**CHAPTER 9**

**Jeffersonian Democracy, 1800–1814**

**Learning Outcomes**

* 1. Define Jeffersonian Democracy, and explain how Jefferson’s presidency both defined and contradicted that political philosophy.

**Objectives**

1. Describe Jefferson’s policies as president, and evaluate how well his actions matched his beliefs about government.
2. Discuss Jefferson’s land policies, especially in regard to the Louisiana Purchase.
3. Explain the problems Jefferson had with foreign countries during his administration, especially in regard to the Embargo of 1807.
4. Detail the Indian resistance in the West.
   1. Discuss the reasons for and results of the War of 1812.

**Objectives**

1. Explain the reasons for the War of 1812.
2. Describe the way the war was fought, and discuss the results of the war.
3. Explain the significance of the War of 1812 to America’s development.

**Chapter Summary**

From the beginning of Thomas Jefferson’s presidency in 1801 through the end of the War of 1812 in 1814, the United States underwent tremendous changes and weathered numerous challenges. Jefferson further reduced an already small government. His vision was of a nation of small farmers who were economically self-sufficient, personally independent, and beholden to no one. To realize this agrarian vision, Jefferson attempted to roll back several of the Federalist policies, although he did not go as far as many of his supporters hoped.

With Jefferson’s inauguration, America welcomed a president from a different political party—peacefully. Federalists still had power in the courts, though. This situation birthed two of the most important developments in U.S. judicial history: judicial review, which gave the courts the right to declare an Act of Congress unconstitutional and therefore void; and the idea that partnership was not a crime. William Marbury, one of the frustrated judges, sued James Madison (Jefferson’s secretary of state) for denying his appointment. This dispute reached the Supreme Court as *Marbury* vs. *Madison* (1803).

Jefferson believed that territorial expansion would shape the nation into an agrarian republic. Opportunity trumped ideology for Jefferson when Napoleon offered him the Louisiana Territory, a region famously surveyed by Lewis and Clark, for a low price. It was inevitable that settlers, moving westward and buying cheaply available land, would clash with the Pan-Indian movement. Western expansion also raised the specter of secession, as the case of Aaron Burr.

Meanwhile, the United States continued to fight for recognition by the European powers as a fully independent and globally significant country. Determined to stay out of European intrigues, the Americans professed a policy of neutrality. Continued foreign interference in American maritime activities led Jefferson to implement the disastrous Embargo Act of 1807. Angered by the embargo, American traders began smuggling goods out of the country, an act Democratic-Republicans denounced.

James Madison took over as President when the U.S. was on the verge of war. Repealing the economically disastrous Embargo Act, American ships sailed forth and shortly again were being boarded by English and French ships. Napoleon strategically ended this practice; Britain did not, worsening relations between America and England. In the west, Indians allied with the British to challenge westward expansion. Together, these tensions led to an American declaration of war against its former colonial master.

The War of 1812 began poorly for the U.S., with its Canadian invasion that turned out to be a disaster. However, some early victories in naval battles for Lake Erie and in the Old Southwest against the Creek nation balanced the score. After the defeat of Napoleon, the British allocated more forces to the war and burned the White House, the Capitol, and other government buildings.

In the South in 1813, a frontier army under Andrew Jackson defeated the Creeks Indians (who viewed the War of 1812 as an opportunity to take advantage of a distracted American army and finally secure their land in Georgia). Simultaneously in Hartford, the Federalists destroyed their political support by discussing controversial policies, including secession. The Americans and British formally ended the war with the signing of the Treaty of Ghent. Following the war, the Federalists disintegrated, leaving the nation with only one political party. Despite their absence, Madison strengthened the power of the federal government. Americans ended opposition from the British in much of the West. The image of America as a vibrant, modern, youthful nation impressed its foreign competitors and growing population who became more enamored with American nationalism.

**Chapter Outline**

I. Jefferson’s Presidency

1. Jeffersonian Democracy
2. Jefferson’s Domestic Policies
   1. Reducing the Size of Government
   2. Developing the Court System
      1. Judicial Review
      2. The Legality of Partisanship
   3. Expanding the Agrarian Republic
3. The Louisiana Purchase
4. Lewis and Clark
5. Land Policies
   1. Tecumseh and the Prophet
   2. Reelection
6. Jefferson’s Foreign Affairs
7. Jefferson’s Problematic Diplomacy
8. The Right of Neutrality
9. Results

II. James Madison and the War of 1812

1. The Election of 1808 and Declaration of War
2. The Repeal of the Embargo Act
3. France Makes Amends
4. In the West
5. Declaration of War
6. The War of 1812
   1. Early Defeats
   2. Surprising Victories and Indian Decimation
   3. Culmination
   4. Andrew Jackson and the Battle of New Orleans
   5. The Hartford Convention
   6. The Treaty of Ghent
7. The Significance of the War of 1812
   1. Political Changes
   2. Vacating the West
   3. America’s Role in the World
   4. American Patriotism and American Culture

III. Looking Ahead…

**Suggested Lecture Topics**

1. Jeffersonian Democracy: Just How “Jeffersonian” was Thomas Jefferson?
2. The Role of the Haitian Revolution in stalling Napoleon’s plans in North America
3. The War of 1812: Why America Fought the British Instead of the French
4. The Embargo Act of 1807: Why It Could Not Work
5. The Emerging Role of America in World Affairs
6. The Significance of the War of 1812
7. Plots Against the Government: The Hartford Convention and the Aaron Burr Conspiracy

(9-2b). There were four reasons why the War of 1812 began:

* 1. A violation of neutrality rights
  2. Impressment
  3. Napoleon’s smarts
  4. Battles for the West

Have students break into pairs and create their own fictitious websites if the Internet had existed in 1812. Have students base their newspaper article headers on The Reasons Why .... Each group only needs to create the header for the articles, not the articles itself (although this is permissible as part of a longer assignment). For example, “*England Intrigues: Wartime Policy or a Conspiracy to Enslave U.S.? YouTube video shows British capturing American sailors; Napoleon says “My bad” to U.S., ends interference with U.S. ships; Click “Like” if you support our boys fighting in the Indiana Territory.*”

**The Reasons Why…**

**Research Topics—Projects and Papers**

Students might choose to complete a project to be presented in class or to write a more traditional research paper. Or, as an instructor, one could select topics for the students. Below are a few topics that are relevant to this chapter. Instructors may, of course, choose to develop their own topics.

1. Plot a timeline of major events of the War of 1812. Study the timeline and determine causes and effects that were important for America’s future.
2. Prepare a chart with as many of President Jefferson’s decisions and actions that students can find. Label one column “Democratic-Republican” and the other “Federalist.” Place each item in the column that the student thinks it most correctly fits, according to the descriptions that the student has for each party. Write a paragraph in which students can discuss their findings.
3. Prepare a character study of Aaron Burr based on at least five outside sources. Discuss his role in the development of America in its early years.
4. On a blank map of the United States, trace the route of the Louis and Clark Expedition. Label at least five places they wrote about that are most interesting and/or important. Conversely, have students use the Dave Ramsey historical map overlay available for free using Google Earth. Have the students examine the actual landmarks Lewis and Clark mapped over the current terrain. Detail at least five of the Native American settlements noted on the map.

**Additional www Resources**

“The War of 1812,” The Avalon Project at Yale Law School.

<http://avalon.law.yale.edu/subject_menus/br1814m.asp>

“Chief Tecumseh—‘The Wellington of the Indians’,” Historica Canadiana.

<http://www.historica.ca/chief_tecumseh.php>

Wilson, Gaye. “The Louisiana Purchase,” Monticello website.

<http://www.monticello.org/jefferson/lewisandclark/louisiana.html>

“EPSN Covers Hamilton Burr Duel,” A humorous look at the duel. [When using YouTube as an educational tool, be aware of the potential for mature or poor-quality content to display as a suggested link after YouTube videos play.]

<http://www.youtube.com/watch?v=BfeuU0NB5lg>

**Primary Source Discussions**

**Assignment Name: Lyrics to “The Star-Spangled Banner”**

*Introduction*: The War of 1812 is noted for having settled no major issues between America and Great Britain, but it did cause a great deal of upheaval—from the president’s having to vacate the White House to the burning of several major Washington, D.C., buildings. When the British were finally thwarted in their attempt to capture the port of Baltimore, it must have been with some amazement that the Americans saw their flag still flying.

*Visit URL*: http://wadsworth.cengage.com/history\_d/special\_features/ilrn\_legacy/waah1c01c/content/amh1/readings/starspangled.html

[Read the lyrics to “The Star Spangled Banner”](http://wadsworth.cengage.com/history_d/special_features/ilrn_legacy/waah1c01c/content/amh1/readings/starspangled.html) and take the brief quiz to test your understanding.

*Reflection Questions*:

1. Have you ever heard or read the entire set of lyrics to “The Star Spangled Banner”? What do you think of them?

2. Have you ever thought about another song that would make a better national anthem than this one? What would you choose instead?

3. Francis Scott Key had two very different ways of expressing himself—his profession and his poetry. Would you have expected those two areas to go together?

**Assignment Name: Pictures of the Classical Revival in America**

*Introduction*: The classical architecture of the Greeks and Romans emphasized clean lines, harmony, and discipline. The classical revival in early American architecture returned to those earlier motifs. Many of the public buildings, and especially the monuments, in Washington D.C., are characterized by this restraint and clarity. Note the several variations discussed in this article, from Federalist to Neoclassical Greek.

*View URL*: http://www.bc.edu/bc\_org/avp/cas/fnart/fa267/neoclassic.html

[View pictures of the classical revival in America](http://www.bc.edu/bc_org/avp/cas/fnart/fa267/neoclassic.html) and take the brief quiz to test your understanding.

*Reflection Questions*:

1. Can you think of reasons, other than their appreciation of classical style, why the leaders of the country would gravitate toward that style in both their personal (Monticello) and public buildings?

2. As the United States grew and became more diverse, what happened to its architectural styles?