

University of Missouri-Columbia
History 4000/7000
Fall 2008
T Th 9:30-10:45am
Mumford 321

Prof. Jeff Pasley
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THE AGE OF JEFFERSON

<http://courses.pasleybrothers.com/jefferson>



TEXTBOOKS AT UNIVERSITY BOOKSTORE

Bushman, Richard
Cunningham, Noble, Jr.
Gordon-Reed, Annette
Kramnick, Isaac, ed.
Pasley, Jeffrey L.

Richard, Carl J.
Slaughter, Thomas P.
Wood, Gordon S.

The Refinement of America: Persons, Houses, Cities
In Pursuit of Reason: The Life of Thomas Jefferson
Thomas Jefferson and Sally Hemings: An American Controversy
The Portable Enlightenment Reader
"The Tyranny of Printers": Newspaper Politics in the Early American Republic
The Founders and the Classics
The Whiskey Rebellion: Frontier Epilogue to the American Revolution
The Radicalism of the American Revolution

Other readings are available on reserve at Ellis Library or in the Virtual Reader on the course website.

Themes of the Course:

AN ERA OF MIXED FEELINGS

This course examines the early years of the United States under the Constitution, an important historical period with which present-day Americans are increasingly unfamiliar. In 1789, Americans faced a difficult, confusing, and often painful set of tasks: they needed to build working political institutions out of the Constitution's vague instructions and at the same time create a stable, unified nation out of a divided and scattered collection of societies and peoples. American leaders also had to deal with a series of wars and international crises in which the U.S. was not a great world power but an "underdeveloped" or "Third World" country, weak and thus vulnerable to the designs of the European empires. The events of this period determined, even more than those of the Revolution itself, what type of nation the U.S. would become.

Perhaps more than Americans typically realize, the United States was truly a "young" republic in this period, with its character and even physical shape as yet unformed. Would the country be governed strongly and minutely from a capital of power and culture like London, or would the 13 separate capitals and innumerable smaller centers be allowed to retain their independence? Was union under the Constitution optional or mandatory? Would the country be predominantly rural and agricultural like the South and West, or increasingly urban and commercial like New England and the Middle States? Would there be one great nation on the North American continent, or a series of regional nations as in Europe? Would the tone of American society be set by the lifestyles and values of wigged, Latin-spouting gentlemen like the Founders, or by the lifestyles and values of ordinary Americans, who embarked in this period on a record-setting national drinking binge and joined raucous evangelical churches by the thousands? The major objective of this course is to help students abandon their preconceptions about the nation's early history and think deeply about the choices that were posed and made in the years after 1789.

Another very important objective of this course is to help students develop thinking and communication skills, the only truly "marketable" skills that humanities courses such as this one can provide. Discussions will take up a significant portion of our time in class, and writing will weigh heavily in the grading and assignments. Future employers who could not care less about whether you can recite the terms of the Jay Treaty undoubtedly *will* expect you to express your ideas clearly in writing and to contribute intelligently in meetings!

COURSE REQUIREMENTS AND POLICIES

EXAMINATIONS: There will be two tests in this course: a mid-term consisting of a choice of essay questions, identifications and short-answer questions to be answered in class; and a final examination (given in the scheduled exam period) consisting of identifications, short answers, and a choice of essay questions. The tests will cover only their respective halves of the course; in other words, the final is not cumulative. All course materials are fair game to be included on the tests. Missed tests can be made up only if the instructor is notified of your absence in advance and provided with documentary evidence of **DIRE** medical or family emergency.

RESEARCH PAPER: Undergraduate students will write an 10-12 page original research paper on some topic related to the Founders or their era (preferably between 1763 and 1828), with pages defined as double-spaced, one-inch margins, in 12 pt. Times New Roman or similar type. A bibliography of all the

primary and secondary sources used must be included, in addition to your 10-12 pages of text. **(Graduate students enrolled in History 7000 will write a 15- to 20- page research paper or historiographic essay as we arrange. See below.)**

An original research paper means a paper based mostly on primary sources, especially documents produced by people who had direct, contemporaneous access to the events or people being analyzed. If one is studying the attitudes or ideas of a particular figure, the most important primary sources would be that person's own writings and speeches. Luckily there are a wealth of primary sources available on Jefferson, the Founders, and their era available in relatively convenient form. For instance, congressional proceedings are all available in print or online. Even more conveniently, most of the major Founders have been the subject of massive modern scholarly editions, printing all their major correspondence with footnotes explaining all the events and people referred to, and everything indexed. Here are just a few examples available in Ellis Library:

HAMILTON

Syrett, Harold, and Jacob Ernest Cooke, eds. *The Papers of Alexander Hamilton*. 27 vols . New York: Columbia University Press, 1961-1979. Call number: E302 .H247 .

JEFFERSON

Boyd, Julian P. and others, ed. *The Papers of Thomas Jefferson*. 35 vols to date. Princeton : Princeton University Press, 1950-. Call number: E302 .J463 1950.

Looney, J. Jefferson, ed. *The Papers of Thomas Jefferson: Retirement Series*. 4 vols to date. Princeton : Princeton University Press, 2004-. Call number: E302 .J442 2004b .

MADISON

Brugger, Robert J. and others, eds., *The Papers of James Madison : Secretary of State Series*. 8 volumes to date. Charlottesville: University Press of Virginia, 1986-. E302 .M19 1986

Hutchinson, William T., and others, eds., *Papers of James Madison*. 17 vols. Chicago: University of Chicago Press, 1962-1991. Call number: JK111 .M24

Rutland, Robert A. and J. C. A Stagg, eds., *The Papers of James Madison : Presidential Series*. 5 vols to date. Charlottesville: University Press of Virginia, 1984-. Call number: E302 .M19 1984 .

WASHINGTON:

Fitzpatrick, John C., ed. *The Writings of George Washington From the Original Manuscript Sources, 1745-1799*. 39 vols. Washington: U.S. Govt. Print. Off, 1931-1944. Call number: E312.7 1931 .

Twohig, Dorothy, and others, eds. *The Papers of George Washington: Presidential Series*. 12 vols, to date. Charlottesville : University Press of Virginia , 1987-. Call Number: E312.72 1987b.

There are also copious primary sources available on the Internet, including the manuscript (hand-written) correspondence of John Adams and his family [<http://www.masshist.org/digitaladams/aea/>], Jefferson [http://memory.loc.gov/ammem/collections/jefferson_papers/], Madison [http://memory.loc.gov/ammem/collections/madison_papers/], and Washington [<http://memory.loc.gov/ammem/gwhtml/gwhome.html>].

Another important category of primary source is printed materials from the time, such as newspapers and pamphlets and books. Ellis Library has an excellent collection of early newspapers in

microform, and through the library web site and the MERLIN catalog, users also have access to every book and pamphlet published in American up to 1820.

Primary sources do NOT include the work of later historians or journalists, though such secondary sources may be used in your paper for background information. Indeed, you will probably *need* to do some secondary reading in order to develop your topic, and it is completely acceptable to cite secondary sources for necessary information or ideas that you are not able to research or did not uncover yourself.

Your research paper should have a clearly defined topic and develop a thesis or argument concerning that topic. Papers should not only tell a story or describe an event or explain a figure's thoughts on a subject, they should also draw some interpretive conclusions. In other words, the paper needs to *say something* about the topic. The easiest ways to develop such conclusions are to challenge the findings of an earlier historian, or apply an earlier historian's interpretation to a particular area that that historian did not write about. You can also find something no one has written about, though that will be tough to do in a well-studied area like the early American republic.

The instructor and grader will help each student develop a topic suited to his or her interests. To spark everyone's thoughts, a list of suggestions will be distributed early in the semester, but students are encouraged to pursue what interests them. To start your search for a topic, hit the library and check out a book on the Founder (a.k.a. "Founding Father") or other figure you find most interesting from this period. Or take a subject that interests you in the present or some other period and read up on it in the Early American Republic: international trade, agriculture, guns, acting, or whatever your interest may be. I can suggest a title or two for most topics, or tell you where to look. Once you have identified a topic area, then we can narrow it down to an area where you can do some research. For such a short research paper, the best topics will be very specific and limited: Jefferson's travels in Italy, anti-Catholicism in the political thought of John Adams, the marriage of James and Dolley Madison, one of Hamilton's court cases, improvements in bridge technology, student life at Princeton, the Battle of Fallen Timbers, etc.

To aid this process, every student needs to meet with me outside of class about their topic (come to office hours or make an appointment) **before the end of September**. Not waiting until the last minute will be much appreciated. Students will be given two lectures off after the mid-term to work on their research papers. Then, by **Oct. 30 if not before**, students will submit a proposal describing their topic, how they plan to approach it, and sketching a preliminary argument (hypothesis) that will guide the completion of their research and writing. The proposals should be 1-3 pages in length, plus a bibliography, and will be graded.

While every student needs to do their own paper on their own specific topic, groups of students are encouraged to pool their efforts and write on related topics. For instance, a group could work on foreign policy in the Washington administration, but each write on policy toward a different country. Another group could work on dueling, but each look at a different region or a different duel.

Research papers will be due **Thursday, Dec. 4, in class**. Late papers will be graded down 10% for every weekday they are late.

Students should cite the sources of any quotations or facts used, as well as the sources of any ideas that they may have borrowed, in endnotes, according to the rules set forth in one of the following guides: Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 5th edition or later; or *The Chicago Manual of Style*, 14th edition. All word processing programs published since the 1990s have a feature that allows footnotes or endnotes to be created, numbered, and placed automatically, so please use it. Note that the Turabian/Chicago method is different from the parenthetical one often required by many literature and science classes. We will go over it in class, but you will need to take the time to learn this different method, which works much better for history research where a large number of individual primary sources are used.

PARTICIPATION in class meetings is strongly encouraged, whether in the form of comments, questions, or responses to questions from the instructor. Opportunities for discussion will be embedded within many lectures, making it imperative to stay abreast of the reading, and a few class periods may be devoted almost entirely to discussion. In order to spur our discussions, I may periodically post questions to answer or documents to consider on the course web site. The best way to participate in discussions is to listen and respond not only to the instructor, but also to your fellow students. You should also try to be substantive, using concrete examples from the reading or lectures or films to make your points. Do not simply give a flat opinion such as "I hated it" or "I agree"; justify your opinion with actual ideas and arguments.

Discussion participation will be graded roughly as follows: A = Always contributes, in a spontaneous and substantive fashion. Responds to other students' remarks and follows up when necessary. B = Almost always contributes, but not always as spontaneously or substantively. C = Usually contributes, but not as often or as fully, or participates well but very infrequently. D = Rarely participates, never fully or responsively. F = Never participates. To ensure accuracy and fairness, participation will be recorded (subject to the instructor's review) by the grader each day. Make sure that we know your name so you can be properly credited. Obviously, these measures will be relative to the amount of time we end up having for discussion. Given that this is a relatively large, lecture-based class, "always participates" does not necessarily mean you have to say something in all 25-odd class periods.

Student will also be able to earn participation credit by posting substantive comments in answer to questions on the course website, <http://pasleybrothers.com/mocourses/jefferson> or on my early American-related blog, "Publick Occurrences 2.0," <http://www.common-place.dreamhost.com/pasley/>. (Warning: the second blog does include some of my political opinions. Ignore it if you don't like them; using that site is not a requirement.) These are both publicly-accessible sites, so you may want to use a screenname. To get credit, please print out your comment and hand it in at the beginning of class with your real name written on it. When writing for websites, it is always a good idea to compose and save what you write on a local computer before trying to post. You never know when the Internet or the hosting service will decide to go down.

ATTENDANCE will be taken each class period (via a sign-up sheet) and comprise at least half the participation grade. The final attendance percentage will be derived from the total number of class periods held, minus three to account for any unforeseen issues such as automobile mishaps or work schedule conflicts or short-term illnesses. Military service, official university business (including inter-collegiate athletic participation), documented serious student illnesses (or documented serious illnesses or deaths in the student's immediate family), are the only excuses that will garner any additional "free" absences. If you have to miss so much class as to necessitate frequent or numerous requests for excused absences, consider dropping the class.

The purpose of the attendance requirement is to give faithfully attending students some credit for their conscientiousness. There is no need to email each time you have to miss class. You will either be in class or not and will be counted accordingly.

LAPTOPS may be used to take notes during lectures and discussions, but please refrain from other laptop use during class, especially for email, chatting, games, or general web-surfing. Students caught violating this policy will lose participation credit and asked to leave their laptops at home. Cell phones and other electronic devices should be turned off during class. We reserve the right to ban laptops at anytime.

GRADUATE REQUIREMENTS (History 7000): Graduate students will be required to write a longer (15-20-page) research paper or equivalent, and do some additional or substitute readings as arranged. In

addition, if we can find a suitable time – I am proposing right after the lecture on Tuesdays – we will hold some separate graduate discussions throughout the semester. Graduate students will also be expected to perform at a more thorough and sophisticated level than the undergraduates, on all the shared assignments. Graduate students should all plan to talk to me on the first day of class, so we can begin the process of scheduling the graduate discussions.

GRADING

Term Paper Proposal	5%
Term Paper	25%
Midterm	25%
Final Exam	30%
Participation	15%

GRADING SCALE will be on a standard percentage scale, not formally "curved": A=93-100%, A-=90-92%, B+=87-89%, B=83-86%, B- = 80-82%, C+=77-79%, C=73-76%, C- =70-72%, D+=67-69%, D=63-66%, D- =60-62%, F=59% or below.

GRADING STANDARDS: While I do not set out to be a hard grader, students should know that many of my past students at MU have felt that way. I try to apply standards that are consistent with University of Missouri's reputation as a major national research institution academically on par with, though not as big or wealthy, as other public universities like Penn State, Iowa, Kansas, Texas, Minnesota, Michigan, and Berkeley. Students should be aware that I have no way of knowing what their previous grades have been, nor do I accept any responsibility for approximating their previous grades. Grade appeals based solely on the desire to match an expected grade level will not be entertained. I try to be fair with each individual student and judge them on their individual performance in this class.

GRADER: Most of the undergraduate grading will be done by History Department graduate student Michael Marden (email: mike.marden@gmail.com, phone: 529-2080), in close consultation with the instructor. Mike specializes in the period we are studying. His office hours this semester will be Tuesdays and Thursdays, 11am-1pm, but he asks that you contact him about where to meet, as he prefers not to conduct business in the graduate student bullpen in the basement of Read Hall. I can't blame him.

OFFICIAL NOTICES

Academic Dishonesty

MU says:

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest

whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

Professor Pasley says:

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 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 submitting papers downloaded, purchased, or commissioned over the Internet, or through any other means other than composing the text yourself, is strictly forbidden.

Keep in mind that plagiarism is usually very easy to catch. Most college students just do not write as well or in as sophisticated a manner or in the same authoritative, polished style as the professional published authors whose works are typically plagiarized. This is especially true for those students who may be most tempted to plagiarize because of poor writing skills, test performance, or class attendance. Papers and tests that are very dramatically different in style and content from a student's other work, or diverge widely from an assignment or paper proposal without explanation, will be carefully scrutinized. 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

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. Please see me privately after class, or at my office.

To request academic accommodations (for example, a notetaker), students must also register with the Office of Disability Services, (<http://disabilityservices.missouri.edu>), S5 Memorial Union, 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 other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

Intellectual Pluralism *(new from the Missouri State Legislature)*

The University community welcomes intellectual diversity and respects student rights. Students who have questions concerning the quality of instruction in this class may address concerns to either the Departmental Chair or Divisional leader or Director of the Office of Students Rights and Responsibilities (<http://osrr.missouri.edu/>). All undergraduate students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

IMPORTANT DATES 2008

Thurs., Sept. 25 Fri., Sept. 26	Special Office Hours, 2-5pm, both days
Tues., Sept. 30	DEADLINE TO CONFER WITH PROF. PASLEY ABOUT PAPER TOPIC
Tues., Oct. 14	MID-TERM EXAM
Thurs., Oct. 16 Tues., Oct. 21	NO LECTURES – classroom open for group work on term papers
Thurs., Oct. 30	TERM PAPER PROPOSALS DUE
November 22-29	Thanksgiving Break
Thurs., Dec. 11, in class	TERM PAPERS DUE
Fri., Dec. 19, 10:30 a.m.–12:30 p.m.	FINAL EXAM

LECTURE TOPICS

Explanation: This course tends to move at a variable rate, so instead of an exact lecture schedule, the following list should give you an idea of the topics to be covered. Reading assignments and exact lecture topics will be announced in class and in hand-outs as we proceed through the semester. The goal is to get to the end of this list by the end of the semester, but our actual progress may be less. Increasingly I lean toward explaining concepts and exploring the Founders' world in these lectures rather than trying to narrate the headline events of this crowded period. (Test dates and assignment due dates are firm, and given in the separate grid above.) **Please note that in addition to the textbooks, some very important readings will be on reserve at the circulation desk of Ellis Library and available online through the course web site.**

UNITS (each covers more than one class period – progress will be announced in class)

1. THE "NATURAL ARISTOCRACY" OF EARLY AMERICA (colonial political culture; upper classes in the American Revolution; gentility and elite lifestyles, social values, and behavior)
2. THE FOUNDERS' REPUBLIC, I: Things You Can Tell About the Founders by Looking Around Monticello (Thomas Jefferson's life; architecture & national identity; culture of the American Enlightenment, including science and political liberalism)
3. THE FOUNDERS' REPUBLIC, II: Roman Virtue and Agrarian Visions (influence of ancient Rome and Greece on the Founders; "classical republican" political thought and its influence; political & social conservatism)
4. THE PEOPLE'S REPUBLIC (daily life and democratic political values of ordinary Americans, contrasted and compared with both the Enlightenment and "classical republicanism")

5. "A perpetual exercise of the most boisterous passions": SEX, RACE, AND THE EARLY REPUBLIC (slavery; African-American history in the Early Republic; Jefferson & Sally Hemings; changes in sexuality & gender during this period)
6. THE FEDERALIST REGIME (Washington's first term and the filling of the Constitution's blanks; Alexander Hamilton as "prime minister," with his financial system dominating the agenda, combining aggressive economic plans with conservative political ones; beginnings of Jefferson and Madison's opposition to Hamilton and his system)
7. THE UNITED STATES AND THE FRENCH REVOLUTIONARY CRISIS (early America at the mercy of the 18th-century "superpowers," the influence of the French Revolution and the rise of democratic radicalism)
8. YEAR OF THE GUN: 1794 (Federalist suppression of the Whiskey Rebellion, the Northwest Indian Confederacy, and the Democratic-Republican Societies)
9. THE JAY TREATY AND THE ORIGINS OF THE AMERICAN PARTY SYSTEM (resolution of the French Revolutionary crisis, emergence of the Democratic-Republican opposition party and the first contested presidential election in 1796)
10. THE FEDERALIST "REIGN OF TERROR" (John Adams' administration and the Quasi-War with France; attempt to suppress the emerging party system with the Alien and Sedition Acts)
11. THE "REVOLUTION OF 1800"? (Jefferson's election, the overthrow of the Federalists and the establishment of the U.S. political system as we know it)



HISTORY 4000-7000 FIRST READING ASSIGNMENT

(covering roughly 1st 2 weeks)

THIS SYLLABUS!

1. THE "NATURAL ARISTOCRACY" OF EARLY AMERICA

TEXTBOOKS

- Gordon S. Wood, *The Radicalism of the American Revolution*, Part I
- Richard Bushman, *The Refinement of America*, chaps. I-VI

VIRTUAL READER [http://pasleybrothers.com/mocourses/jefferson/virtual_reader.htm]

- George Washington, "Rules of Civility & Decent Behavior In Company and Conversation"
- Jeffrey L. Pasley, "Private Access and Public Power: Gentility and Lobbying in the Early Congress"
- **[GRADUATE STUDENTS ONLY]:** Joanne B Freeman, "Dueling As Politics: Reinterpreting the Burr-Hamilton Duel," *William and Mary Quarterly* 3d ser., 53 (1996): 289-318 (from JSTOR database)