads only):** On one occasion, you will read a monograph and write a six-page review of it, covering content, argument, evidence, methodologies, and historiography. After you have read the book, you should consult at least two scholarly reviews of it (you may use these—and cite them—in your review). **You may turn the review in at any time before the final exam date.**

**Graduate Lecture (Grads only):** You will teach the book that you read for the book review. You should plan this well, aiming for a twelve- to fifteen-minute lecture with powerpoints. You are teaching the content/story presented in the book, so you want to get across what the book relates about the history of the early American republic (not its metadiscourse—historiography and methodologies—but its discourse). You should make a concerted effort to connect the book to content that we have discussed in class.

**Graduate Lecture Evaluations (Undergrads only):** One five occasions during the semester, a graduate student will teach the content of a book to the class in a fifteen-minute lecture. All students are expected to take notes as this material will be addressed on the exams. At the end of each lecture, students will complete and turn in an evaluation form to assess the graduate student’s success and their own learning.

**Newspaper Assignment:** This is a multi-stage assignment, so make sure that you pay attention to the submission dates for each stage. Every week, you will read either the *New-Bern Gazette*, *Weekly Raleigh Register*, *Raleigh Minerva*, *The Carolinian*, or the *Carolina Federal Republican*, newspapers from Raleigh during the early American republic. You can access them through the Newspapers.com North Carolina collection database in the NCSU library.

**Part One (Undergrads only): Due by noon on Friday, February 21 via email.**

- Select one of the issues of the Raleigh newspapers that you have read. Then, go to the [Chronicling America](#) database at the Library of Congress to find a paper from elsewhere in the early American republic. Select issues that are from the same date or very close in dates of publication.
- Write a two-page reflection that analyzes the differences and similarities of the content, style, and tone of the two papers. You will need to do a little research to learn about the papers themselves, their editors, and their political stances. Then consider what the papers’ differences and similarities tell you about the society in which they were produced? How did people of the early American republic learn about the world around them? What do their information sources tell us about them? Did it matter that they lived in different parts of the nation?

**Part Two: Due by noon on Friday, April 17 via email.** Throughout the semester, you have been reading a newspaper every week. You have also read a major book on the era that you can use to contextualize any topics that you may come across in those newspapers. Using those sources, write a twelve-page paper in which you provide a logical and evidence-based argument about how the early American republic changed between 1789 and 1815. You might write on politics or gender, religion or marketing, race relations or entertainments, or something else: the topics and/or issues that you choose to emphasize are up to you. Make sure that you cite every source that you use. **Note to graduate students:** Your paper should be twenty-pages in length and evidence research beyond the newspapers and Wood book.

## COURSE SCHEDULE

The course schedule is subject to change with appropriate notification to students.

Jan. 6	<p>Read:</p> <ul style="list-style-type: none"> <li>• the syllabus.</li> <li>• Thomas Andrews and Flannery Burke, <a href="#">“What Does It Mean to Think Historically?”</a></li> <li>• Gordon Wood, “The Significance of the Early Republic,” <i>Journal of the Early Republic</i> 81 (spring 1988): 1-20 (which you can find online through the NCSU library).</li> </ul>
Jan. 8	<p>Read:</p> <ul style="list-style-type: none"> <li>• Wood, 1-52.</li> <li>• <b>Graduate Students:</b> Also read <a href="#">“Where Have You Gone, Gordon Wood?”</a> and the comments at <i>The Junto</i>, 21 January 2013.</li> </ul>
Jan. 13	<p>Listen to:</p> <ul style="list-style-type: none"> <li>• Kate Elizabeth Brown, <a href="#">Alexander Hamilton and the Making of American Law</a> <p>Read:</p> <ul style="list-style-type: none"> <li>• an issue of a the <i>New-Bern Gazette</i> newspaper for 1790-1791</li> </ul> </li></ul>
Jan. 15	<p>Read:</p> <ul style="list-style-type: none"> <li>• Wood, 53-139</li> </ul>
Jan. 20	<b>Martin Luther King Jr. Holiday</b>

Jan. 22	<p>Listen to:</p> <ul style="list-style-type: none"> <li>• Erica Dunbar, <a href="#">The Washingtons' Runaway Slave, Ona Judge</a></li> </ul> <p>Read:</p> <ul style="list-style-type: none"> <li>• an issue of a the <i>New-Bern Gazette</i> newspaper for 1792-1793</li> </ul>
Jan. 27	<p>Read:</p> <ul style="list-style-type: none"> <li>• Wood, 140-208</li> </ul>
Jan. 29	<p>Read:</p> <ul style="list-style-type: none"> <li>• Jan Ellen Lewis, "The Republican Wife: Virtue and Seduction in the Early Republic," <i>William and Mary Quarterly</i> 44 (October 1987): 689-721 (which you can find online through the NCSU library).</li> <li>• an issue of a the <i>New-Bern Gazette</i> newspaper for 1794-1795</li> </ul>
Feb. 3	<p>Read:</p> <ul style="list-style-type: none"> <li>• Wood, 209-75</li> </ul>
Feb. 5	<p>Read:</p> <ul style="list-style-type: none"> <li>• David Waldstreicher, "Rites of Rebellion, Rites of Assent: Celebrations, Print Culture, and the Origins of American Nationalism," <i>Journal of American History</i> 82 (1995): 35-61 (which you can find online through the NCSU library).</li> <li>• an issue of a the <i>New-Bern Gazette</i> newspaper for 1796-1797</li> </ul>
Feb. 10	<p>Read:</p> <ul style="list-style-type: none"> <li>• Wood, 276-314</li> </ul>
Feb. 12	<p>Watch:</p> <ul style="list-style-type: none"> <li>• Annette Gordon-Reed, <a href="#">The Hemingses of Monticello</a></li> </ul> <p>Read:</p> <ul style="list-style-type: none"> <li>• an issue of a the <i>New-Bern Gazette</i> newspaper for 1798-1799</li> </ul> <p><b>Graduate student lecture:</b> Joanne Freeman, <i>Affairs of Honor</i></p>
Feb. 17	<p>Read:</p> <ul style="list-style-type: none"> <li>• Wood, 315-56</li> </ul>
Feb. 19	<p>Watch:</p> <ul style="list-style-type: none"> <li>• Joyce Appleby, <a href="#">The Post-Revolutionary Generation</a></li> </ul> <p>Read:</p> <ul style="list-style-type: none"> <li>• an issue of <i>Weekly Raleigh Register</i> or the <i>Raleigh Minerva</i> for 1800-1801</li> </ul>
Feb. 24	<p>Read:</p> <ul style="list-style-type: none"> <li>• Wood, 357-399</li> </ul>
Feb. 26	<p>Listen to:</p> <ul style="list-style-type: none"> <li>• James Lewis Jr., <a href="#">The Burr Conspiracy</a></li> </ul> <p>Read:</p> <ul style="list-style-type: none"> <li>• an issue of <i>Weekly Raleigh Register</i> or the <i>Raleigh Minerva</i> for 1802-1803</li> </ul> <p><b>Graduate student lecture:</b> Craig Friend, <i>Kentucke's Frontiers</i></p>
Mar. 2	<p>Read:</p> <ul style="list-style-type: none"> <li>• Wood, 400-468</li> </ul>
Mar. 4	<b>Midterm Examination</b>
Mar. 9-13	<b>Spring Break</b>
Mar. 16	<p>Read:</p> <ul style="list-style-type: none"> <li>• Wood, 469-507</li> </ul>

Mar. 18	<p>Watch:</p> <ul style="list-style-type: none"> <li>James G. Basker, <a href="#">Anti-Slavery Literature in the Founding Era</a></li> </ul> <p>Read:</p> <ul style="list-style-type: none"> <li>an issue of <i>Weekly Raleigh Register</i> or the <i>Raleigh Minerva</i> for 1804-1805</li> </ul>
Mar. 23	<p>Read:</p> <ul style="list-style-type: none"> <li>Wood, 509-42</li> </ul>
Mar. 25	<p>Listen to:</p> <ul style="list-style-type: none"> <li>Gregory E. O'Malley, <a href="#">Final Passages: The Intercolonial Slave Trade of British America, 1619-1807</a></li> </ul> <p>Read:</p> <ul style="list-style-type: none"> <li>an issue of <i>Weekly Raleigh Register</i> or the <i>Raleigh Minerva</i> for 1806-1807</li> </ul> <p><b>Graduate student lecture:</b> Douglas Egerton, <i>Gabriel's Rebellion</i></p>
Mar. 30	<p>Read:</p> <ul style="list-style-type: none"> <li>Wood, 543-619</li> </ul>
Apr. 1	<p>Listen to:</p> <ul style="list-style-type: none"> <li>Catherine Kelly, <a href="#">Art, Politics, and Everyday Life in Early America</a></li> </ul> <p>Read:</p> <ul style="list-style-type: none"> <li>an issue of <i>Weekly Raleigh Register</i> or the <i>Raleigh Minerva</i> for 1808-1809</li> </ul> <p><b>Graduate student lecture:</b> Nathan Hatch, <i>The Democratization of America</i></p>
Apr. 6	<p>Read:</p> <ul style="list-style-type: none"> <li>Wood, 620-58</li> </ul>
Apr. 8	<p>Read:</p> <ul style="list-style-type: none"> <li>Paul Gilje, "Free Trade and Sailors' Rights': The Rhetoric of the War of 1812," <i>Journal of the Early Republic</i> 30 (spring 2000): 1-23 (which you can find online through the NCSU library).</li> <li>an issue of <i>The Carolinian</i> or the <i>Carolina Federal Republican</i> for 1810-1811</li> </ul>
Apr. 13	<p>Read:</p> <ul style="list-style-type: none"> <li>Wood, 659-700</li> </ul>
Apr. 15	<p>Listen to:</p> <ul style="list-style-type: none"> <li>Alan Taylor, <a href="#">The Internal Enemy: Slavery and War in Virginia, 1772-1832</a></li> </ul> <p>Read:</p> <ul style="list-style-type: none"> <li>an issue of <i>The Carolinian</i> or the <i>Carolina Federal Republican</i> for 1812-1813</li> </ul> <p><b>Graduate student lecture:</b> Steven Watts, <i>The Republic Reborn</i></p>
Apr. 20	<p>Read:</p> <ul style="list-style-type: none"> <li>Wood, 701-38</li> </ul>
Apr. 22	<p>Read</p> <ul style="list-style-type: none"> <li>E. McClung Fleming, "From Indian Princess to Greek Goddess: the American Image, 1783-1815," <i>Winterthur Portfolio</i> 3 (1967): 37-66 (which you can find online through the NCSU library).</li> <li>an issue of <i>The Carolinian</i> or the <i>Carolina Federal Republican</i> for 1814-1815</li> </ul>
Apr. 27 1-4 pm	<b>Final Examination</b>

## **POLICIES (or, the fine print)**

### **Absence Policy**

Perfect attendance is preferred. Two absences are tolerable but may result in a lesser participation grade. Three absences are not acceptable and will result in a failed participation grade. Please consult the following website for further information on University attendance regulations: <https://policies.ncsu.edu/regulation/reg-02-20-03>.

### **Late Assignments**

If completed within twenty-four hours, any late assignment will be discounted 10 points (a full letter grade). All others will receive failure.

### **Technology Policy**

Students may use laptops at the professor's discretion. If a student is using a laptop for anything other than course-related work, the privilege of technology may be stripped from that student. Under no conditions should a phone be seen in the classroom.

### **Writing Policy**

All papers must be neatly typed in a regular-sized font (Times New Roman, 11 or 12 point is preferred) and double-spaced. All margins must be either 1 or 1¼ inches. YOU CANNOT BE TOO THOROUGH WHEN CITING SOURCES! All citations must conform to the Chicago manual of style, available through the NCSU library database. Points will be deducted for errors in grammar and mechanics.

### **Academic Dishonesty Policy**

Regardless of discipline, honest and rigorous scholarship is at the foundation of a Research I institution. Students are bound by the academic integrity policy as stated in NCSU Code of Student Conduct: <http://policies.ncsu.edu/policy/pol-11-35-01>. Students are required to uphold the university pledge of honor and exercise honesty in completing every assignment. You may be required to write the Pack Pledge on every exam and assignment and to sign or type your name after the pledge. ("I have neither given nor received unauthorized aid on this test or assignment.") Violations of academic integrity will result in referral to the Office of Student Conduct with a recommendation of a failing grade for the assignment, and they will be reported to the department head.

### **Incomplete Grades**

An incomplete will be given for this course ONLY with thorough documentation of a medical or family emergency that reasonably prohibits completion of work. Stress or poor time management do not meet the standards for requesting an incomplete grade.

### **Policy for Students with Disabilities**

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, 2751 Cates Avenue, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01). <https://policies.ncsu.edu/regulation/reg-02-20-01>.

### **Non-discrimination Policy**

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated.

Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <https://policies.ncsu.edu/category/campus-environment/> or <https://policies.ncsu.edu/policy/pol-04-25-05/>. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

### **NC State University Policies, Regulations and Rules**

Students are responsible for reviewing the PRRs which pertain to their course rights and responsibilities. These include: <http://policies.ncsu.edu/policy/pol-04-25-05> (Equal Opportunity and Non-discrimination Policy Statement), <https://oied.ncsu.edu/divweb/policies/> (Office for Institutional Equity and Diversity), <http://policies.ncsu.edu/policy/pol-11-35-01> (Code of Student Conduct), <http://policies.ncsu.edu/regulation/reg-02-50-03> (Grades and Grade Point Average), <https://policies.ncsu.edu/regulation/reg-02-20-04> (Audits), and <https://policies.ncsu.edu/regulation/reg-02-50-03> (Incompletes).

### **Writing and Speaking Tutorial Services**

If writing is difficult for you, please visit the Writing and Speaking Tutorial Services to review drafts of assignments before they are due. The Service offers free one-on-one consultation with experienced tutors who can help with all levels and stages of writing. There are six locations around campus that offer drop-in services. For more information go to: <https://tutorial.dasa.ncsu.edu/wsts-overview-programs/>

### **For Student Ombuds**

The Student Ombuds is a confidential resource (to the extent allowable by law), that provides a sounding board to discuss concerns related to your university experience - be they academic, personal or interpersonal, if it is important to you, it is an issue you can discuss with the Ombuds. The Student Ombuds provides information, discusses university policies and procedures, and helps students navigate their time at NC State. You can learn more about Student Ombuds Services and schedule an appointment by visiting [ombuds.ncsu.edu/](http://ombuds.ncsu.edu/)

### **For Food & Housing Insecurity**

Any student who faces challenges securing food and/or housing or has other financial challenges and believes this may affect their performance in this course is encouraged to notify the professor if you are comfortable in doing so. Alternatively, you can learn more about the Pack Essentials program and available resources by visiting <https://dasa.ncsu.edu/pack-essentials/>

### **Supporting Fellow Students in Distress**

Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you. When this is the case, I would encourage you to report this behavior to me and to [NC State Students of Concern](#). Although you can report anonymously, it is preferred that you share your contact information so they can follow-up.

### **Evaluations**

Online class evaluations are available to complete during the last two weeks of the semester. Students receive an email message directing them to the [ClassEval website](#). All evaluations are confidential. More information about classroom evaluations is available through [the Office of Institutional Research and Planning](#).