

Bethany Lutheran College
Fall 2010 Syllabus for

HISTORY 420 / POLITICAL SCIENCE 420

The U.S. Constitution and the Early Republic

(3 credits; no pre-requisite)

Instructor: Dr. Ryan MacPherson
308 Honsey Hall
Tue. & Thu.: 3:00 p.m.-4:00 p.m.

Schedule:

Section A:

TH 1:30–2:45 p.m.
HH 212

“Do not separate text from historical background.
If you do, you will have perverted and subverted the Constitution,
which can only end in a distorted, bastardized form of illegitimate government.”
James Madison

Catalogue Description:

This course explores the development, ratification, and legacy of the U.S. Constitution from 1787 through the 1820s. In both primary and secondary documents, students will explore American life under the Constitution with special attention to questions of religion, race, gender, and individual rights.

Pertinent “Objectives of the College” (from BLC’s Academic Catalog 2007–2009, p. 8):

2. To practice independent critical thinking so that they are not shaken from the eternal foundations on which their moral and spiritual growth is based.
3. To become responsible citizens, aware of social realities, through the study of American and world cultural heritage as well as contemporary social, economic, and political issues.
6. To increase their ability to use written and oral English effectively.
9. To acquire the necessary skills for achieving a satisfactory vocational adjustment.

Specific Objectives of This Course:

1. To identify important American leaders during the Constitution and Early Republic periods, understand their values and goals, and evaluate their attempts to change their world. (This includes firsthand familiarity with crucial texts, such as the Declaration of Independence, the Constitution, and the *Federalist Papers*.)
2. To recognize the power of ideas (including political theories and theological convictions) and the role of institutions (government, churches, political parties, etc.) in shaping historical developments and sustaining cultural identities in America.
3. To understand the experiences and appreciate the contributions of less privileged members of American society (slaves, ethnic and religious minorities, etc.), and to explore the social and economic relations between these groups and the nation’s dominant individuals, institutions, and political ideals.
4. To evaluate the actual attitudes and behaviors of American individuals and groups in relation to the political ideals of the American people, especially those expressed in the Declaration of Independence and Constitution.
5. To evaluate the varying histories scholars have written concerning these topics.
6. To develop skills in analytical reading and writing, critical thinking, and moral reasoning concerning events of the past and their relation to present lives.

7. To formulate a broad, historical perspective and personal appreciation of the unique development of American identity, in order to become a historically informed participant in present-day American and global civic life.

Relation to Students' Curricular Needs:

- *elective* for a B.A. in Broad Field Social Studies
- *elective* for a B.A. in History
- *elective* for a B.A. in Liberal Arts (History Concentration)
- *recommended elective* for pre-law students of any major

Required Texts and Supplies:

- Countryman, Edward, ed. *What Did the Constitution Mean to Early Americans?* Boston: Bedford/St. Martin's, 1999. ISBN 0-312-18262-7
- Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 7th ed. Chicago: University of Chicago Press, 2007. ISBN 0-226-82337-7. —OR— Hacker, Diana. *A Pocket Style Manual*. 4th ed. Boston: Bedford/St. Martin's, 2004. ISBN 0-312-40684-3.
- Kerber, Linda K. *Women of the Republic: Intellect and Ideology in Revolutionary America*. Chapel Hill, NC: University of North Carolina Press, 1980. ISBN 0-8078-4632-5
- MacPherson, Ryan C., ed., *"We Hold These Truths": Selected Writings by America's Founders*. An anthology for students enrolled in "History 420/Political Science 420: The Constitution and Early Republic" at Bethany Lutheran College. Fall 2010.
- Risjord, Norman K. *Representative Americans: The Revolutionary Generation*. 2d ed. Lanham, MA: Rowman and Littlefield, 2001. ISBN 0-7425-2075-7.
- Simon, James F. *What Kind of Nation: Thomas Jefferson, John Marshall, and the Epic Struggle to Create a United States*. New York: Simon and Schuster, 2002. ISBN 0-684-84871-6
- a stapler (for multi-page assignments; unstapled papers will not be accepted)

Assessment:

Class Participation	<u>10</u>	10
Document Report I	10	
Document Report II	<u>10</u>	20
Exam I	16	
Exam II	16	
Exam III	<u>18</u>	50
Research Paper	<u>20</u>	20
Total	<u>100</u>	

93.34 - 100.00	A
90.00 - 93.33	A-
86.67 - 89.99	B+
83.34 - 86.66	B
80.00 - 83.33	B-
76.68 - 79.99	C+
73.34 - 76.66	C
70.00 - 73.33	C-
66.67 - 69.99	D+
63.34 - 66.66	D
60.00 - 63.33	D-
00.00 - 59.99	F

Attendance and Class Participation:

Students are required to *earn* a “class participation grade” by maintaining punctual attendance with assigned texts at hand, completing assigned study questions and worksheets prior to class, actively participating in class discussions, and being absent no more than twice during the semester. Absences may be excused if a valid reason is supplied (such as a sports event for student athletes, or a prolonged illness). **However, student athletes, speech team members, or others who miss a substantial number of classes should realize that their grade likely will suffer as a consequence of not being present to learn alongside their classmates. Thus, even “excused” absences can result indirectly in lower grades.** The professor reserves the right to drop students from the class for excessive absences or habitually tardy attendance.

Importance of Turning in Assignments on Time:

Assignments are due at the beginning of class on the dates indicated below. *If a student anticipates difficulty completing an assignment on time, he or she should request a deadline extension well in advance of the due date.* This policy is intended to encourage planning and communication skills that will be helpful later in life. Generally, the less often and the longer in advance that a student requests a deadline extension, the more willing the professor will be to grant the request.

Unless a student has received a deadline extension, then the following late penalties will apply:

- a 5% grade deduction for submitting an assignment after the start of class, but prior to 4:30 p.m. on the due date; and,
- an additional 10% grade deduction for *each* additional school day that the assignment is late. (“School day” means Monday through Friday, excluding school holidays.)

Written assignments must be submitted in hard copy, not electronic format. An unstapled multi-page assignment will not be accepted; the standard late penalty will apply once the paper is stapled.

Document Reports:

Each student will read two specialized articles, not assigned to the rest of the class, and present an analysis to fellow students so that the class as a whole may be exposed to a broader selection of documents than any single student will have time to read. For a list of eligible articles and criteria concerning the oral presentation and one-page handout, see Document 1B in the course packet.

Research Paper and Presentation:

Each student will write a research paper on a topic chosen in consultation with the professor. Your professor can generally supply an initial bibliography, but some additional hunting for sources will be required on your part.

Specifications: 8 to 12 pages numbered and stapled; 1-inch margins; double-spaced text; 12-point Times Roman or equivalent (such as 11-point Book Antiqua); footnote citations, with full citations in a bibliography (*Chicago Manual of Style* standards).

Use of Sources: Students are expected to draw from and evaluate appropriate source materials, analyzing quotations in detail. The source materials and the subject matter should be treated in view of their respective historical contexts. Students should not merely summarize the source materials, but analyze them and present an independent interpretation or evaluation.

Presentation: Refer to the guidelines for Document Reports in Doc. 1B of the course packet. In this case, you will have about 15 minutes for your presentation and the question/answer period (depending upon how many students enroll for the course). Be sure to speak extemporaneously, rather than merely read your paper or your handout.

Structure: Individual topics may require some modification to the proposed structure, but the following outline may serve as a general guideline. Note that this general structure may be applicable to essays written for other classes, and also to writing that you will do beyond college.

I. *Introduction (1 to 2 pages)*

- A. Grab the reader's attention. (Perhaps begin with a surprising quotation?)
- B. Indicate the general topic.
- C. Pose an interesting question (the thesis question).
- D. Suggest how the remainder of the paper will explore that question. (For example, you might divide the question into three parts.)

II. *Body (6 to 8 pages)*

Follow the structure previewed in Section I.D. For example:

- A. Explore part one of your thesis question; then, transition to...
- B. Part two of your thesis question; then, transition to...
- C. The final part of your thesis question.

III. *Conclusion (1 to 2 pages)*

- A. Summarize your findings from Section II, indicating how these answer the question posed in I.C.
- B. Draw some implications from III.A. for the general topic introduced in I.B.
- C. Leave the reader satisfied. (For example, you might encourage further research on a topic that you have now shown to be highly interesting.)

Suggested Research Topics (some of which may require a narrower focus):

- African Americans in the Early Republic
- Balance of Powers
- Biography of a Lesser-Known Figure
- Early Supreme Court Cases
- Education in the Early Republic
- Electoral College
- Election Controversies
- Florida
- The Enlightenment in American Politics
- Freedom of the Press
- The Hartford Convention
- Hemmings/Jefferson DNA Controversy
- The Impeachment of Federalist Judges
- Jay's Treaty
- Judicial Review
- The Lewis and Clark Expedition
- The Louisiana Purchase
- Lutherans of the Early Republic
- Quakerism in America
- Religious Beliefs of America's Founders
- Religious Freedom
- Shays's Rebellion
- Slavery Debates
- War of 1812
- Women in the Early Republic
- The XYZ Affair

Exams:

This course is divided into three topical sections, each with an open-book, open-notes take-home exam consisting of few essay questions. The exams for Parts II and III of the course may include comprehensive questions that require students to draw from materials studied earlier in the semester. You will have one week to complete each exam. The best answers will draw not only from the assigned readings, class lectures, and class discussions, but also from your fellow students' reports on supplementary readings. Additional research is permissible but unnecessary.

When citing sources, follow the Chicago style for footnotes. No bibliography is required. (Refer to Hacker's style guide and the "Plagiarism" section, below.) The course packet may be referenced in a footnote as follows (here simulating a citation to page 4 of Doc. 13B in the Science 330 course packet *Distinguishing a Person from a Thing*, followed by a citation to pages 6 through 8 of the same document, followed by a citation to page 2 of Doc. 18A – note that the article title and the course packet information are each abbreviated after the first citation):

1. California State University, "Fair Use: Overview and Meaning for Higher Education," in *Distinguishing a Person from a Thing*, ed. Ryan C. MacPherson (Mankato, MN: Bethany Bookstore, 2007),

13B.4.

2. California State University, "Fair Use," 13B.6-8.

3. U.S. Dept. of Health and Human Services, "Tips on Informed Consent," in *Distinguishing a Person from a Thing*, 18A.2.

Because this is an open-resource exam, special standards of honor apply. **Although you are free to use your book, your own notes, and any class handouts, and you also are encouraged to discuss the issues of this course with your classmates, it will be considered a plagiarism violation if you collaborate with anyone to formulate answers to exam questions.** The exam essays that you submit for a grade must be genuinely your own work.

Plagiarism Policy:

Plagiarism may be defined briefly as the presentation of another's original work as if it is one's own, whether by copying exact wording, using similar phrasing, or pursuing a similar course of argument. Avoiding plagiarism in essays generally requires nothing more than giving credit where credit is due, by referring the reader to the original source and placing quotation marks around any copied language. (See Turabian's or Hacker's book for *Chicago Manual* citation formats.) Students who commit an act of plagiarism risk a failing grade for the assignment or exam and for the entire course, and even expulsion from the college. The instructor will follow whatever due process policies are established by the college, both for the sake of the student and for the integrity of the college as an academic institution that respects the intellectual property rights of others.

This policy is not an idle statement. The professor has previously enforced it, with the result of one student failing an entire course and other students receiving zero credit for major writing assignments, which resulted in their final course grades dropping from the B and C range into the D range.

Patriotic Use of Cell Phones:

America's founding fathers recognized that the republican form of government embodied in the U.S. Constitution would secure the blessings of liberty and security only so long as the people of America acted responsibly. The founders thus spoke often of "civic virtue"—moral character that empowers a people to act with the best interests of their neighbors in mind. In the spirit of civic virtue, it is expected that students enrolled in this class will turn off their cell phones before class begins. If a cell phone rings during class, then the student possessing that phone will be expected to serve his or her fellow classmates by reciting, from memory, one of the ten amendments to the U.S. Constitution at the beginning of the next class period. The professor will begin by assigning the First Amendment when the first cell phone rings. If, due to unfortunate negligence on the part of the students, the class is interrupted by a cell phone as many as ten times during the semester, at least everyone will receive the consolation of hearing all ten amendments recited from memory. Students who feel nervous about the prospect of reciting an amendment from memory in front of their peers should be especially cautious not to become responsible for the fifth cell phone disturbance of the semester, since the Fifth Amendment—the longest of them all—contains 104 words. Those who believe that this consequence is too severe should be careful not to leave their cell phone turned on until after the seventh infraction, since the Eighth Amendment, the shortest of them all, consists of a mere 16 words. It is, after all, the Eighth Amendment that protects citizens from "cruel and unusual punishments." (For the text of each amendment, please refer to Document 10A.)

History Corner:

Several professional periodicals and general textbooks that serve the history discipline are available for student browsing in the History Resource Room (Honsey Hall, Lower Level).

SCHEDULE OF ASSIGNMENTS

The instructor reserves the right to modify this schedule during the course of the semester should unusual circumstances arise. Generally, students can be confident that this schedule will be followed closely.

INTRODUCTION			DUE DATE
1.	Discussion I: Discussion II: Lecture: Handouts: Readings:	Significance of the U.S. Constitution Syllabus; Assignment of Student Reports for Part I The American Revolution, 1765-1781 Syllabus Doc. 1A (Introduction)	Tue. 24 Aug.
PART I: FRAMING AND RATIFYING THE UNITED STATES CONSTITUTION			
The Origins of the U.S. Constitution			
2.	Readings:	Docs. 2B (Decl. of Ind.) and 2C (Art. of Confed.)	Thu. 26 Aug.
3.	Readings:	Docs. 3A (Chronology), 3B (VA and NJ Plans), and 3C (Constitution)	Tue. 31 Aug.
The Ratification Debates			
4.	Readings:	Docs. 4A (DeWitt), 4B (Federalist No. 1), 4C (No. 9), 4D (No. 10), and 4E (No. 14)	Thu. 2 Sept.
5.	Readings:	Docs. 5A (Federalist No. 47), 5B (No. 51), 5C (No. 78), and 5D (No. 81)	Tue. 7 Sept.
6.	Readings:	Docs. 6A (MA Amendments), 6B (Henry), and 6C (VA Act for Establishing Religious Freedom)	Thu. 9 Sept.
The Delicate Balance of Original Intentions			
7.	Readings:	Countryman, Introduction and chap. 1	Tue. 14 Sept.
Special Event:			T.B.A.
8.	Readings:	Countryman, chaps. 2-3	Thu. 16 Sept.
9.	Readings:	Countryman, chaps. 4-5	Tue. 21 Sept.
10.	Readings:	Doc. 10A (Bill of Rights)	Thu. 23 Sept.
Interpretations and Conclusions			
11.	Discussion I: Discussion II: Handout:	Review of Part I Assignment of Student Reports for Part II Exam on Part I	Tue. 28 Sept.

PART II: THE EMERGENCE OF THE AMERICAN REPUBLIC

Hamilton's Economic Program

12. Readings: Docs. 12A (Fiscal Policy), 12B (Hamilton: Credit) Thu. 30 Sept.
and 12C (Jefferson)

13. Readings: Docs. 13A (Hamilton: Bank) and 13B (Jefferson) Tue. 5 Oct.
Due: Exam on Part I

Federalist Foreign Policy vs. Jeffersonian Republicanism

14. Readings: Simon, Prologue and chaps. 1-2; Thu. 7 Oct.
Docs. 14A (Alien and Sedition Acts), 14B (VA Res.),
and 14C (KY Res.)

Due: Thesis Question for Research Paper (complete Doc. 1E)

The Emergence of the Two-Party System

15. Readings: Simon, chaps. 3-5 Tue. 12 Oct

16. Readings: Simon, chaps. 6-7 Thu. 14 Oct.

Jefferson vs. the Marshall Court

17. Readings: Simon, chaps. 8-9; Tue. 19 Oct.
Doc. 17A (*Marbury v. Madison*)

Fall Break	No Class	Thu. 21 Oct.
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18. Readings: Simon, chap. 10; Tue. 26 Oct.
Doc. 18A (Eleventh and Twelfth Amendments)

Interpretations and Conclusions

19. Readings: Simon, chap. 11 and Epilogue Thu. 28 Oct.

Discussion I: Review of Part II

Discussion II: Assignment of Student Reports for Part III

Handout: Exam on Part II

20. Election-Day Readings: (To Be Announced) Tue. 2 Nov.
Election-Day Discussion: 2008 election year issues and parties in comparison to
the Federalist/Democratic-Republican debates of the 1790s

PART III: THE FRONTIERS OF THE AMERICAN REPUBLIC

The Lewis and Clark Expedition

21. Readings: Docs. 21A (NW Ord.), 21B (Jefferson's Letter), Thu. 4 Nov.
21C (Jefferson's Code), and 21D (Timeline)
Due: Exam on Part II

Republican Fatherhood and Motherhood

22. Readings: Kerber, chaps. 1-3 Tue. 9 Nov.
Due: Preliminary Outline and Annotated Bibliography (cf. Doc. 1F)
(Late penalty: 10% decline in Research Paper grade)
23. Readings: Kerber, chaps. 4-6 Thu. 11 Nov.
Doc. 23A (Rush, "Female Education")
24. Readings: Kerber, chaps. 7-9 Tue. 16 Nov.
25. Readings: Risjord, 95-113 (Adams), 179-201 (Rush); Thu. 18 Nov.
Doc. 25A (Rush, "Mode of Education")
26. Readings: Risjord, 127-40 (Webster), 141-55 (Peale), Tue. 23 Nov.
156-69 (Bulfinch)
Due: Revised Outline and Draft for Research Paper (*optional*)
Discussion II: History of Thanksgiving

No Class:	Thanksgiving Day	Thu. 25 Nov.
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27. Readings: Risjord, 202-18 (Banneker), 260-83 (Wilkinson); Tue. 30 Nov.
Docs. 27A (Slavery) and 27B (DuBois)
28. Readings: Risjord, 221-40 (Whitney/ Astor), 284-306 (Tecumseh) Thu. 2 Dec.

Interpretations and Conclusions

29. Reading: Risjord, 307-31 (Jefferson) Tue. 7 Dec.
Discussion: Review of Part III
Handout: Take-Home Exam on Part III
Due: Research Paper
30. Student Reports: _____ Thu. 9 Dec.

- Due:** Research Paper
31. Student Reports: _____ Final Exam Period
_____ Tue. 14 Dec. 1-3 p.m.
Due: Take Home Exam on Part III