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# American Public University System

*The Ultimate Advantage is an Educated Mind*

## Department of History and Military Studies

### HIST404

#### Jacksonian America, 1815-1846

3 Credit Hours

Eight Weeks

**Prerequisite(s): None but HIST300 recommended**

The course materials, 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 strongly consider completing these requirements prior to registering for upper level courses.

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## Instructor Information

### Course Description (Catalog)

*Jacksonian America, 1815-1846*, examines the nature of Jacksonian democracy and its treatment in American historiography. 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

This course will use both primary and secondary sources to investigate the momentous political, economic and social changes that came to characterize the United States in the three decades following the War of 1812. During this time American politics underwent substantial democratization of its political system, with the formation of deep partisan divisions; American industry took root and American agriculture, North and South, boomed; the nation's population increased and in many regions prospered, and its center moved west; efforts at eliminating or mitigating a variety of shortcomings were intensified, with increases in controversies over such issues as immigration and

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slavery; and the United States stood at the cusp of yet another substantial expansion of its territory. The course will investigate the reasons for these major changes during this period and their impacts on later developments in subsequent decades.

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### Course Objectives

Upon completion of *Jacksonian America, 1815-1846*, students will be able to:

- CO-1 Examine the historical development of the nation from the Treaty of Ghent to the outbreak of war with Mexico and identify the major figures in the American experience and explain their significance.
- CO-2 Describe the major foreign policy goals of the nation from the Madison to the Polk administrations, as well as the internal and external forces that influenced American foreign policy in the Jacksonian era.
- CO-3 Analyze the major economic cycles and the causes of economic change, along with the key points in the evolution of American commerce and society.
- CO-4 Assess the immediate economic and political impacts of the War of 1812 on American society.
- CO-5 Explain the role of the U.S. Supreme Court and the state and federal judiciaries in the developing a framework for future American economic development.
- CO-6 Identify the economic forces that were unleashed beginning in the 19th century.
- CO-7 Describe the various, and sometimes conflicting, attempts to deal with the social, political and economic changes brought on by westward expansion, immigration, population growth, and industrial development.
- CO-8 Analyze why Andrew Jackson came to the fore in American politics and discuss what he represented.
- CO-9 Discuss the growth and nature of partisan divisions in the 1820s and 1830s and compare the differences between the Democratic and Whig parties.
- CO-10 Examine the role of slavery and territorial expansion in the escalating conflict between North and South.

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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 course materials and access to an online learning management system are available to you. Course materials and access to an online learning management system are available to each student. Assignments for this class include exams (non-proctored), written assignments, and discussion boards. In online courses, we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need 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. Additionally, you can contact the instructor by leaving a message in the “Message” tool in the Communication Box in the Classroom.

You 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 your student folder and associated with the assignment. 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. **Instructors at APUS do not search through student folders to find the assignments.**

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

**All assignments are due as posted in the syllabus. I will accept late assignments with a penalty. Assignments 1 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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## Course Materials

### Required Text:

- Daniel Feller, *The Jacksonian Promise: America, 1815-1840* (Johns Hopkins University Press, 1995).
- Charles Sellers, *The Market Revolution: Jacksonian America, 1815-1846* (Oxford University Press, 1994).

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 may not use Wikipedia or encyclopedias – this includes online encyclopedias.**

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### Recommended References:

The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will be required to follow this citation manual in all of your 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.** Please visit Adobe for a free copy of [Adobe Reader](#) to access .pdf documents.

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### Evaluation Procedures

As your instructor, I will determine your final grade for this course based on the following grading instruments:

**Reading Assignments and Lectures** relies mainly on the assigned text, lecturettes, external video lectures, and external websites. Links to video lectures and websites are located in the weekly lesson section of the course.

**FORUMS** are a critical component of all History and Military History classes. Studies indicate that students who participate in Forums increase their retention on the particular subjects by over 40 percent compared to only reading the text.

The requirements for your Forum postings revolve around you answering question(s) posted in the Forum by your instructor with a substantial posting of a minimum of 250 words. Within each weekly Forum, your instructor will reply to your initial postings with a question designed to foster your critical thinking skills. You are required to answer this **FOLLOW-UP Question. In part, your forum grade includes your initial answer (40 points) and replying to your instructor’s follow-up question (20 points).**

While composing your answer, use proper grammar. Do not use abbreviations or contractions. Before you post the answer, check your grammar; please note that the way you talk is not the way that you need to write your answer. Lastly, ensure that you do not have any spelling errors. It is often best to compose your posting in a word program and after you check it for grammar and spelling, copy it into the Forum posting. Be sure to correctly post any pasted responses by using the “Paste from Word” function in the Forum box (Clipboard with a “W” on it).

**FORUM Responses to Classmates** are critical to helping you gain a greater comprehension of the topics. As such, you must read all the postings by your peers and respond to at least four (4) of them with a substantial posting of 125 to 150 words. If you have a question for your classmates in your response, you will note the question at the bottom of your posting separated by at least one line so that your peers can clearly see your question. It is your responsibility to check for comments made back to you by your classmates and answer any of their questions. **The remainder of your forum grade comes from your comments to your peers and the answers you provide to any questions that they have of you (10 points for each response).** As in your initial Forum posting, grammar is important and your writing must be clear and free of errors.

Here is how each Forum grade (a possibility of 100 pts.) will be broken down:

1. Initial Forum Post to instructor’s questions (40 pts).
2. Post to instructor’s Follow-Up Question (20 pts).
3. Four substantial responses to peers postings (10 pts each / total of 40 pts).

Your Forum postings will be graded as you submit them. The final grade on each Forum will be tallied after each week’s forum due date.

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**Primary Document Assignment** is designed to expand the student's knowledge of course content and help prepare them for writing the research paper. The Primary Document Assignment is located under the Assignment tool and must be submitted in the assignment area. See Primary Document Assignment in the Assignment tool for further instructions.

A **Research Paper Proposal** is the beginning of the writing of your research paper. It is essential that you identify a viable topic early in the course. You must select a topic from the list provided by your instructor. Examine your textbook, class lectures, and class websites to further develop the topic. Download the Research Paper Proposal Template (from "Assignments"), fill it out and submit it. **You must submit this proposal to the instructor by the end of Week Two of the class for approval.** Without approval, you cannot begin writing your research paper and you cannot wait until the week before the Research Paper is due to submit the proposal. For sources, do not merely write "newspaper, book, internet, journal article." You must name the actual books, journals, articles and websites and organize them in a correct Chicago/Turabian bibliographical listing. Please label your paper as follows:

**lastnamefirstnameHIST405ResearchProposal**  
(ex. **SmithJohnHIST405ResearchProposal**)

A **Research Paper**, by its very design, will test your ability to construct a well-written paper that shows your comprehension of the topic through analysis of various resources. For many students, writing a research paper can be one of the most intimidating assignments that they will face in a class. In reality, a research paper is only a series of tasks using several intellectual skills. Once you understand that this assignment is not a large paper that requires weeks of research and writing but is an exercise that allows you to demonstrate a series of research skills, the easier writing the paper will be. As addressed earlier, the initial step in writing the paper is choosing the topic, the second is choosing a bibliography (your sources), and the third step is creating an outline. You will complete all three of these steps in the Research Proposal Paper, which you should view as a work in progress.

**This research paper is a minimum of 3,000 words in length, and you must consult a minimum of five academically credible sources. Bibliographies and citations will be in the Chicago Manual of Style format.**

The next steps include gathering information from your sources to assist you in writing the paper, keeping notes of your sources, and writing a rough draft. As you write the rough draft, if you use any of the information from your sources word-for-word you use quotation marks designating that the words come directly from the source and you must cite the source by using footnotes. If you read the information and write it in your own words and it is not common knowledge, then you must cite the source because you are paraphrasing someone's information. After you complete your rough draft, you need to read it again and revise the paper into your final draft. Once you have the final draft complete, proofread the paper and submit it to your instructor.

The research paper must include a **Title Page** with your name, course number and title (HIST405 – Antebellum America 1846-1861), instructor's name, and date. You must also include a **bibliography** at the end of your paper. While composing your paper, use proper English. Do not use abbreviations, contractions, passive voice, or first/second person (I, me, you, we, our, us). Before submitting your paper, check your grammar and use spell check. Remember, the way you talk is not the way you write a paper. Please label your paper as follows:

**lastnamefirstnameHIST405ResearchPaper**  
(ex. **SmithJohnHIST405ResearchPaper**)

**Final Exam** is an assessment tools that APUS uses. Prior to taking the Final Exam, you need to study for the test by concentrating on the important points covered in the class (those that you instructor pointed out in the weekly objectives for example), combine information from different sources if needed, organize your materials for yourself so that when you are ready to study that you have all your materials together, and spread your study sessions over several periods (do not try to study for the test just hours before you take it). The final Exam will consist of four essay questions that are equally weighted. While taking the test, you should use proper grammar and spelling.

The assignment / course breakdown is as listed below --- it looks more complicated than it really is and gives you multiple changes to earn points, not just a few all or nothing assignments.

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### Evaluation Procedures & Grade Calculation

	Assignment	Total Points	% of Grade
1.	Research Paper	100	15%
2.	Weekly Forums (Total of 8-Weekly Forums)	800	45%
3.	Research Paper Proposal	100	5%
4.	Primary Source Assignment #1	100	10%
5.	Final Exam	100	25%

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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>Learning Objective(s)</u>	<u>Weekly Reading(s)</u>	<u>Assignment(s) and Forums</u>
1	Course Introduction	CO-1, CO-2, CO-3	Feller, chapters 1-2 Sellers, chapters 1-4	Post a Virtual Introduction in the Forums section of the e-classroom. Comment on at least three of your fellow classmates' introductions.  Introductions are due 11:55 p.m., ET, Friday, Week 1, and responses are due 11:55 p.m., ET, Sunday, Week 1.
2	New Beginnings for the United States after the War of 1812	CO-4, CO-6	Feller, chapter 3 Sellers, chapter 5	Week 2 Forum Question (initial post due 11:55 p.m., ET, Friday, Week 2; responses due 11:55 p.m., ET, Sunday, Week 2): Go to the Forums section in the electronic classroom and respond to one of the questions posted in the Forum.

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3	Political Developments in the Jacksonian Era	CO-5, CO-6	Feller, chapter 4 Sellers, chapter 6	<p>Week 3 Forum Question (initial post due 11:55 p.m., ET, Friday, Week 3; responses due 11:55 p.m., ET, Sunday, Week 3): Go to the Forums section in the electronic classroom and respond to one of the questions posted in the Forum.</p> <p><b>Note: The Research Paper Proposal is due by 11:55 p.m., ET, Sunday, Week 3. (Instructions for submitting the Proposal are in the Research Paper instructions in the Assignments section.)</b></p>
4	The Republic Looks Inward: Intellectual and Religious Thought in the 1820s	CO-5, CO-6	Feller, chapters 5-6 Sellers, chapters 7-8	<p>Week 4 Forum Question (initial post due 11:55 p.m., ET, Friday, Week 4; responses due 11:55 p.m., ET, Sunday, Week 3): Go to the Forums section in the electronic classroom and respond to one of the questions posted in the Forum.</p>
5	Efforts at Reform: Reforming Labor, Society, and a newly defined democracy	CO-7	Feller, chapters 7-9 Sellers, chapter 9	<p>Week 5 Forum Questions (initial post due 11:55 p.m., ET, Friday, Week 5; responses due 11:55 p.m., ET, Sunday, Week 5): Go to the Forums section in the electronic classroom and respond to one of the questions posted in the Forum.</p> <p><b>NOTE: Primary Document Assignment is due by the end of Week 5 (11:55 p.m., ET, Sunday, Week 7).</b></p>
6	Democrats and Whigs: The Second American Party System	CO-8, CO-9	Feller, chapter 10 Sellers, chapters 10-11	<p>Week 6 Forum Question (initial post due 11:55 p.m., ET, Friday, Week 6; responses due 11:55 p.m., ET, Sunday, Week 6): Go to the Forums section in the electronic classroom and respond to one of the questions posted in the Forum.</p>

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7	Portents of Trouble: Slavery, Expansion and Sectional Strife	CO-8, CO-9	Sellers, chapters 12-13	<p>Week 7 Forum Question (initial post due 11:55 p.m., ET, Friday, Week 7; responses due 11:55 p.m., ET, Sunday, Week 7): Go to the Forums section in the electronic classroom and respond to one of the questions posted in the Forum.</p> <p><b>Note: Research Paper is due by the end of Week 7 (11:55 p.m., ET, Sunday, Week 7).</b></p>
8	Course Wrap Up	CO-7, CO-9, CO-10	NONE	<p>Week 8 Forum – Reflection Question, post due 11:55 p.m., ET, Friday, Week 8.</p> <p><b>The Final Examination is due by the end of Week 8 (11:55 p.m., ET, Sunday, Week 8). The Examination, to be found in the Tests &amp; Quizzes section.</b></p>

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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](#)

### 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).
- 11 or 12-point font Arial or Times New Roman styles.
- 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



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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*. If you are majoring in History or Military History, it is highly recommended that you purchase a bound version of this style manual because you will be required to follow this citation manual in all of your 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 me before the due date so we 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 Course Materials 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](mailto: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.

## NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions 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.

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- **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 Sakai 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](mailto: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.
- **Course Guide for HIST404: Jacksonian America, 1815-1846:** Also you can make use of the HIST407 course guide located in the APUS Online Library. You will find links to numerous online articles, books, videos, and other research materials. The link is:

<http://apus.campusguides.com.ezproxy1.apus.edu/content.php?pid=174285&sid=1466659>

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