

**EARLY REPUBLIC (1781-1815)
(AMH 6990)**

**Tuesday, 2:30-5:15
Building , Room**

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COURSE DESCRIPTION

This course examines the major issues, events, and figures that defined the early American republic, the formative period of American history from the American Revolution to the War of 1812. All aspects of the early republic will be covered -- social, cultural, economic, political, constitutional, diplomatic, military, and biographical.

STUDENT LEARNING OUTCOMES

- Demonstrate a general comprehension of the political struggles that shaped the formation of the American Union and established the foundation of the new constitutional system of government.
- Demonstrate a general comprehension of the various social and economic factors that characterized the American population from the first war for independence to the second one.
- Identify the prominent figures of the founding generation and how their struggles shaped the course of the American Union.

TEXTS

- Merrill Jensen, *The Articles of Confederation*
- Forrest McDonald, *E Pluribus Unum: The Formation of the American Republic, 1775-1790*
- Forrest McDonald, *Novus Ordo Seclorum: The Intellectual Origins of the Constitution*
- Jackson Turner Main, *The Antifederalists: Critics of the Constitution*
- Lance Banning, *The Jeffersonian Persuasion: Evolution of a Party Ideology*
- Joyce Appleby, *Capitalism and a New Social Order: The Republican Vision of the 1790s*
- Noble Cunningham, *The Jeffersonian Republicans: The Formation of Party Organization, 1789-1801*
- Drew McCoy, *The Elusive Republic: Political Economy in Jeffersonian America*
- John Nelson, Jr., *Liberty and Property: Political Economy and Policymaking in the New Nation, 1789-1812*
- Richard Ellis, *The Jeffersonian Crisis: Courts and Politics in the Young Republic*
- Bruce Ackerman, *The Failure of the Founding Fathers: Jefferson, Marshall, and the Rise of Presidential Democracy*
- Roger Brown, *The Republic in Peril: 1812*
- Richard Buel, Jr., *American on the Brink: How the Political Struggle over the War of 1812 almost Destroyed the Young Republic*
- Gordon Wood, *Empire of Liberty: A History of the Early Republic, 1789-1815*
- Reginald Horsman, *Expansion and American Indian Policy, 1783-1812*

ASSIGNMENTS

Write a book review for each of the assigned readings listed above. Each review should focus on (1) the author's main argument(s), namely the thesis and/or the various themes presented in the book, and (2) the author's bias and/or historiographical interpretation of the events and issues addressed in the book. Reviews must be typed, double spaced, 12-point font, and 1200 words in length. Page numbers in parenthesis are sufficient for quotations, but use quotations sparingly. Reviews turned in after the due date will not be accepted under any circumstance. Due dates for each review are listed in the class schedule.

ATTENDANCE

Class discussion is a critical component of any graduate seminar. Attendance, therefore, is not only expected, it is compulsory, and it will be taken at every class period. For every class you miss, fifty points will be deducted from your final total. If you cannot attend the class, then you should not take the course. If you have completed all the assignments and finish the semester with a borderline grade, then perfect attendance will raise your final grade one full average point to the next grade level.

GRADING **Reviews 90%, Class Discussion 10%**

A (94-100)	A- (90-93)	B+ (87-89)	B (84-86)	B- (80-83)
C+ (77-79)	C (74-76)	C- (70-73)	D (60-69)	F (59 and below)

EXPECTATIONS FOR ACADEMIC CONDUCT

As members of the University of West Florida academic community, we commit ourselves to honesty. As we strive for excellence in performance, integrity—both personal and institutional—is our most precious asset. Honesty in our academic work is vital, and we will not knowingly act in ways which erode that integrity. Accordingly, we pledge not to cheat, nor to tolerate cheating, nor to plagiarize the work of others. We pledge to share community resources in ways that are responsible and that comply with established policies of fairness. Cooperation and competition are means to high achievement and are encouraged. Indeed, cooperation is expected unless our directive is to individual performance. We will compete constructively and professionally for the purpose of stimulating high performance and standards. Finally, we accept adherence to this set of expectations for academic conduct as a condition of membership in the UWF academic community. (From the Student Life Handbook, page 46.)

If you cheat or plagiarize on an assignment, you will fail the course and face academic misconduct charges at the university level which could result in your suspension or expulsion – in either case, it will be stamped permanently on your official transcripts. (From Dr. Belko)

For more information on the University's academic conduct policies, see the following resources:

- Academic Conduct Policy: ([Web Format](#)) | ([PDF Format](#)) | ([RTF Format](#))
- Plagiarism Policy: ([Word Format](#)) | ([PDF Format](#)) | ([RTF Format](#))
- Student Handbook: ([PDF Format](#))

