

# History 600

## The Age of Jefferson and Jackson

Spring 2020 (online)  
Professor Haynes

“The Age of Jefferson and Jackson” has become synonymous with the expansion of democratic participation by white men of all classes. Yet the same period saw a contraction of rights and powers that had previously been exercised by African Americans, American Indians, and white women. Diverse people addressed the ideals and realities of democratization in the early US Republic, remaking politics, religion, culture, the economy, and the North American landscape along the way. What did “Jeffersonian” and “Jacksonian” themes mean beyond electoral politics? What did they have to do with the world historical context of the late eighteenth and early nineteenth centuries? In this capstone seminar for history majors, students will conduct archival research to draw original conclusions related to the major themes that defined the early US republic and its role in the wider world: democracy, republicanism, capitalism, slavery, social movements, international relations, Indigenous sovereignty, and manifest destiny.

### **Learning goals (course objectives)**

History 600 is the capstone course for the history degree. Various faculty members teach different versions of the course, each focusing on a particular topic or period. All versions of History 600 share the primary objective of teaching students to produce an original research paper that demonstrates methodological and analytical sophistication. To this end, students in our online version, “The Age of Jefferson and Jackson,” will:

- Survey the historical context of the United States and its relationship to the wider world between 1790 and 1848;
- Craft a viable research question informed by this contextual knowledge;
- Plan primary-source and secondary-source research in answer to the question;
- Use digital history archives & databases to locate useful primary and secondary sources;
- Analyze and synthesize research findings;
- Construct persuasive historical and historiographical lines of argument; and
- Write a polished, 15-page (3,750-word) historical essay that makes an original contribution to current understandings of this period in US history.

The credit standard for this three-credit course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit). These activities include dedicated online time, reading, writing, individual consultations with the instructor, and other student work as described in the syllabus.

### **Assignments & grading**

The research process can be daunting and should never be left to the last minute. Assignments in this course serve as scaffolding for the capstone research paper. Similarly, discussions and peer review are crucial components of every historian’s research process. Our online format means that Canvas discussion boards and group assignments will bear all the weight of the participation

that would otherwise occur in a seminar room—please approach these forums with scholarly seriousness and a collaborative mindset.

Reading checkpoints*	20%
Assignments & discussions	30%
Research paper (including mandatory rough draft & peer review)	50%

### Required books

The assigned books and articles are intended to familiarize students with important contextual themes that may inspire and frame their research projects. I have therefore selected secondary titles for their broad sweep of early US political, economic, social, international and imperial history.

*American Yawp* is an open-access, peer-reviewed US history textbook that is free and online. Use it to refresh your memory of the basic events and attitudes that defined the age of Jefferson and Jackson.

The single-authored books and articles—i.e., everything other than *American Yawp*—also reflect recent historiographical trends and showcase a range of methodological approaches. **Please read these secondary sources for argument and evidence as well as for contextual information.**

In the event that a secondary source mentions an event or person you wish to know more about, take note: this could lead you to a research question of your own. If you cannot find more information about it/them in the *American Yawp*, please ask me for suggestions.

In order to permit adequate time for the independent research and writing process, our survey of the historical context must necessarily be condensed to the **first six weeks** of the semester. These will be **heavy reading** weeks. I recommend that you read each book in its entirety if you are a fast reader (especially if you plan to go to graduate school, where reading a book per class per week will be the norm). I have also noted specific chapters as “required” in the schedule below. Reading checkpoints will only include the required chapters.

- Jeffrey Pasley, Andrew W. Robertson, and David Waldstreicher, *Beyond the Founders: New Approaches to the Political History of the Early American Republic*. University of North Carolina Press, 2004. (online via UW libraries)
- Edward Baptist, *The Half has Never been Told: Slavery and the Making of American Capitalism*. Basic Books, 2014. (online via UW libraries)
- Manisha Sinha, *The Slave’s Cause: A History of Abolition*. Yale University Press, 2016. (chapters on Canvas)

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\* Weekly readings will be followed by a brief pass/fail quiz. You may take the quiz as many times as you need to pass, but you must pass the quiz before moving on to the next Canvas assignment or module. The grade reflects your ability to pass each checkpoint by its posted deadline so that your preparation stays on course and in sync with other students. For deadlines, see course rhythm chart, to be posted on Canvas before Week 1.

- Caitlin Fitz, *Our Sister Republics: The United States in an Age of American Revolutions*. Norton, 2016. **(please purchase e-book)**
- Brian DeLay, *War of a Thousand Deserts*. Yale University Press, 2008. (online via UW libraries)
- *The American Yawp* (online)
- Lynn Rampolla, *A Pocket Guide to Writing History*. Bedford/St. Martin's, 2018. **(please purchase e-book)**

## Course policies

### Communication

- Preferred Method of Communication: email
- Email: april.haynes@wisc.edu
- Expected Response Time: Between 9 am Monday and 5 pm Friday, I will normally respond to you within 24 hours.
- Office Phone: (608) 263-1823
- Office hours: W 10:30-11:30 via Chat in Canvas Course page and/or face-to-face in Humanities 4119. I will be on live chat during the regular office hour: message me if you would like to talk by phone or videoconference at that time. Otherwise, please email me in advance to schedule a videoconference meeting. We will use the BBCollaborate Ultra function in Canvas for video calls in this course.
- Course Announcements: I will send course announcements and reminders via the Canvas mail function. Please set your preferences to receive certain notifications from Canvas and check your wisc email at least once every 24 hours.

### Course content

- Per [University of Wisconsin policy](#), the syllabus and all lectures and materials are copyrighted 2020, Professor April Haynes. As a student in my course, you may take notes for solely your personal use. Students are prohibited from providing or selling notes to anyone else or being paid for taking notes by any person or commercial firm without my express written permission. Unless you are considered by the university to be a qualified student with a disability requiring accommodation, you are not authorized to record or repost any course content. [Regent Policy Document 4-1]. Please contact me within the first three weeks of the course if you are registered with the McBurney Center and wish to discuss accommodations. Unauthorized use of my copyrighted materials constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.
- Only students who are officially registered for the course and in good standing may be present in its virtual classroom. [[UWS 18.11\(6\)\(b\)](#) and the Family Educational Rights and Privacy Act (FERPA)]. In addition to protecting the privacy of your education record, the closed and smaller class structure is intended to create a trust-

based environment conducive to open and intensive discussion of key issues that form the basis of the course.

### Academic integrity

- Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards are subject to disciplinary action. UWS Chapter 14 identifies procedures to be followed when a student is accused of academic misconduct. For additional information, please refer to the section in the Student Handbook entitled Student Academic Disciplinary Procedures.
- Please review the [Student Academic Misconduct Policy](#) and the [Student Non-Academic Misconduct Policy](#)
- For the sake of clarity, academic misconduct in this course includes any of the following behaviors:
  - *Cheating*—students relying on others' work as their own
  - *Plagiarism*—students relying on others' words as their own
  - *Facilitation*—students providing work for other students to use
  - *Misrepresentation*—students presenting others' work as their own
  - *Failure to contribute*—students allowing other group members to do all of the work
  - *Sabotage*—students negatively influencing others' work
- Also for the sake of clarity, the repercussions for academic misconduct in this course include: first, an automatic failing grade on the assignment in question and a report to the Dean of Students; second, a failing grade in the course and advocacy for further disciplinary action by the Dean of Students.

## Schedule

### Module I: Context

Week 1. Refresh your knowledge of the early US republic

Jan. 21-24 Required reading: *American Yawp*, chaps. 6-12

Optional: Listen to two podcasts:

- Annette Gordon-Reed, “Founding Contradictions”
- Mark Cheatham, “What is the Age of Jackson?”

Assignment: Begin context map

Week 2. Democratizing politics

Jan. 27-31 Required reading:

- *Beyond the Founders*
  - Introduction
  - chap. 1 (Pasley)
  - chap. 4 (Zagarri)
  - chap. 7 (Newman)
  - chap. 9 (Cornell)

- o chap. 10 (Cotlar)

Listen to podcast: Isenberg & Burstein, “The Presidents Adams Confront the Cult of Personality”

Discussion: Modern comparisons

Week 3. Capitalism and slavery

Feb. 3-7 Required reading: Baptist, *The Half has Never been Told*, Introduction, chaps. 1, 3, 4, 7, 8

Listen to podcast: Berry

Discussion: Historiographical argumentation

Week 4. Abolitionism and other social movements

Feb. 10-14 Required reading:

- Sinha, *The Slave’s Cause*, chaps. 5-8
- Ginzberg, “The Hearts of Your Readers will Shudder”
- Tiya Miles, “Recentering Cherokee Women in the Anti-removal Campaigns”

Group assignment: Identify historical questions. Your group will be randomly assigned to discuss one of the secondary sources we have read so far. What was the guiding question that framed the author’s research process? How can you tell? Collaborate to write a 25-word-max question in the voice of each author, then individually cite your justification based on the evidence and argument in the same document.

Week 5. The United States and the World

Feb. 17-21 Required reading:

- Fitz, *Our Sister Republics*, Introduction, chaps. 3-6
- Rampolla selection (tba)

Assignment: Formulate historical questions. Using any of the secondary sources you have read in this course to date, generate a research question that *you* might consider pursuing. The question should be one that the author of the work in question appears not to have considered or answered.

Week 6. Indigenous peoples and the US-Mexico war

Feb. 24-28 Required reading: DeLay, *War of a Thousand Deserts*, Introduction, Prologue, chaps. 4-5, 8-9

Assignment: Complete and publish context map.

Discussion: Refining and choosing a research question.

Assignment (individual): Commit to an independent research project. Brainstorm three topics you would like to research. They may be entirely independent of our course readings, so long as the bulk of the research concerns the period between

1800 and 1848. Use the context information and argumentation styles you've learned so far to turn these *research topics* into *research questions*.

## Module II: Research

### Week 7. Doing digital history

Mar. 2-6 View: "Doing digital history"  
Assignment: Spend one hour per day this week (at least 5 total) searching databases and recommended digital history archives; post document citing top five most promising primary sources and your process. Use [Chicago-style](#) bibliographic citation.

### Week 8. Advanced primary source interpretation

Mar. 9-13 View: "Bias as data: reading with and against the grain"  
Required reading: Stoler, *Reading along the Archival Grain*, chapter to be posted on Canvas; Sleeper-Smith selection posted on Canvas; Rampolla selection (tba)  
Assignment: Choose one of your primary sources to read with, and another to read against, the grain. Post a 125-word interpretation of each.

SPRING BREAK: Mar. 16-20

### Week 9. Cross-checking and synthesizing primary sources

Mar. 23-27 View: "What can—and can't—a source tell you?"  
Assignments: Continue primary source research by beginning work with a new genre of sources, as discussed in the video. Practice toggling between two or more primary sources to check and supplement the information contained in each. Next, create & post annotated timeline (250-750 words), based solely on information gleaned from your own primary sources. The annotation should reflect your interpretive process.

### Week 10. Answering—and adjusting—your research question

Mar. 30-Apr. 3 Read: your classmates' timelines. Begin secondary source research.  
Discussion: Workshop: suggest a reasonable answer to each classmate's research question based on the findings presented in the timeline. If you cannot do so based on their findings thus far, propose a modified version of their original question that *would* be answered by their findings.  
Assignment: 250-word statement of research conclusions (including revised question, if necessary)

## Module III Writing

### Week 11. From answer to argumentation: historiographical engagement

Apr. 6-10 Read: Rampolla selections tba; secondary literature related to your subject. The goal is to identify major points of agreement/disagreement, thematic concentrations/silences, preferred/untried methodologies. These trends

cumulatively add up to the state of the field, which is sometimes described in shorthand as “the” historiography about a given subject.

Assignment: My contribution (125 words). Use your understanding of the state of the field to propose the historiographical significance of your research.

Week 12. Rough draft (required; 8-page minimum)

Apr. 13-17 Read: Rampolla selections tba; secondary literature related to your subject  
Assignment: Use your timeline, statement of research conclusions, and “my contribution” to draft a long-form essay. Details and rubric posted in Canvas.

Week 13. Peer review (required)

Apr. 20-24 Read: “The Art of Manuscript Reviewing” & associated Canvas pages; your peer’s essay; professor’s feedback about your essay.  
Assignment: 500-750 word review. Details and rubric posted in Canvas.

Week 14. Revision

Apr. 27-May 1 Discussion: Responses to peer review (forum)  
Assignment: Incorporate revisions suggested by professor and peer reviewer.

Finals Week. Completion

May 4-8 Final papers due May 8.