**UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL**

Electronically submit this completed form with PDF attachments to the Chair of the College Curriculum Committee.

<table>
<thead>
<tr>
<th>COLLEGE (check one):</th>
<th>Arts and Sciences</th>
<th>Business</th>
<th>Education</th>
</tr>
</thead>
</table>

*Proposal Submitted By: Will B. Mackintosh  Date Prepared: 5/27/13*

**Course Title:** The Early American Republic

**Department/discipline and course number:** HIST 319

*This course number must be approved by the Office of the Registrar before the proposal is submitted.*

<table>
<thead>
<tr>
<th>Number of credits proposed:</th>
<th>3</th>
<th>Prerequisites:</th>
<th>None</th>
</tr>
</thead>
</table>

*Will this be a new, repeatable "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)*

**NO** | **X** | **YES**

**Date of first offering of this new course:** FALL SEMESTER, year 2014

**Proposed frequency of offering of the course:** Every 4 semesters

**List the faculty who will likely teach the course:** Will B. Mackintosh

**Are ANY new resources required?**

**NO** | **X** | **YES**  
**Document in attached impact statement**

**This new course will be (check all that apply):**

**Required in the major**  | **General Elective**  | **X**

**Elective in the major**  | **General Education**  | **X**

*"AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.*

**Catalog Description:**

Cultural, social, political, and economic history of the period between the American Revolution and the Civil War.

---

**COURSE HISTORY**

<table>
<thead>
<tr>
<th>Was this course taught previously as a topics or experimental course?</th>
<th><strong>YES</strong></th>
<th><strong>X</strong></th>
<th><strong>NO</strong></th>
</tr>
</thead>
</table>

**Course Number and Title of Previous Course**

<table>
<thead>
<tr>
<th>HIST 300S: The Early American Republic</th>
<th>Semester Offered</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>

**CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings.** This means that students who took the earlier "topics" course will only be able to take the new course if they made a C- grade or lower in the earlier course.

**NOTE:** If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

**REQUIRED ATTACHMENTS:**

1. **Rationale Statement** (Why is this course needed? What purposes will it serve?)

2. **Impact Statement** (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)

3. **Sample Syllabus**

---

**Department Chair Approval:**

**CCC Chair Approval:**

**UCC Chair Approval:**

**Date:** 8/21/13
Rationale Statement

This course is designed to fill a chronological gap in the department’s American History offerings, from 1790 to 1860. The department currently offers classes on the American Revolution and the Civil War, but no classes that cover the critical seventy-year period in between. Because it was bookended by two such important moments, the early republic is an important period for students to study in depth so that they understand both the outcomes of the American Revolution and the emerging tensions that led to the Civil War. This course uses the early nineteenth century concept of “political economy” as an analytical thread to tie together the discussions of politics, nationalism, civil society, and market development that are critical for understanding this period of American history and for tying it to the existing courses the precede and succeed it.

Impact Statement

This course will require no new resources. I have already been teaching a course on the early republic. The library already has good resources for early American history, and the course uses only Canvas for online activity.
HISTORY 300S: THE EARLY AMERICAN REPUBLIC
Dr. Will Mackintosh, Fall 2012
MWF 3:00-3:50 PM, Monroe 210

Office Hours: MWF 8:50-9:50 AM and MW 3:50-4:50 PM, in Monroe 216.

Contact Info: Please email me at wmaackint@umw.edu. You can expect that I will check my email once per day and respond to you within 24 hours during the week and within 48 hours over the weekend. You can call me in my office at x1474, but I do not respond to voicemail.

Any good history begins in strangeness. The past should not be comfortable. The past should not be a familiar echo of the present, for if it is familiar why revisit it? The past should be so strange that you wonder how you and people you know and love could come from such a time.


Course Description

Historians have given the period between the Revolution and the Civil War many names. They have called it the Age of Jefferson and the Age of Jackson when they want to emphasize the profound transformation in politics and nationalism that reshaped the American polity between the Constitutional Convention and South Carolina’s secession. They have called it the Age of Reform when they want to delineate the period’s fundamental changes in civil society. They have called it the Market Revolution when they want to understand the tension between new market exuberance and the economic panics that restructured economic life in both the North and the South. What all these labels have in common, of course, is that they describe the Early National period as one of earth-shattering change in all areas of American life. In this course, we will explore all of these approaches under the label of “political economy” in order to gain a full and complex understanding of the history of the United States between 1783 and 1848. This course counts in the History major.

Learning Outcomes

- Historical understanding of global processes
- Ability to analyze sources and arguments
- Ability to read critically primary sources and modern authorities
- Ability to write with clarity about the past

Course Requirements

Required Readings: The following books are available at the UMW Bookstore, and may also be on reserve at Simpson Library:


All other required reading and testing materials are available on Canvas under “Files.”

**Class Participation:** Students are required to attend all class meetings, complete all assigned readings, bring all relevant materials to class, and be prepared to discuss the readings each week. Students are expected to contribute actively to the collective learning experience of the course. You will be graded on your willingness and ability to contribute to class discussion. In general, your class participation grade will not be judged on whether what you say is “right” or “wrong,” but on whether your comments reflect active thought about the readings, lectures, and discussions. Your grade will also reflect your attendance and level of preparedness for class discussion.

**Online Review Posts:** The course is broken into rough units. For each unit, all students will be responsible for posting a big-picture summary of the unit’s material on Canvas. The purpose of these posts is twofold. First, they designed to get students to think about the unit as a whole and to distill and articulate the main historical and historiographical points. Second, they are designed to provide a study guide when reviewing for the midterm and the final. Not only can students go back and review their own summaries of each unit, they can go back and review their classmates’ summaries, thereby providing a rich resource for understanding the major points of the class. All posts must be made at least two hours before class time on the day they are due.

**Writing Assignments:** Students will write two papers in addition to online discussion. The first paper, which will be shorter, will ask you to analyze the class readings of Irving and Cooper from the perspective of American national feeling. The second research paper will be longer and will ask you to formulate and then answer a question regarding the Early American Republic. The first part of this assignment will be to write a proposal in which you outline the question you want to ask, as well as develop a preliminary bibliography of sources both on and off the syllabus that you will use to answer the question. Then you will write the paper in two drafts, each of which will be graded. The final paper grade will be an average of the two draft grades.

Specific assignments will be distributed before each due date.

**Mid-term Examination and Final Examination:** An in-class midterm and comprehensive final examination will be given. The final exam will take place on the scheduled exam date.

**Extra Credit:** You will be eligible to receive an extra 5 points on your online review posts assignment if you attend at least one session of the History and American Studies Symposium on Friday,
December 7th and turn in a one-page paper summarizing and critiquing one presentation that you found to be of interest. This extra credit assignment is due before the final. Other extra credit opportunities may be available during the semester.

Policies and Procedures

Grading Policy: Final grades will be calculated according to this formula:

- Online Review Posts: 12%
- Research Paper Proposal: 5%
- Research Paper: 20%
- Attendance: 10%
- Midterm: 10%
- Short Paper: 10%
- Final: 19%
- Class Participation: 14%

When I hand back assignments, I will not entertain any discussion of the grade for the next 24 hours. I will then entertain discussion of the grade for one week, after which point the grade is considered final.

I calculate all grades on a 100-point scale, and convert them into letter grades at the end of the semester using the following scale:

- A  Unusual Excellence (93 or higher = A; 90-92 = A-)
- B  Work Distinctly Above Average (87-89 = B+; 83-86 = B; 80-82 = B-)
- C  Work of Average Quality (77-79 = C+; 73-76 = C; 70-72 = C-)
- D  Work of Below Average Quality (67-69 = D+; 61-66 = D)
- F  Failure, No Credit (0-60 = F)

If you are taking the course pass/fail, you must achieve at least a C- (70%) to receive a passing grade.

Students who do not keep up with online discussion, as well as student who fail the midterm, will be reported as unsatisfactory on mid-semester reports.

Attendance: My policy is that each student is allowed two absences for any reason, and additional absences beyond those two will have a negative effect on the class participation grade. I do not distinguish between “excused” and “unexcused” absences; all absences beyond the two allowable will result in 6 points being deducted from your attendance grade. This deduction will have a small but noticeable effect on the final grade. I will take attendance at the beginning of class by passing around an attendance sheet; you must sign yourself in to be counted as present. In other words, your name must be in your own handwriting; no one else can sign you in, even if you are present. It is your responsibility to make sure your name is on the attendance sheet; if it is not there, I will not mark you as present, and I will not revisit the issue at a later date. If you come in late or if the attendance sheet misses you, it is your responsibility to make sure you sign your name. Students leaving class early may have their attendance status revoked.

Classroom Rules: Please follow these rules in my classroom at all times:

- Laptop use is allowed only for note-taking. You are expected to put your computer away during discussion. If you are caught using your computer for anything other than note-taking, your class participation grade will be materially affected.
- No cell phone use is allowed in my classroom, including text messaging. If you must write or reply to a message, please leave the classroom and do not return for the rest of the class session. All instances of cell phone use will materially affect your class participation grade. I am really,
really serious about this. Every time I see a phone, your class participation grade will plummet. And don’t try using them in your lap or behind your book, either. I can tell. Trust me.

- There is no sleeping or extraneous talking in my classroom. If you have a conversation that cannot wait, then please leave the classroom to have it, and do not come back. If you are too tired to stay awake in class, then stay home, get some sleep, and accept the absence.

Disabilities: The Office of Disability Services is the primary office to guide, counsel, and assist students with disabilities. If you receive services through that office and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodations. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not made contact with the Office of Disability Services and have reasonable accommodation needs, please see: http://academics.umw.edu/disability.

Academic Honesty: It is your responsibility to understand the definition of plagiarism according to Mary Washington’s Honor Code and to avoid plagiaristic practices in your own work. If you do plagiarize or cheat, you can expect to have your case brought before the Honor Council. Several resources are available online to help you identify and avoid plagiarism and to understand Mary Washington’s definitions and procedures, and to help you identify and avoid plagiarism. You can access them through the Department of History and American Studies website: http://cas.umw.edu/historyamericanstudies/history-department-resources/plagiarism. If you have further questions about what constitutes plagiarism, please come to me and I will help you avoid it.

This syllabus is subject to change
<table>
<thead>
<tr>
<th>WK 6: Market Revolution</th>
<th>WK: 7 Women &amp; Losers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Quality for Money</td>
<td>Revolution</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>W 1/28:</td>
<td>Johnsson, Soul by Soul, 117-161</td>
</tr>
<tr>
<td>W 11/26:</td>
<td>Johnson, Soul by Soul, 116-116: Research Paper Final Draft Due</td>
</tr>
<tr>
<td>F 11/23:</td>
<td>THANKSGIVING</td>
</tr>
<tr>
<td>W 11/21:</td>
<td>THANKSGIVING</td>
</tr>
<tr>
<td>W 11/19:</td>
<td>Johnson, Soul by Soul, 1-44</td>
</tr>
<tr>
<td>F 11/16:</td>
<td>McCurry, Masters of Small Worlds, 208-216</td>
</tr>
<tr>
<td>W 11/14:</td>
<td>McCurry, Masters of Small Worlds, 92-129</td>
</tr>
<tr>
<td>W 11/12:</td>
<td>McCurry, Masters of Small Worlds, 37-9</td>
</tr>
<tr>
<td>F 11/9:</td>
<td>Johnson &amp; Werne, Kingdom of Martinique, 91-79: Online Review Post 3 Due</td>
</tr>
<tr>
<td>W 11/7:</td>
<td>Johnson &amp; Werne, Kingdom of Martinique, 3-90</td>
</tr>
<tr>
<td>F 11/2:</td>
<td>No Class—Work on Research Paper</td>
</tr>
<tr>
<td>W 10/31:</td>
<td>Cohen, Miner of Helen Jewett, 87-125, 152-168</td>
</tr>
<tr>
<td>W 10/29:</td>
<td>Cohen, Miner of Helen Jewett, 3-86</td>
</tr>
<tr>
<td>F 10/26:</td>
<td>Wilson, Liberty and Power, 198-235: Online Review Post 2 Due</td>
</tr>
<tr>
<td>W 10/24:</td>
<td>Wilson, Liberty and Power, 133-197</td>
</tr>
</tbody>
</table>