

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

Department of History and Military Studies

HIST403

The Early Republic, 1783-1815

3 Credit Hours

Eight Weeks

Prerequisite(s): None but HIST300 recommended

The Resources, assignments, learning outcomes, and expectations in upper level (300-400) undergraduate courses assume that you have completed lower level (100-200) History courses to develop content knowledge and skills necessary for research, writing, and critical thinking.

Students who have not fulfilled these requirements or awarded transfer credit should consider completing these requirements prior to registering for upper level courses.

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Instructor Information

Course Description (Catalog)

The Early Republic, 1783-1815, examines the development of American political, social, and cultural institutions during the formative years of the new republic. Through a study of the primary and secondary literature of American history this course surveys the individuals and groups who influenced the American experience as well as the cultural, political, and socio-economic movements that shaped the nation.

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Course Scope

In *The Early Republic, 1783-1815*, students will examine the American experience in peace and war from the nation's independence to the conclusion of the War of 1812. Emphasis is on the socio-cultural and politico-military aspects of the American experience. The literature of American history -- both that of contemporary observers and later historians -- is an integral part of the course. As such, the course requires extensive reading and student research.

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Course Objectives

Upon completion of *The Early Republic, 1783-1815*, students will be able to:

- CO-1 Examine the historical development of the nation from the Treaty of Paris to the Treaty of Ghent and identify the major figures in the American experience and explain their significance.
- CO-2 Evaluate the role of the American colonial economy(ies) in the British imperial system on the eve of independence.
- CO-3 Elaborate on why some American political leaders believed the Articles of Confederation were inadequate, why they sought a stronger national government, and why others were fearful of such efforts.
- CO-4 Assess the major foreign policy goals of the Confederation Congress and first four presidential Administrations, as well as the internal and external forces that influenced American foreign policy in the early republic.
- CO-5 Explain how the framework of the national government under the Constitution was intended to balance competing aspirations for liberty and effective authority and competing economic, sectional and political interests.
- CO-6 Analyze the nature of the disputes that divided American politics in the 1790s and the origins of the First Political Party System (Federalists versus Republicans).
- CO-7 Give examples of why the Jeffersonian Republicans defeated the Federalists in 1800, and state what changed and what did not change in American politics and society in the first decade of the 19th century.
- CO-8 Compare the competing visions of American economic and political development and how they may have influenced national policy in the first three decades of the republic.
- CO-9 Describe the major economic cycles and the causes of economic change along with the key points in the evolution of American commerce and society, in addition to key economic organizing principles in the early republic.
- CO-10 Describe the major currents of socio-cultural reform and their influence on the process of social change, as well as their role in shaping the nation's politics.

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Course Delivery Method

This course delivery is via distance learning and enables students to complete academic work in a flexible manner, completely online. APUS ensures that the proper Resources and access to an online learning management system are available to you. Resources and access to an online learning management system are available to each student. Assignments for this class include quizzes/exams (both non-proctored), written assignments, and Forums.

In online courses, knowledge is constructed not just by completing readings and assignments. An important part of the process is to communicate with classmates and learning from what they have to say. Hence, it is essential to share online conversations about ideas.

Direct interaction is a key feature of the educational experience. For that reason, it is important that you interact with fellow students and the course instructor during the course as specified in this syllabus. In addition, students are urged to contact the instructor during posted office hours.

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the faculty before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

All written assignments are due by the last day of each week and are posted in the assignments area. Do not copy and paste any written assignment into the assignment section. When the assignment is ready for your instructor to grade, you must select the box "Submit for Grading" and then submit the assignment.

All Forum postings occur in the Forum and specific due dates are in the Course Outline section of this syllabus. Do not place your Forum answers in your student folder. The instructor will only grade the Forum postings from the Forum

All assignments are due as posted in the syllabus. Late assignments will be accepted with a penalty. Assignments one week late are deducted 25 percent of the grade. Two weeks results in a deduction of 50 percent. Anything later than that will receive a zero. There are exceptions to this policy, on a case-by-case basis, and generally deal with emergencies.

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Resources

Required Texts:

- Joyce Appleby, *Inheriting the Revolution: The First Generation of Americans* (Harvard University Press, 2000).
- Joanne B. Freeman, *Affairs of Honor: National Politics in the New Republic* (Yale University Press, 2001).
- Lawrence A. Peskin, *Manufacturing Revolution: The Intellectual Origins of Early American Industry* (Johns Hopkins University Press, 2003).

To access the Freeman text, *Affairs of Honor*,
For example:

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- 1) You can use the URL link(s)* below;
- 2) Or, select the URL link(s)* from the Web Resources module in the navigation menu of your classroom, if available.
- 3) Or, use the links in the library's online catalog. To find the book from the catalog :
 1. Select the 'Books and e-Books' link
 2. If you have not utilized Library e-books, please take a moment to read about the different formats and vendors of our e-books.
 3. When ready, select the 'Online Book Catalog' link
 4. Click Continue to advance to the Catalog search page
 5. Search by the book's title and/or author information to find your e-book most effectively.
 6. Once you bring up the appropriate record, the links to each vendor e-book copy are displayed.
 7. Depending on your needs and the availability of the e-book, you may want to click between all of them to find the copy most suitable for you. Printing and downloading options will vary depending on vendor allowances.

*Each of the URLs gives you different ways to look at the book.

- **Ebrary**—This approach helps maintain your own bookshelf, take notes, and highlight. You can download by chapter (60 pages max per visit) and some titles may be downloaded to adobe digital editions for 7-14 days.

<http://ezproxy.apus.edu/login?url=http://site.ebrary.com/lib/apus/Doc?id=10190714>

If you encounter difficulties viewing the e-book, please visit the [HELP/FAQs](#) section of the Online Library. If you still have questions, please contact librarian@apus.edu for assistance.

Please Note: Stateside students will not be sent the hard copy version of this text. If you wish to purchase the text, you may do so through our recommended bookstore [MBS Direct](#) or the bookseller of your choice.

All other course readings will be available online in the e-classroom.

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional [University of Chicago Style Manual and its Turabian offshoot](#). Citations will follow traditional footnote/endnote attribution. **Do not use parenthetical (APA/MLA) variations. Students in History and Military Studies classes cannot use Wikipedia or encyclopedias – this includes online encyclopedias.**

Recommended References:

The APUS Online Library, in the Tutorial & Student Studies Center, provides a link to the *Chicago Style Manual – Online*. A link to the APUS Online Library's Chicago Manual of Style may be found in the Resources section of the e-classroom. It is highly recommended that majors in History or Military History purchase a bound version of this style manual because this manual is required in all History, Military History and Military Studies courses.

Microsoft Word (if you do not have MS Word, please save all files as a Rich Text Format (.rtf). **NOTE -- The classroom only supports .doc, .docx, and .rtf files.**

Adobe [Acrobat Reader](#) (for PDF files). This is available free online at www.adobe.com.

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To view streaming media and audio, individuals should have the following installed on their machines (all are free downloads):

- [Real Audio](#)
- [Windows Media Player](#)
- [Quick Time](#)

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Evaluation Procedures

The course grade will consist of the average of grades earned for responses to Forum questions, the mid-course and final examinations, and the journal article review.

In addition to a Virtual Introduction for Week 1, Forum responses are required for Weeks 2, 3, 5, 6 and 7. These responses – also called “posts” -- will involve analyzing readings, comparing and contrasting the views of authors, and critiquing arguments presented by the readings or the class. Students are asked to respond to the forum question(s) listed below in the Assignments column in an initial post. Then they are to respond to at least 3 posts by fellow learners. The initial post -- due by 11:59 p.m., ET, the Thursday of the week -- should be about 300 words in length. Each response -- due 11:59 p.m., ET, the following Saturday of the week -- should be at least 125 words in length. You are required to post a minimum of four times in every forum. (See “Scoring of Forum Questions” in the Resources section of the e-classroom.)

All cases of written submissions – whether the writing assignments, the final exam, or Forum postings -- will be judged for accuracy of interpretation, rigor of argument, and clarity of expression. Opinions must be supported by evidence from the readings or outside sources, which must be cited. Weight will also be given to correct spelling, grammar, clarity of exposition, and other writing technicalities. In this regard, pay particular attention to the “Standards for Evaluating Written Work” in the Resources section of the e-classroom. These apply as well to e-mail messages.

It should be pointed out that in online courses, knowledge is gained not just by completing readings and written assignments but also by communicating with classmates and learning from what they have to say. For this reason, the Forum responses – the online conversations – are given great weight in evaluating a student’s performance.

The scoring of the Forum postings is based on the following: the initial statement is awarded 1-2 points, depending on the quality of the write-up, and each follow-up response is given 1 point (up to 3 points). Responses with no initial statement earn 1 or 2 or 3 points, depending on the number and quality of responses the student makes.

Responses and forums should abide by the University Netiquette policy (see below.) The purpose of the Forum activities is to expand your learning opportunities by engaging in academic and thought-provoking asynchronous conversation with your classmates and instructor. The instructor’s role is to facilitate the learning process by participating in the forums and moving conversations by promoting an advanced level of inquiry.

The exams will consist of essay questions to gauge the student’s understanding of the assigned readings. They are open-book, non-proctored exams. The exam questions are similar in format and content to the Forum questions, and each question will require a response of 2-3 pages (or about 750-1,000 words). The exams will be activated a week before the due date.

The Journal Article Review should consist of 4 to 6 pages, reviewing the primary argument of a current academic journal article. Please review the assignment instructions in the assignments area.

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For all assignments – Forum postings, exams and review – follow the guidelines outlined in the documents “Course Assignment Policy,” “Rubrics: Standards for Evaluation,” “Standards for Evaluating Written Work,” and the “Writing a Journal Article Review” in the Resources section of the course site.

Grade instruments	Points	Percent of final grade
Mid-course exam	20	20
Forum Group responses	30	30
Journal Article Review	25	25
Final exam	25	25
TOTAL	100	100

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Grading Scale

Please see the [Student Handbook](#) (click here) to reference the University’s grading scale.

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Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Course Objective(s)</u>	<u>Reading(s) and Web-Activities</u>	<u>Assignment(s) and Forums</u>
1	Course Introduction	CO-1, CO-9, CO-10	Peskin, chapters, 1-3	Post a Virtual Introduction in the Forum. Comment on at least three of your fellow classmates’ introductions. [This will NOT count toward participation.] Introductions are due 11:59 p.m., ET, Thursday, and responses are due 11:59 p.m., ET, Saturday.
2	Prelude: America’s Political Economy in the Late 18th Century	CO-2, CO-9	Peskin, chapters 4-6	Week 2 Forum Question (initial post due 11:59 p.m., ET, Thursday; responses due 11:59 p.m., ET, Saturday.): Go to the Forum in the electronic classroom and respond to the following: Discuss the efforts of colonial American rebels to achieve not only political but economic and cultural independence from the Mother Country.

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3	Getting Settled: "The Critical Period," 1783-1787	CO-3, CO-4, CO-5	Freeman, Prologue and chapters 1-2 Appleby, Introduction and chapter 1	<p>Week 3 Forum Question (initial post due 11:59 p.m., ET, Thursday; responses due 11:59 p.m., ET, Sunday): Go to the Forum in the electronic classroom and respond to the following:</p> <p>To what extent did the Articles of Confederation fail to meet the challenges facing the new American republic?</p>
4	A New Nation Starts Again: The United States under the Constitution	CO-1, CO-2, CO-3, CO-4, CO-5	Freeman, chapters 3-4 Appleby, chapter 2	<p>The Mid-course Exam is due by the end of Week 4 (11:59 p.m., ET, Sunday). The Exam will be activated at 6:00 a.m., ET, Sunday.</p>
5	Economic Development, Foreign Relations, and Partisan Politics, 1787-1800	CO-6, CO-7	Freeman, chapter 5 Appleby, chapters 3-4	<p>Week 5 Forum Questions (initial post due 11:59 p.m., ET, Thursday; responses due 11:59 p.m., ET, Saturday): Go to the Forum in the electronic classroom and respond to the following:</p> <p>What role did the press play in American politics in the 1790s?</p> <p>Did newspapers of the day serve to inform or to degrade political Forum in the early republic?</p> <p>Journal Article Review due by the Sunday, 11:59 p.m. ET.</p>
6	The Election of 1800: A "Revolution?"	CO-6, CO-7, CO-8	Peskin, chapters 7-9 Appleby, chapters 5-6	<p>Week 6 Forum Questions (initial post due 11:59 p.m., ET, Thursday; responses due 11:59 p.m., ET, Saturday): Go to the Forum in the electronic classroom and respond to the following:</p> <p>What changed, and what did not change, with the election of Thomas Jefferson to the presidency in 1800?</p>

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				Can his election be described as a “revolution?”
7	Jefferson’s America: Republic or Empire?	CO-8, CO-9, CO-10	Peskin, chapter 10 Appleby, chapters 7-8	<p>Week 7 Forum Question (initial post due 11:59 p.m., ET, Thursday; responses due 11:59 p.m., ET, Saturday): Go to the Forum in the electronic classroom and respond to the following:</p> <p>What was the nature of the “new national identity” of Americans that took shape by 1815? Discuss at least one of the major points of contention over how this new vision of the republic should be expressed?</p>
8	The War of 1812 and Its Aftermath: An “Era of Good Feelings”	CO-9, CO-10		The Final Exam is due by the end of Week 8 (11:59 p.m., ET, Sunday). The Exam will be activated at 6:00 a.m., ET, Sunday.

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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. The format is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.

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- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow the Chicago Manual of Style guidelines. The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. A link to the APUS Online Library's Chicago Manual of Style may be found in the Resources section of the e-classroom (in External Websites). It is highly recommended that majors in History or Military History purchase a bound version of this style manual because this manual is required in all History, Military History and Military Studies courses.

LATE ASSIGNMENTS

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the faculty before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Please review the Course Assignment Policy within the Resources section of the classroom for more information.

DISABILITY ACCOMMODATIONS

This institution complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. In compliance with federal and state regulations, reasonable accommodations are provided to qualified students with disabilities.

A request for accommodation is deemed reasonable if the request:

- is based on documented individual needs.
- does not compromise essential requirements of a course or program.
- does not impose an undue financial or administrative burden upon APUS.

A qualified student can, with or without reasonable accommodations, perform the essential functions of program or course requirements. The essential requirements of an academic course or program need not be modified to accommodate an individual with a disability.

Final responsibility for selection of the most appropriate accommodation rests with the University's Disability Support Services Committee and is determined on an individual case-by-case basis, based on the nature of the student's disability. Students are encouraged email registrar@apus.edu to discuss potential academic accommodations and begin the review process. It is the student's responsibility to:

- follow the accommodation procedure outlined in this section,
- identify the disability to the staff and/or faculty of the university,
- provide (and incur expense for) current appropriate documentation of disability and accommodation needed from a qualified medical or other licensed professional, and
- request specific accommodations or services.

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NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The online classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

DISCLAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular group.

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Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

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