

The University of Texas at Tyler
Department of History
HIST 4379—The Age of Jackson, 1812-1848

COURSE INTRODUCTION:

This class covers the history of the United States during the Antebellum period. The course will examine the formation of the American nation in terms of political structure, culture and society during the early nineteenth century. We will also examine the many meanings of Jacksonian “democracy” and the political changes which occurred during these years.

REQUIRED READINGS:

- Daniel Feller, *The Jacksonian Promise: America, 1815-1840* (1995)
- Stephen B. Oates *The Fires of Jubilee: Nat Turner’s Fierce Rebellion* (1990)
- John F. Marszalek, *The Petticoat Affair: Manners, Mutiny and Sex in Andrew Jackson's White House* (2000)

GRADING:

Generally speaking, a grade of 90.00% corresponds to a borderline A- and 89.99% to a B+; 80.00% is the line between a B- and a C+ and so on. Determination of the final grade will be calculated according to the following formula:

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|------------------------------|------------|
| ▪ Midterm Exam | 30% |
| ▪ Final Exam | 30% |
| ▪ Monograph Tests (2) | 20% |
| ▪ Class participation | 10% |

This course is reading and writing intensive. Students who do not come to class thoroughly prepared to discuss the assigned readings, and students who cannot analyze the assigned readings in clear, concise, literate prose for the purposes of tests, the final exam, and papers will have difficulty passing this class. Grades will not be curved in this course. **No extra credit will be accepted to substitute for poor test grades.**

MONOGRAPH TESTS:

Students are required to read two monographs dealing with the Age of Jackson era this semester. In lieu of book reviews/reports, the students will take two essay tests dealing with each particular study. On the date of each test—**September 19** and **November 02**—students will have been expected to have read the entire book and thus be prepared to write on a series of essay topics dealing with the work. The purpose of these tests is for students to have a grasp of some of the overarching concepts dealing with the Age of Jackson. **No study guides will be available prior to each exam.**

MAKEUP EXAM POLICY:

Tests may not be taken early. Students must arrange work schedules and last-minute travel plans in order to take the exams on the scheduled dates. There are no make-ups unless you have some kind of documented medical emergency, in which case all make-ups will be given at the end of the semester at the same time as designated by the professor. Students who have “last-minute” travel plans/vacations and need to take an exam early will be referred to this portion of the syllabus. Make-up exams will be given only to students who in my opinion have a legitimate excuse, such as a severe illness, or absence due to a University-sponsored activity. No excuses will be accepted more than 48 hours after the scheduled test date and the burden of supplying sufficient documentary proof rests upon the student. Make-up tests are given at the end of the semester on a designated date of. Students will be allowed only one makeup exam on that date.

Due to material restrictions the number of choices for the identifications and essay questions will be limited; thus, the makeup exam will be composed of an all-essay format covering the same material. It is the student’s responsibility to prepare for such a test.

CLASS DEPARTMENT:

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the professor; students are prohibited from engaging in any other forms of distraction (talking, reading the newspaper, etc.). Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.

WITHDRAWALS:

It is your responsibility to understand The University of Texas at Tyler’s procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. Please consult the Registrar’s office for deadlines and procedures.

NOTE TAKING:

You are expected to take notes during lectures, discussions, and, if applicable, videos. Lecture outlines and exam study guides will assist you in this process. However, it is not enough simply to copy the lecture outline—you must take notes in order to do well on exams. Please do not try to follow along with me in your textbook—I do not lecture directly from your book and you will end up missing key points in the lecture and the point(s) I am trying to make. If you miss a class, check with your fellow students to see if someone will lend you their notes. The professor does not provide lecture notes for any students.

CLASS PARTICIPATION COMPONENT:

Ten percent of your grade will be based on a subjective class participation component. I will occasionally call on students to answer questions or to explore themes related to the individual topics. From time to time, the instructor will pose questions to the class, but feel free to initiate your own comments and ask questions related to course material, and respond to the questions and comments made by others. Participation in discussion is expected. I will keep track of who shares in discussion, who attempts to dominate discussion, and who says next to nothing. Obviously, since you have to attend class to participate, there will be a strong consideration for attendance. The class participation rubric is as follows:

Outstanding Contributor (A): Contributions in class reflect excellent preparation. Ideas offered are always substantive, provide major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.

Good Contributor (B): Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

Adequate Contributor (C): Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

Non-Participant (D): While attending, this person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

Unsatisfactory Contributor (F): Contributions in class reflect inadequate preparation and/or infrequent attendance. Ideas offered are seldom substantive; provide few if any insights and never a constructive direction for the class. Student is usually at a loss to answer questions or bring up any of the assigned readings. If this person were not a member of the class, the quality of discussion would not be changed.

Students are also subject to having points deducted from their class participation component for arriving late and/or disrupting the class.

CLASS POLICIES:

Questions during lecture: I will stop frequently during lecture to ask if there are any questions on the material we are covering, and you should feel free to ask whatever you want during that time. Should you have additional questions that are not pertinent to the rest of the class or if you feel uncomfortable asking them during class, see me afterwards or come by my office hours.

Office Hours: Professors have office hours for the benefit of their students. Please do not hesitate to visit me during my office hours, even if you do not have specific questions. Feel free to email me or leave clear phone messages as well with any questions or concerns.

GETTING HELP:

I have office hours throughout the week; if you can't make them, we can arrange another time. During office hours I have no other purpose in life than to answer your questions and help you get a better grip on the material. Take advantage of that.

ACADEMIC INTEGRITY:

In my courses all students are responsible for adhering to a certain standard of behavior when it comes to honesty and plagiarism. I expect each individual to adhere to these standards so that every member of the class knows that his or her work is being held to an equal standard. A student who cheats or plagiarizes in any fashion will receive an “F” for the course. The university’s guidelines can be read online at “A student Guide to Conduct and Discipline at the University of Texas at Tyler” (<http://www.uttyler.edu/mainsite/conduct.html>).

STUDENTS WITH DISABILITIES:

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 for their disabilities. I will make every reasonable accommodation to assist students with disabilities. It is the responsibility of the student to let me know of the disability for accommodation to his/her needs. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with Federal law, a student requesting accommodations must provide documentation for his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 111. The telephone number is 566-7079 (TDD 565-5579).

WHAT I EXPECT FROM YOU:

1. Keep up with the readings. If you fall behind, you will be lost in class and have difficulty catching up in time for exams.
2. Please try not to be late to class. If there is a reason why you must be late, try to be quiet as you come in.
3. Take all exams and quizzes on the scheduled dates. Take your tests when they are scheduled. All make-ups are left for the end of the semester.
4. Visit office hours if you need help or have additional questions.

WHAT TO EXPECT FROM ME:

1. My lectures will be well-prepared and organized.
2. I will see that your papers and exams are graded promptly and accurately.
3. I will remain accessible throughout the semester and hold office hours regularly.

NOTE:

- Please do not bring a tape recorder to class unless you can provide some documentation for a disability.
- Please be considerate of your classmates and the professor.
- This syllabus is subject to change at the professor’s discretion. All changes will be provided verbally in class.

Schedule of Lectures and Readings (subject to change)

Date	Lecture #	Lecture Topic
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Part I: Politics and Change in the Age of Jackson, 1812-1840

Week One: Introduction

00	Introduction
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Week Two: The Future Course of Empire

01	The Young Republic and the War of 1812
02	A Nation at Last: Different Styles of Nationalism

Readings: Feller, *Jacksonian Promise*, 1-13, 33-52

Week Three: The Roots of Expansion

03	The U.S. as a Regional Power
04	The Growth of Sections

Readings: Feller, *Jacksonian Promise*, 53-60

Week Four: The Politics of a New People

05	The Growth of Democracy
06	The People's President

Readings: Feller, *Jacksonian Promise*, 66-75, 160-168

Week Five: Politics and Conflict

07	Book Test I—Marszalek, <i>The Petticoat Affair</i> Jackson and the Politics of Conflict
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Readings: Feller, *Jacksonian Promise*, 169-179

Week Six: Liberty and Politics

08	Indian Removal
09	The Second Party System in Distress

Readings: Feller, *Jacksonian Promise*, 179-184, 185-199

Week Seven: Revolutions and Change

10	Conquering Time and Space
11	From a Society with Markets to a Market Society

Readings: Feller, *Jacksonian Promise*, 14-26

Part II: Slavery, Change, and the Roots of Revolution, 1812 to 1848

Week Eight: Mid-term

12 Workers and Work in Jackson's America
Midterm Exam

Readings: Feller, *Jacksonian Promise*, 26-32, 118-137

Week Nine: Americans Uprooted: Religion and Reform in the Early Republic

13 Religion in the Early Republic
14 Reform in Jackson's America

Readings: Feller, *Jacksonian Promise*, 76-94, 95-109, 114-117, 138-149

Week Ten: The Planter and Slave

15 The World of Slavery
16 The Planter Class
Last day to drop a class with an automatic "W"

Readings: Feller, *Jacksonian Promise*, 53-65

Week Eleven: The Struggle of Slavery

17 Resistance to Slavery
Book Test II—Oates, *The Fires of Jubilee: Nat Turner's Fierce Rebellion*

Week Twelve: The Crusade Against Slavery

18 Abolitionists and their War
19 Abolitionists and their War (Part II)

Readings: Feller, *Jacksonian Promise*, 110-114, 114-117, 199-204

Week Thirteen: Transformations

20 The Rise of Social Classes and Immigration
21 A Woman's World: Feminism and its Movement

Readings: Feller, *Jacksonian Promise*, 150-159

Week Fourteen: Thanksgiving Week

A Woman's World, **continued**
Thanksgiving Holiday

Week Fifteen: Westward Expansion and Displacement

22	Manifest Destiny
23	The Texas Question

Week Sixteen: Sectional Conflict

24	Mr. Polk's War
25	Territorial Disputes

Week Seventeen: Loose Ends

26	Summary
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THE AGE OF JACKSON FINAL EXAM