



EAST TEXAS A&M
UNIVERSITY

**HISTORY 556.01E / 1SE: READINGS IN EARLY NATIONAL U.S. HISTORY,
1789-1850**

COURSE SYLLABUS: SUMMER II 2026



Thomas Cole, *The Hunter's Return* (1845)
Amon Carter Museum, Fort Worth, TX

Instructor: Professor John Howard Smith

Class Location/Time: Zoom / Tuesdays & Thursdays, 5:30 – 10:00 p.m.

Office Location: Ferguson Social Sciences 117

Office Hours: By appointment only

University Email Address: John.Smith@etamu.edu

COURSE INFORMATION

Course Prerequisite/Co-requisite: None

Materials – Textbooks, Readings, Supplementary Readings:

Required Readings:

Gordon S. Wood, *Empire of Liberty: A History of the Early Republic, 1789-1815*. New York: Oxford University Press, 2009. ISBN13 978-0199832460
 David Walker Howe, *What God Hath Wrought: The Transformation of American Society, 1815-1848*. New York: Oxford University Press, 2007. ISBN13 978-0195392432
 Gordon S. Wood, *The Radicalism of the American Revolution*. New York: Vintage Books, 1991. ISBN10 0679736883

Selected journal articles downloaded from D2L/Brightspace

Course Description:

The theme for this course is “Revolutions,” and we will examine the history and legacy of the American Revolution, particularly the difficult struggle with its political, social, and economic philosophies in the nineteenth century. The individualism, egalitarianism, and libertarianism of the Revolution was simultaneously an expression of late eighteenth-century ideals and the formulation of radical new ideas, the consequences of which the revolutionary and subsequent generations were unprepared to grasp. We will examine this period of the revolutionary and early national United States, and evaluate the achievements and shortcomings of what could be termed the “long American Revolution” that culminated in Jeffersonian-Jacksonian democracy, which strove to fulfill the promise of 1776.

Student Learning Outcomes:

Students will gain a greater understanding of the American Revolution, and its extended social, economic, and political effects through the early national period of U.S. history.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course consists of a series of activities and assessments to assist students in achieving the outcomes/objectives for the course and instructional units/modules. Each week students will work on various combinations of readings, discussions, and research.

Participation: (100 pts., 70% of course grade)

Student Learning Outcome: Students will develop a familiarity with the historiography pertaining to colonial North America, particularly that which is focused on the British mainland colonies.

Participation in class discussions is intended to allow students to talk about issues pertaining to the topics at hand concerning various aspects of colonial North American history and society, and will serve to inform the Instructor about how well students are absorbing course content. They will also allow students to further develop and refine skills in scholarly debating, as they will be required to answer questions posed by the Instructor and by their classmates in coherent and insightful ways.

Historiographic Essay: (100 pts, 30% of course grade)

Student Learning Outcome: Students will develop a familiarity with the historiography pertaining to colonial North America, particularly that which is focused on the British mainland colonies.

The historiographic essay is to be an analytical review of Gordon S. Wood's *The Radicalism of the American Revolution* as interpreted through the lenses of the other scholarship read for the course.

The paper must conform to the following physical parameters:

Processed using MS Word using 12 pt. Times New Roman font (10 pt. for footnotes)
 1-inch margins all around, with text double-spaced and justified
 12-15 pages in length (*not* including the bibliography)
 All sources must be cited using footnotes in the Turabian/Chicago style
 There must be a bibliography of works cited at the end of the paper
 All pages must be numbered

Grading

Grading will be calculated using a standard 10-point scale, with course elements weighted accordingly:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Participation (100 pts.)	70%
Historiographical Essay (100 pts.)	30%

TECHNOLOGY REQUIREMENTS

To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.

You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required courses are heavily video intensive
- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

You must have a:

- Sound card, which is usually integrated into your desktop or laptop computer
- Speakers or headphones.
- *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>

Current anti-virus software must be installed and kept up to date.

Run a browser check through the Pearson Learning Studio Technical Requirements website. [Browser Check http://help.D2L/Brightspace.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browse](http://help.D2L/Brightspace.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browse).

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software, if you do not already have them:

- [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
- [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
- [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
- [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

For additional information about system requirements, please see: [System Requirements for LearningStudio https://secure.D2L/Brightspace.com/tamuc/index.learn?action=technical](https://secure.D2L/Brightspace.com/tamuc/index.learn?action=technical).

ACCESS AND NAVIGATION

This course will be facilitated using D2L/Brightspace, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Office hours are given at the top of this syllabus, and are posted outside of my door. Arrangements can be made if a student cannot meet with me during regular office hours for consultations. Email is the most reliable method of reaching me outside of my office. Expect a reply within 24 hours.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Academic Honesty

It is the policy of the University, the History Department, and the instructor that no form of plagiarism or cheating will be tolerated. Plagiarism is defined as the deliberate use of another's

work and claiming it as one's own. This means ideas as well as text, whether paraphrased or presented verbatim (word-for-word). **Anyone caught cheating or plagiarizing will automatically fail the assignment in question, may summarily fail the course, and could be subject to disciplinary action by the University.**

Likewise, no element of the course grade is negotiable or optional, meaning that failure to submit the historiographic essay in the absence of compelling, documented circumstances **will result in automatic failure of the course.** *The instructor's evaluative judgment of assignments is final, and will not be subject to revision except in cases of mathematical error.*

Class Decorum

All students must show respect toward the Instructor and the Instructor's syllabus, presentations, assignments, and point of view. Students should also respect each others' differences. If the Instructor determines that a student is not being respectful toward other students or the Instructor, or is otherwise behaving in an inappropriate manner, it is the Instructor's prerogative to remove the student from the class either temporarily or permanently, as the case requires.

“Campus Carry” Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. **Pursuant to Penal Code 46.035 and Texas A&M University-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.** For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer. **Pursuant to Penal Code 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses.** Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Statement on the Uses of Artificial Intelligence

Texas A&M University-Commerce acknowledges that there can be legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words. **However, use of such tools cannot take the place of original composition on academic writing assignments, and therefore is expressly forbidden by the Instructor in this course.** Any discovered and confirmed use of such software constitutes an instance of academic dishonesty, and will result in the same penalties that attend cases of plagiarism. Students are fully responsible for the content of any assignment they submit, including cases in which A.I. was used, and especially in cases where the A.I. software plagiarized another text and/or misattributed or otherwise misrepresented primary and/or secondary source materials.

For further information please consult A&M-Commerce policy 13.99.99.R0.10: Graduate Student Academic Dishonesty.

Note: Failure to comply with any of the Instructor's policies will result in immediate deregistration from the course.

Statement on Texas Senate Bill 17

Texas Senate Bill 17, the recent law that prohibits certain diversity, equity, and inclusion programs at public colleges and universities in Texas, **does not** affect academic course instruction, including the content, teaching, or discussion in a course at public colleges and universities in Texas. SB 17 does not alter existing expectations and academic freedom for teaching and related classroom discussion, including regarding diversity, equity, and inclusion topics.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel.

COURSE OUTLINE / CALENDAR

Jul. 7: Introductions / Revolutionary America, 1775-1790

Readings: Pauline Maier, "Popular Uprisings and Civil Authority in Eighteenth-Century America," *William and Mary Quarterly*, 3rd Ser., 28 (Jan. 1970), 3-35; Sung Bok Kim, "The Limits of Politicization in the American Revolution: The Experience of Westchester County, New York," *The Journal of American History* 80 (Dec. 1993), 868-889; Richard D. Brown, "Shays's Rebellion and Its Aftermath: A View from Springfield, Massachusetts, 1787," *William and Mary Quarterly*, 3rd Ser., 40 (Oct. 1983), 598-615; Michael J. Faber, "Democratic Anti-Federalism: Rights, Democracy, and the Minority in the Pennsylvania Ratifying Convention," *The Pennsylvania Magazine of History and Biography* 138 (Apr. 2014), 135-162; **Wood, *Empire of Liberty*, Introduction and chaps. 1-2**

Jul. 9: Federalist Dominion, 1790-1798

Readings: **Wood, *Empire of Liberty*, chaps. 3-6;** Terry Bouton, "A Road Closed: Rural Insurgency in Post-Independence Pennsylvania," *Journal of American History* 87 (Dec. 2000), 855-887; Jeffrey L. Pasley, "The Two National 'Gazettes': Newspapers and the Embodiment of American Political Parties," *Early American Literature* 35 (2000), 51-86; Nathan Perl-Rosenthal, "Private Letters and Public Diplomacy: The Adams Network and the Quasi-War, 1797-1798," *Journal of the Early Republic* 31 (Summer 2011), 283-311; Douglas Bradburn, "A Clamor in the Public Mind: Opposition to the Alien and Sedition Acts," *William and Mary Quarterly*, 3rd Ser., 65 (Jul. 2008), 565-600

Jul. 14: The Jeffersonian Counter-Revolution, 1798-1809

Readings: **Wood, *Empire of Liberty*, chaps. 7-10, 13** (chaps. 11-12 *optional*); James V. Fenelon and Mary Louise Defender-Wilson, "Voyage of Domination, 'Purchase' as Conquest, Sakakawea for Savagery: Distorted Icons from Misrepresentations of the Lewis and Clark Expedition," *Wicazō Ša Review* 19 (Spring 2004), 85-104; William G. McLoughlin, "Thomas Jefferson and the Beginning of Cherokee Nationalism, 1806-1809," *William and Mary Quarterly*, 3rd Ser., 32 (Oct. 1975), 547-580; Jeffrey A. Frankel, "The 1807-1809 Embargo against Great Britain," *The Journal of Economic History* 42 (Jun. 1982), 291-308

Jul. 16: Jeffersonian Culture

Readings: **Wood, *Empire of Liberty*, chaps. 14-16;** Makungu M. Akinyela, "Battling the Serpent: Nat Turner, Africanized Christianity, and a Black Ethos," *Journal of Black Studies* 33 (Jan. 2003), 255-280; Mia Bay, "In Search of Sally Hemings in the Post-DNA Era," *Reviews in American History* 34 (Dec. 2006), 407-426; Sam Haselby, "Sovereignty and Salvation on the Frontier of the Early American Republic," *Past and Present* 215 (May 2012), 165-194

Jul. 21: The Wars of 1812

Readings: **Wood, *Empire of Liberty*, chaps. 17-19;** Alfred A. Cave, "The Shawnee Prophet, Tecumseh, and Tippecanoe: A Case Study of Historical Myth-Making," *Journal of the Early Republic* 22 (Winter 2002), 637-673; Lawrence A. Peskin, "Conspiratorial Anglophobia and the War of 1812," *Journal of American History* 98 (Dec. 2011), 647-669; Lawrence Delbert Cress, "'Cool and Serious Reflection': Federalist Attitudes toward War in 1812," *Journal of the Early Republic* 7 (Summer 1987), 123-145

Jul. 23: Good Times, Bad Times

Readings: Howe, *What Hath God Wrought*, “Prologue” and Introduction, chaps. 1-4; David S. Heidler, “The Politics of National Aggression: Congress and the First Seminole War,” *Journal of the Early Republic* 13 (Winter 1993), 501-530; Stuart Leibiger, “Thomas Jefferson and the Missouri Crisis: An Alternative Interpretation,” *Journal of the Early Republic* 17 (Spring 1997), 121-130; Brook Poston, “‘Bolder Attitude’: James Monroe, the French Revolution, and the Making of the Monroe Doctrine,” *The Virginia Magazine of History and Biography* 124 (2016), 282-315

Jul. 28: Pursuing the Millennium

Readings: Howe, *What Hath God Wrought*, chaps. 5-8, 12; John Howard Smith, *A Dream of the Judgment Day: American Millennialism and Apocalypticism, 1620-1890*, chaps. 5-7 (D2L)

Jul. 30: Jacksonian Democracy

Readings: Howe, *What Hath God Wrought*, chaps. 9-11; Benjamin E. Park, “The Angel of Nullification: Imagining Disunion in an Era before Secession,” *Journal of the Early Republic* 37 (Fall 2017), 507-536; Alfred A. Cave, “Abuse of Power: Andrew Jackson and the Indian Removal Act of 1830,” *The Historian* 65 (Winter 2003), 1330-1353; Robert Whaples, “Were Andrew Jackson’s Policies ‘Good for the Economy’?” *The Independent Review* 18 (Spring 2014), 545-558

Aug. 4: “Manifest Destiny”

Readings: Howe, *What Hath God Wrought*, chaps. 14-19; H. Allen Anderson, “The Delaware and Shawnee Indians and the Republic of Texas, 1820-1845,” *The Southwestern Historical Quarterly* 94 (Oct. 1990), 231-260; Paul D. Lack, “Slavery and the Texas Revolution,” *The Southwestern Historical Quarterly* 89 (Oct. 1985), 181-202; Peter Guardino, “‘In the Name of Civilization and with a Bible in Their Hands:’ Religion and the 1846–48 Mexican-American War,” *Mexican Studies/Estudios Mexicanos* 30 (Summer 2014), 342-365

Aug. 6: What Was the American Revolution?

Readings: Wood, *The Radicalism of the American Revolution* (entire)

Historiography Essays Due Aug. 7 by 11:59 p.m.