

Sabbatical Report, 2014

**David Lehman
Department of History and Political Science
October, 2014**

Section 1: Copy of my original proposal, October, 2012

See attached proposal

Long Beach City College

SABBATICAL LEAVE PROPOSAL

September 28, 2012

1. Briefly state the purpose of your sabbatical leave.

I am requesting a sabbatical leave to work on a book project entitled “Explaining Hard Times: the Panic of 1819 in Philadelphia.” Last year I wrote an article with this title, published by the Historical Society of Pennsylvania. Since that time, I have received encouragement from several scholars connected with the University of Pennsylvania Press and the McNeil Center for Early American Studies to consider turning this study into a book project. This book would examine how the Panic of 1819—the nation’s first economic depression—was experienced and understood in one community, the city of Philadelphia. It would be based on research I conducted as a graduate student at UCLA and as a dissertation fellow at the McNeil Center for Early American Studies in Philadelphia. In recent years, scholars of the Early National Period have paid increasing attention to the significance of this event, and I feel that I have something important to add to this examination. A sabbatical leave granted by Long Beach City College would provide the generous gift of time and support needed to take on this project.

2. Give all pertinent details of your proposed plan. This should include all activities, projects, research, itinerary, study, employment, expected outcomes, relationships with current coursework, etc. connected with your proposed leave.

My proposal will involve the following steps:

- a review of recent literature, to be conducted at the UCLA University Research Library and the Huntington Library. This step has already been substantially completed.
- original research to be conducted at the Historical Society of Pennsylvania and the Library Company of Philadelphia. This will be limited to one or two short trips to Philadelphia. I have used these wonderful resources extensively in the past and have colleagues at both institutions who are ready to give assistance.
- writing the first three chapters for this book. I will be expanding on the work that I started with my article last year and incorporating research that I conducted for my dissertation.
- the expected outcome will be completed drafts of three chapters (out of a proposed six chapters) and a rough draft for the final three chapters.

3. Provide a timeline indicating how the activities in your plan will be completed within the time frame of the proposed leave.

My proposed timeline is as follows:

- two months for the literature review (August-September, 2013)
- one two-week research trip to Philadelphia (October, 2013)
- one completed draft chapter in each of the following months: December, 2013, February 2014, May 2014
- a rough draft of the final three chapters by August 2014

4. Describe how the proposed leave will contribute to your professional development, including how it relates to your current assignment.

I am a historian of Early American history and each semester I teach multiple sections of History 10 as well as the honors section, History 10H, each fall. Since I completed my Ph.D. in History at UCLA in 1992, I have been actively engaged in my field. Besides teaching, I attend professional conferences, regularly read professional journals and review new history textbooks and monographs. I have engaged in many history-related activities, such as working with the National Center for History in the Schools and participating in a Teaching American History grant with the Long Beach Unified School District. During my last sabbatical leave in 2005-2006, I engaged in a major research project relating to the history of the Onondaga Indian Nation, a member of the famed Iroquois or Six Nations Confederacy of upstate New York, during the late eighteenth and early nineteenth centuries. This project gave me an opportunity to immerse myself for a prolonged period in the activities of a professional historian—visiting archival collections and research libraries, consulting with fellow historians, and writing.

5. Describe how the proposed leave will benefit the college and students.

I am convinced that my students benefit when I remain actively engaged in my field and I believe that sabbaticals provide an unsurpassed opportunity to do just that. Engaging in a research project like the one outlined above will bring with it opportunities for travel, research, writing, and collaboration that will re-energize my passion for doing history, and I believe that will only improve my teaching. Students need and deserve instructors who keep current in their field and who communicate the enthusiasm that comes from active engagement in course material. A sabbatical leave offers an invaluable opportunity to refresh and renew one's approach to familiar materials and find new and illuminating angles of interpretation.

6. List and describe the specific, tangible products you will bring to the college within 90 days after you return to your assignment.

The tangible product will be completed drafts for the first three chapters and comprehensive outlines for the final three chapters of this book project. I will seek to

publish this work in the Early American Studies Monograph Series, under the auspices of the University of Pennsylvania Press and the McNeil Center for Early American Studies.

7. Describe how you will share the outcomes of your proposed leave with other interested parties upon your return.

My goal is for this work to be published so that scholars interested in the economic history of the early national period and the history of Philadelphia will have access to it. I will certainly share my experiences with my history colleagues at LBCC and with my students in the classroom.

8. If applicable, please disclose any additional sources of employment earnings during the proposed leave.

None.

Section 2: *Brief Summary of Sabbatical Project*

Purpose of sabbatical:

The purpose of my sabbatical was to conduct historical research and writing for a book project entitled “Explaining Hard Times: The Panic of 1819 in Philadelphia.” The Panic of 1819 is considered by many historians to be the first nationwide economic depression in U.S. history. The severity of the economic disaster forced Americans to reconsider their assumptions about economic progress, spurring wide-ranging debates about banking, paper money, manufacturing, foreign trade, and the role of government in encouraging economic growth and responding to economic collapse. This project gave me an opportunity to immerse myself for a prolonged period in the activities of a professional historian—visiting archival collections and research libraries, reading the works of and consulting with fellow historians in my field, engaging with a historical problem, and finally, organizing a research plan to respond to that problem.

Brief description of how the objectives of the proposal were met:

I developed a research plan with the following steps: 1.) a review of recent historical literature relating to the Panic of 1819; 2.) a review of previously-completed research; 3.) new research which took me to institutions throughout Southern California, primarily to the Young Research Library at UCLA and the Huntington Library, as well a research trip to the east coast; 4.) compiling digital archives of primary source materials to use in the writing of the history of the Panic of 1819; and finally, 5.) writing drafts of articles and book chapters. I completed drafts of two articles and four book chapters that accompany this report.

List of tangible product(s) you are bringing to the college

- **A Digital Archive of Primary Sources:** this includes copies of over fifty rare books, pamphlets, government documents, reports of private societies and associations, all relating to the Panic of 1819 in Philadelphia.
- **An Archive of Newspaper Articles Relating to the Panic of 1819:** this includes selected articles from four important newspapers from the early 19th century.
- **Six Articles and Chapter Drafts submitted to the Board of Trustees in partial fulfillment of sabbatical leave requirements:**
 1. “ ‘The most disastrous and never-to-be-forgotten year’: The Panic of 1819 in Philadelphia”
 2. “Political Economy and the Response to the Panic of 1819 in Philadelphia”

3. Draft of Chapter Two: “‘The Prospect Before Us’: Economic Expectations following the War of 1812”
 4. Draft of Chapter Four: “‘From Industry to Gaining’: The Second Bank of the United States and the Postwar Economy”
 5. Draft of Chapter Five: “Insolvency and Unemployment during the Panic of 1819 in Philadelphia”
 6. Draft of Chapter Six: “From ‘Headquarters of Benevolence’ to ‘Emporium of Beggars’: Poverty and Poor Relief during the Panic of 1819”
- A copy of *The Historical Society of Pennsylvania: Legacies*, vol. 11, No. 1, containing my article “‘The Most Disastrous and Never-to-Be-Forgotten Year’: The Panic of 1819 in Philadelphia”

Briefly describe how the sabbatical benefited you professionally:

My sabbatical project provided an opportunity to work for extended periods of time in rich collections of Southern Californian research libraries and archives. At the Huntington Library, for example, I was part of a community of scholars who come from all over the world to use that institution. I had the chance to re-engage with colleagues and participate in several of the panels and conferences sponsored by the Huntington in which scholars share their work. This is the kind of invaluable opportunity that a sabbatical leave provides. I also had the chance for a research trip to the Library of Congress in Washington, DC.

Briefly describe how the results of your sabbatical benefited the college and students, including methods of instruction or services to students:

I am convinced that students benefit from having instructors who continue to do research in their fields and who engage with fellow scholars. One specific result of my sabbatical project is that it has given me a new appreciation for rich historical materials that are available online and that might be used in a classroom setting. I have enhanced the image and primary document collections that I regularly use in teaching Early American History and plan to integrate more primary source materials into my courses.

Additional Comments

In my sabbatical leave proposal from October 2012, I wrote: “Students need and deserve instructors who keep current in their field and who communicate the enthusiasm that comes from active engagement in course material. A sabbatical leave offers an invaluable opportunity to refresh and renew one’s approach to familiar materials and find new and illuminating angles of interpretation.” My sabbatical year has convinced me of the truth of this statement, and I thank the Long Beach Community College District and the Board of Trustees

for granting me the chance to immerse myself for a prolonged period in activities of a professional historian. I return from this sabbatical year re-energized by the historical research, reading and writing projects I completed during this year, and excited about integrating what I have learned and experienced into my courses.

Section 3: Detailed results of my sabbatical project:

The purpose of my sabbatical was to work on a book project entitled, “Explaining Hard Times: The Panic of 1819 in Philadelphia.” This project is based on research that I conducted as a graduate student at UCLA and as a dissertation fellow at the McNeil Center for Early American Studies, located at the University of Pennsylvania in Philadelphia. This project examines how the Panic of 1819—considered to be the nation’s first economic depression—was experienced and understood in one community, Philadelphia, a city which was not only the nation’s financial center and a leader in manufacturing , but also possessing a rich tradition of political engagement and debate across social and economic levels. I proposed this project because, although my original dissertation at UCLA was never published, my work has been frequently cited in general scholarly surveys of the Early National Period as well as works by specialists in the field.¹ In recent years, especially since 2008 with the onset of the so-called Great Recession, scholars of the 19th century have paid increasing attention to the significance of the Panic of 1819.² The severity of the economic disaster forced Americans to reconsider their assumptions about economic progress, spurring unprecedented debates about banking, paper money, manufacturing, foreign trade, and the role of government in encouraging economic growth and responding to economic collapse. I felt that I had something to contribute to this re-examination.

The more general purpose of my project was just as important, in my view. This project gave me an opportunity to immerse myself for a prolonged period in the activities of a professional historian—visiting (or accessing remotely) archival collections and research libraries, consulting with fellow historians, engaging with a historical problem, and organizing a research strategy to respond to that problem. I had always wanted to return to my dissertation topic, but my research interests and teaching responsibilities for many years took me in a different direction. For the past number of years, I have been actively engaged in research and writing relating to the history of the Haudenosaunee, or Iroquois Confederacy in the 18th and 19th centuries. During my last sabbatical leave, eight years ago, I engaged in an extensive research and writing project related to the land cession treaties of the Onondaga Indian Nation

¹ See for example, Daniel Walker Howe, *What Hath God Wrought: The Transformation of America, 1815-1848* (New York, 2010) p. 143; Sean Wilentz, *The Rise of American Democracy: Jefferson to Lincoln* (New York, 2005), p. 842; Daniel S. Dupre, “The Panic of 1819 and the Political Economy of Sectionalism,” in Cathy Matson, ed., *The Economy of Early America* (University Park, Pa, 2006 p. 265), and Sarah Kidd, “‘To be harassed by my Creditors is worse than Death’: Cultural Implications of the Panic of 1819,” in *Maryland Historical Magazine*, vol. 95 (2000), pp. 161-189.

² For an excellent overview of this, see John Lauritz Larson, *The Market Revolution in America: Liberty, Ambition and the Eclipse of the Common Good* (New York, 2010)

in the 1780s and 1790s, research that was subsequently used in legal proceedings brought by the Onondaga Nation in federal court. I was pleased to find another, equally rewarding research project to engage in for this sabbatical leave.

My project consisted of the following steps:

1. Review of recent historical literature related to the Panic of 1819: Since I had not been actively engaged in this topic for some years, a necessary first step was a review of recent literature. I identified approximately fifteen books and an equal number of articles published since my dissertation that pertain to important themes in my project. I also revisited a handful of significant older works to assess them with a new eye (see attached bibliography.) My perspective was enriched by new approaches, often coming from scholarly works that were not primarily focused on the Panic of 1819. For example, a book by Scott Reynolds Nelson, entitled *A Nation of Deadbeats: An Uncommon History of America's Financial Disasters* (New York, 2012) gives a fascinating portrayal, by turns entertaining and sobering, about the recurring patterns that led to repeated panics and depressions in American history. I was very much influenced as well by John Lauritz Larson's depiction of the contentious battle over federal support for economic development in *Internal Improvement: National Public Works and the Promise of Popular Government in the Early United States* (Chapel Hill, 2001). Andrew Shankman tells the story of Pennsylvania politics in the early 19th century, focusing on the public discourse over whether the spread of banks, roads, canals, and manufacturing would facilitate opportunity and equality, or have the opposite effect by increasing the gap between the rich and poor. His chapter on the Panic of 1819 in *Crucible of American Democracy: The Struggle to Fuse Egalitarianism & Capitalism in Jeffersonian Pennsylvania* (Lawrence, 2004) helped me to clarify my thinking about the impact of the Panic of 1819 in Philadelphia. Finally, I was fascinated to learn that there is a growing literature exploring the cultural history of "failure" in the 19th-century America, exemplified by Scott Sandage, *Born Losers: A History of Failure in America* (Cambridge, Mass., 2005), Edward J. Balleisen, *Navigating Failure: Bankruptcy and Commercial Society in Antebellum America* (Chapel Hill, 2001), and Sarah A. Kidd, "The Search for Moral Order: The Panic of 1819 and the Culture of the Early American Republic," (Ph. D. diss., University of Missouri, Columbia, Mo., 2002).

2. Review of previously-completed research: A significant part of my project entailed a review of research materials I originally collected during a year of research in Philadelphia as a Fellow at the McNeil Center for Early American Studies. During that year, I delved into the rich collections available in Philadelphia, coming away with many pages of material, some photocopied and some handwritten from rare archival sources. During this stage of my sabbatical, I transcribed and digitized unpublished archival material and newspaper articles gathered at the Historical Society of Pennsylvania, the Library Company of Philadelphia, the

American Philosophical Society, the Franklin Institute, the Philadelphia City Archives, the Library of Congress, and the Maryland Historical Society.

3. New research: The next step was to conduct new research based on leads that were unearthed in completing the previous two steps in my project plan. The bulk of this new research was conducted in three large databases of primary historical materials that are now available on-line at selected research libraries and institutions. Specifically, I used *Early American Imprints, 1801-1820*, a collection that includes digitized copies of every book published in the United States between 1801 and 1820, and the *Goldsmiths'-Kress Library of Economic Literature*, both accessed at the Young University Research Library at UCLA. I also accessed *Early American Newspapers, 1690-1922*, Series I, II, III, and VII at the Young Library at UCLA, the Overt Library at Cal State-Northridge, the Doheny Memorial Library at USC and the Library of Congress in Washington, DC. (Different series were available at different locations, so this required some detective work and research travel.) I also compiled a collection of relevant recent scholarly magazine articles through JSTOR at the Huntington Library, which has a much wider access to JSTOR material than the Long Beach City College library. And finally, I used Google Books to access a wide-range of early nineteenth century historical literature that has been made available on-line in recent years. One of the real benefits of this sabbatical year was to gain a new appreciation of what is now available to the historian through on-line research.

4. Compiling digital archives: A major aspect of my sabbatical project was to compile two selected digital archives of primary source material to use in writing the history of the Panic of 1819. These primary sources were collected primarily from the databases described in the previous paragraph. Both of these collections are included on the two CDs that accompany this report. These collections are:

- A Digital Archive of Primary Sources: this includes copies of over fifty rare books, pamphlets, government documents, reports of private societies and associations, all relating to the Panic of 1819 in Philadelphia.
- Archive of Newspaper Articles: this includes selected articles from four important newspapers from the early 19th century, *Niles Weekly Register*, *Poulson's Daily American Advertiser*, the *Aurora General Advertiser*, and the *Democratic Press*. The first paper was the leading national weekly newspaper of the early nineteenth century, and the last three are important Philadelphia daily newspapers.

5. Writing drafts of articles and chapters: By the end of my sabbatical year, I have completed drafts of two articles and four revised book chapters. Digital copies of this written material will accompany this report.

Appendix: Bibliography of Books Read during the Sabbatical Year

Appleby, Joyce, *Inheriting the Revolution: The First Generation of Americans* (Cambridge, Mass., 2000)

Balleisen, Edward J., *Navigating Failure: Bankruptcy and Commercial Society in Antebellum America* (Chapel Hill, 2001)

Coleman, Peter, *Debtors and Creditors in America: Insolvency, Imprisonment for Debt, and Bankruptcy, 1607-1900* (Madison, Wisc., 1974)

Dangerfield, George, *The Era of Good Feelings* (New York, 1952)

Gilje, Paul A., ed., *Wages of Independence: Capitalism in the Early American Republic* (Madison, Wis., 1997)

Haulman, Clyde A., *Virginia and the Panic of 1819: The First Great Depression and the Commonwealth* (London, 2008)

Howe, Daniel Walker, *What Hath God Wrought: The Transformation of America, 1815-1848* (New York, 2007)

Kidd, Sarah A., "The Search for Moral Order: The Panic of 1819 and the Culture of the Early American Republic," (Ph. D. diss., University of Missouri, Columbia, 2002)

Lamoreaux, Naomi R., *Insider Lending: Banks, Personal Connections and Economic Development in Industrial New England* (Cambridge: National Bureau of Economic Research, 1996)

Larson, John Lauritz, *Internal Improvement: National Public Works and the Promise of Popular Government in the Early United States* (Chapel Hill, 2001)

Larson, John Lauritz, *The Market Revolution in America: Liberty, Ambition and the Eclipse of the Common Good* (New York, 2010)

Mann, Bruce H., *Republic of Debtors: Bankruptcy in the Age of American Independence* (Cambridge, Mass., 2002)

Matson, Cathy, ed., *The Economy of Early America: Historical Perspectives & New Directions* (University Park, Pa., 2006)

Nelson, Scott Reynolds, *A Nation of Deadbeats: An Uncommon History of America's Financial Disasters* (New York, 2012)

Peskin, Lawrence A., *Manufacturing Revolution: The Intellectual Origins of Early American Industry* (Baltimore, 2003)

Rockman, Seth, *Scraping By: Wage Labor, Slavery, and Survival in Early Baltimore* (Baltimore, 2009)

Rothbard, Murray N., *The Panic of 1819: Reactions and Policies* (New York, 1962)

Rowe, Kenneth W., *Mathew Carey: A Study in American Economic Development* (Baltimore, 1933)

Sandage, Scott A., *Born Losers: A History of Failure in America* (Cambridge, Mass., 2005)

Sellers, Charles, *The Market Revolution: Jacksonian America, 1815-1846* (New York, 1991)

Shankman, Andrew, *Crucible of American Democracy: The Struggle to Fuse Egalitarianism & Capitalism in Jeffersonian Pennsylvania* (Lawrence, 2004)

Watson, Harry L., *Liberty and Power: The Politics of Jacksonian America* (New York, 1992)

Watts, Steven, *The Republic Reborn: War and the Making of Liberal America, 1790-1820* (Baltimore, 1987)

Wiebe, Robert H., *The Opening of American Society: From the Adoption of the Constitution to the Eve of Disunion* (New York, 1984)

Wilentz, Sean, *The Rise of American Democracy: Jefferson to Lincoln* (New York, 2005)

Wright, Robert E., *The Origins of Commercial Banking in America, 1750-1800* (Lanham, Md., 2001)

Articles read:

Cayton, Andrew R. L., "The Fragmentation of 'A Great Family': The Panic of 1819 and the Rise of the Middling Interest in Boston, 1818-1822," *Journal of the Early Republic*, vol. 2 (1982), pp. 143-167.

Cohen, Joanna, "'The Right to Purchase Is as Free as the Right to Sell': Defining Consumers as Citizens in the Auction-house Conflicts of the Early Republic," *Journal of the Early Republic*, vol. 30 (2010), pp. 25-62.

Dupre, Daniel S., "The Panic of 1819 and the Political Economy of Sectionalism," in Cathy Matson, ed., *The Economy of Early America* (University Park, Pa., 2006), pp. 263-293.

Gilje, Paul A., "The Rise of Capitalism in the Early Republic," *Journal of the Early Republic*, vol. 16 (1996), pp. 159-181.

Harrison, Candice L., "'Free Trade and Hucksters' Rights!': Envisioning Economic Democracy in the Early Republic," *Pennsylvania Magazine of History and Biography*, vol. 137 (2013), pp. 147-177.

Henretta, James A., "The 'Market' in the Early Republic," *Journal of the Early Republic*, vol. 18 (1998), pp. 1-16.

Hutson, James L., "Virtue Besieged: Virtue, Equality, and the General Welfare in the Tariff Debates of the 1820s," *Journal of the Early Republic*, vol. 14, pp. 523-547.

Kidd, Sarah, "'To be harassed by my Creditors is worse than Death': Cultural Implications of the Panic of 1819," in *Maryland Historical Magazine*, vol. 95 (2000) pp. 161-189.

Kornblith, Gary J., "Self-Made Men: The Development of Middling-Class Consciousness in New England," *The Massachusetts Review*, vol. 26 (1985), pp. 461-474.

Lamoreaux, Naomi R., "Banks, Kinship, and Economic Development: The New England Case," *Journal of Economic History*, vol. 46 (1986), pp. 647-667.

Larson, John Lauritz, "'Bind the Republic Together': The National Union and the Struggle for a System of Internal Improvements," *Journal of American History*, vol. 74 (1987), pp. 363-387.

Matson, Cathy D., "Capitalizing Hope: Economic Thought and the Early National Economy," *Journal of the Early Republic*, vol. 16 (1996), pp. 273-291.

Phillips, Kim T., "Democrats of the Old School in the Era of Good Feelings," *Pennsylvania Magazine of History and Biography*, vol. 95 (1971), pp. 363-382.

Phillips, Kim T., "The Pennsylvania Origins of the Jackson Movement," *Political Science Quarterly*, vol. 91 (1976), pp. 489-508.

Posey, Trisha, "'Alive to the Cry of Distress': Joseph and Jane Sill and Poor Relief in Antebellum Philadelphia," *Pennsylvania Magazine of History and Biography* vol. 132 (2008), pp. 215-243.

Shankman, Andrew, "Malcontents and Tertium Quids: The Battle to Define Democracy in Jeffersonian Philadelphia," *Journal of the Early Republic* 19 (1999): 43-72

Shankman, Andrew, "'A New Thing on Earth': Alexander Hamilton, Pro-Manufacturing Republicans and the Democratization of American Political Economy," *Journal of the Early Republic*, 23 (2003): 323-52

Shankman, Andrew, "'Perpetual Motion—Perpetual Change—A Boundless Ocean Without a Shore': Democracy in Pennsylvania and the Consequences of the Triumph of the People, 1800-1826," in Jean R. Sutherland and Catherine Parzynski, eds., *Backcountry Crucible: The Lehigh Valley from Settlement to Steel* (Bethlehem, Pa., 2006)

VanBurkleo, Sandra, "'The Paws of Banks': The Origins and Significance of Kentucky's Decision to Tax Federal Bankers, 1818-1820," in *Journal of the Early Republic* vol. 9 (j1989), pp. 457-87.

Wood, Gordon S., "The Enemy Is Us: Democratic Capitalism in the Early Republic," *Journal of the Early Republic*, vol. 16 (1996), pp. 293-308.

Section 4: *Description of how the sabbatical benefited you professionally*

I am a community college instructor because I am committed to the mission of the community college. I love the fact that my primary focus of my vocation is in the classroom, interacting with students. But a sabbatical is valuable precisely because it allows a professor to engage in activities that he or she would not ordinarily have the opportunity to do during a regular year of teaching. These activities were invaluable in terms of professional development.

First, my sabbatical leave provided an opportunity to work for extended periods of time in the collections of research libraries and archives. As a historian, this is what I live for, and Southern California is filled with wonderful collections for an historian. It is an outstanding opportunity, for example, to be granted research privileges at the Huntington Library, which holds one of the greatest collections of rare books and manuscripts in the world. At the Huntington, I was not only afforded access to rare books, manuscripts, and vast digital collections, but also was part of a community of scholars who come from all over the world to use that institution. I had access to the digital and “hard-copy” collections of UCLA, and was able to re-establish relationships that date back to graduate school. I also went outside of Southern California, using the newspaper collections of the Library of Congress while on a trip to the east coast. And I re-engaged with primary source materials collected in Philadelphia at the Historical Society of Pennsylvania, the Library Company, the American Philosophical Society, the Philadelphia Free Library, and the Van Pelt Library at the University of Pennsylvania.

Secondly, I benefited professionally by having the opportunity to interact with colleagues in my field. The Huntington Library places great value in providing venues for scholars to meet and share information. It holds a full schedule of panels and conference where scholars present their recent research. During the sabbatical, I have engaged with scholars who are working on related topics, as well as with editors.

Finally, this sabbatical gave me opportunities for travel not directly related to my project, but very beneficial for a historian. My wife is the Director of Human Resources for an architectural firm with offices around the country and overseas. I had the opportunity to accompany her on trips to London, New York, Chicago, Toronto, Saint Louis, and San Francisco, giving me the chance to immerse myself in historical sites, museums, and art galleries. My goal is to be a life-long learner, and I believe that travel is a big part of this.

Section 5: Description of how your project benefited students:

I believe that students benefit from taking courses from teachers that are actively engaged in their fields and who communicate an enthusiasm for what they do. My project directly relates to material that I teach regularly, particularly the Early American history course (History 10 and History 10H). The Panic of 1819 is a crucial moment in the emergence of new economic patterns in the early nineteenth century. I also teach Comparative World Cultures (Humanities 1), a course that explores the origins of global trading networks at the dawn of the modern age. Moreover, the topic of economic depression has a relevance to the lives of students today. Ever since the economic disaster triggered in 2008 by the collapse of the housing bubble, our students have lived in a world of economic uncertainty in which questions about banking, credit, unemployment and the proper response to economic collapse have been a significant topic. My project has given me fresh insights into the cycles of boom and bust.

My project has improved my knowledge of the rich historical materials that are available online. I have built up and refreshed the image and document collections that I regularly use in the classroom. I am convinced that students need to engage with a wide range of primary sources materials to enhance their learning. Attached is a small example of the kind of digital resource that I like to use in the classroom, entitled "Brother Jonathan's Soliloquy on the Times," a cartoon published in 1819 relating to the hard times that swept the nation.



Section 6: Description of how the project benefited the college and my colleagues:

I return from my sabbatical leave as an instructor re-energized by a year spent immersed in research, reading, writing and travel, and excited to go back into the classroom to share what I have learned. I am returning to the college with the tangible products that are part of this report (see Section 7), some of which I have already shared with various colleagues in the Department of History and Political Science. My history colleagues regularly get together informally to share what we are doing. I hope to present something of my sabbatical project at the next Long Beach Community Studies Conference, sponsored by Long Beach City College and the Long Beach Historical Society in the spring.

During my sabbatical, I made it a priority to participate in the on-going work of the Department of History and Political Science. I was actively engaged in the hiring of two new full-time history colleagues in the spring of 2014, the first hires made by the department in nine years. I made the presentation requesting these hires before the Hiring Priorities Committee in the fall of 2013 and served on both hiring committees in the spring of 2014.

Section 7: Tangible products:

Accompanying this report are two compact discs containing the results of my project.

Disc 1 contains:

- **A Digital Archive of Primary Sources:** this includes copies of over fifty rare books, pamphlets, government documents, reports of private societies and associations, all relating to the Panic of 1819 in Philadelphia. (see accompanying list of documents)

Disc 2 contains

- **An Archive of Newspaper Articles Relating to the Panic of 1819:** this includes selected articles from four important newspapers from the early 19th century, *Niles Weekly Register*, *Poulson's Daily American Advertiser*, the *Aurora General Advertiser*, and the *Democratic Press*. The first paper was the leading national weekly newspaper of the early nineteenth century, and the last three are important Philadelphia daily newspapers. (see accompanying list of articles)
- **Draft Articles and Book Chapters:** this contains the two articles and four draft book chapters that I wrote during my sabbatical year.

Articles and chapter drafts submitted to the Board of Trustees in partial fulfillment of sabbatical leave requirements:

1. "The most disastrous and never-to-be-forgotten year': The Panic of 1819 in Philadelphia"
2. "Political Economy and the Response to the Panic of 1819 in Philadelphia"
3. Draft of Chapter Two: "'The Prospect Before Us': Economic Expectations following the War of 1812"
4. Draft of Chapter Four: "'From Industry to Gaining': The Second Bank of the United States and the Postwar Economy"
5. Draft of Chapter Five: "Insolvency and Unemployment during the Panic of 1819 in Philadelphia"
6. Draft of Chapter Six: "From 'Headquarters of Benevolence' to 'Emporium of Beggars': Poverty and Poor Relief during the Panic of 1819"

Appendix: Digital Archive of Primary Source Materials for a History of the Panic of 1819 in Philadelphia (numbered titles correspond to the numbered files on Disc 1)

A. Books and pamphlets

2. An Anti-Bullionist, *An Enquiry into the Present Commercial Embarrassment in the United States, With A Plan of Reform of the Circulating Medium, in Two Letters, Addressed to the Secretary of the Treasury* (Washington, D.C., 1819)
3. [Anon.], *Cause of, And Cure for, Hard Times . . .* (New York, 1819)
4. [Anon.], *An Examination of the Causes and Effects of the Present State of the Circulating Medium* (Doylestown, Pa., 1816)
5. [Anon.], *The Financiers A, B, C, Respecting Currency* (Washington, D.C., 1819)
6. [Anon.], *Hints from Observer, Brutus and Nestor Relative to the Bank of the United States* (Philadelphia, 1818)
7. [Anon.], *The History of a Little Frenchman and his Bank Notes . . .* (Philadelphia, 1815)
8. [Anon.], *Things As They Are, or America in 1819 By An Emigrant Just Returned to England* (Manchester, Eng, 1819)
9. [Anon.], *A View of the Principal Causes that have Produced the Present Extraordinary Advance of the Stock of the United States' Bank* (Philadelphia, 1818)
10. Baldwin, Loammi, *Thoughts on the Study of Political Economy* (Cambridge, Mass., 1809)
11. [Bollmann, Erick], *Paragraphs on Banks* (Philadelphia, 1810)
12. Bollmann, Erick, *Plan of an Improved System of the Money-Concerns of the Union* (Philadelphia, 1816)
13. Breck, Samuel, *Sketch of the Internal Improvements Already Made by Pennsylvania . . .* (Philadelphia, 1818)
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27. Gouge, William, *A Short History of Paper Money and Banking in the United States to Which is Prefixed An Inquiry into the Principles of the System* (Philadelphia, 1833)
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42. Accounts of the Guardians of the Poor of the City of Philadelphia, 1820
43. *Memorial of a Convention of the Friends of National Industry, December 20, 1819* (Washington, D.C., 1820)
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47. *Proceedings of a Convention of the Friends of National Industry, Assembled in the City of New-York, November 29, 1819* (New York, 1819)

D. Newspapers

48. Excerpts from *Niles Weekly Register*, 1815-1820

49. Excerpts from Philadelphia newspapers on economic prospects at the end of the War of 1812, 1815-1817

50. Excerpts from *Democratic Press*, [Philadelphia], articles by *A Workman*, 1819

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List of selected articles from *Niles Weekly Register*

1. "The Prospect Before Us," September 2, 1815
2. "To Mr. Cobbett," December 2, 1815
3. "Probable Population in 1820," September 14, 1816
4. "Specie Payments, October 5, 1816
5. "Reformation and Retrenchment," October 26, 1816
6. "Change of Habits," November 16, 1816
7. "British Distresses," December 28, 1816
8. "American Manufactures, January 4, 1817
9. "Bank of the United States, January 11, 1817
10. "Treasury Circular," January 11, 1817
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13. "Manufactures," March 22, 1817
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15. "Pittsburg Report," April 26, 1817
16. "Political Economy I," June 6, 1817
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18. "Political Economy II," June 24, 1817
19. "Political Economy III," July 5, 1817
20. "Political Economy IV," July 12, 1817
21. "Desultory Remarks," August 30, 1817
22. "Emigration Statistics," September 13, 1817
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24. "Pride of Country," October 18, 1817
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30. "Editorial Address on Banks," February 28, 1818
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33. "Bank of the United States," March 14, 1818
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35. "Banks and Banking," April 11, 1818

36. "Banking—General Remarks," April 25, 1818
37. "The Paper System No. I," April 25, 1818
38. "The Paper System No. II," May 2, 1818
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55. "Legislature of Pennsylvania, Resolution of Simon Snyder," January 1, 1819
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62. "The Paper System, The Black List," April 24, 1819
63. "Unwelcome Necessity Arrived," May 1, 1819
64. "Hints on Domestic Manufactures," May 8, 1819
65. "Roads and Canals, Calhoun Report," May 8, 1819
66. "The Times at Baltimore," June 5, 1819
67. "Banks and Banking," June 12, 1819
68. "The Past, the Present, and the Future," June 12, 1819
69. "Equalization of Exchange!" June 26, 1819
70. "Scraps about Banks," June 26, 1819
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72. "Scraps about Banks," July 24, 1819
73. "Want of Employment," July 24, 1819
74. "Emigration Table," July 31, 1819
75. "Home Industry & National Wealth," July 31, 1819
76. "Labor—Its Products and Checks," August 7, 1819
77. "Pauper Statistics," August 21, 1819

78. Philadelphia Meeting," September 4, 1819
79. "Public Lands," September 4, 1819
80. "American Manufactures, Philadelphia," October 23, 1819
81. "Banks and Banking," November 6, 1819
82. "State of the Times," November 6, 1819
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84. "Editor's Notes," November 20, 1819
85. "An Honest Man!" November 27, 1819
86. "March of the United States," November 27, 1819
87. "Editor's Notes," December 4, 1819
88. "American Manufactures," December 11, 1819
89. "Insolvent Debtors," December 11, 1819
90. "Missouri Question, Philadelphia, December 11, 1819
91. "The Paper System," December 11, 1819
92. "New Year's Desultory Remarks," January 1, 1820
93. "Legislature of Pennsylvania, Governor's Message," February 12, 1820

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2. 1815-04-14, "Business Reviving"
3. 1815-04-15, "Relief of the poor"
4. 1815-04-15, "Unflattering sketch"
5. 1815-04-19, "Lay Preacher"
6. 1815-04-20, "Foreign Bank Paper"
7. 1815-04-25, "Report on Western Trade"
8. 1815-04-25, "Western Trade"
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26. 1816-12-06, "On Hard Times"
27. 1816-12-28, "Solioquy"
28. 1817-01-24, "On Hard Times"
29. 1817-02-03, "Democrats and Federalists"
30. 1817-02-03, "Memorial on Auctions"
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40. 1817-02-24, "Auction ad"
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71. 1819-5-08, "Domestic Economy"
72. 1819-06-02, "The Times"
73. 1819-06-03, "A remedy for the times"
74. 1819-06-10, "Nil Desperandum"
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111. 1820-04-03, "Awful Conflagration"
112. 1820-04-12, "The Improvement Bill"
113. 1820-04-20, "Annual Report of the Northern Soup Society"

Twenty-one selected editions of the *Weekly Aurora*

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Report of the House Committee investigating the Bank of the United States (Spencer Report), January 1819

Report of the Secretary of the Treasury, February 1820

Report of the House Committee on Manufactures, January, 1821

Section 8: *Additional comments (if desired)*

I wish to thank the Board of Trustees and the Sabbatical Leave Committee for approving my request for a sabbatical leave. It was a wonderful opportunity to renew and refresh, and I am profoundly grateful for your allowing me the privilege. I particularly appreciated the flexibility that a sabbatical provided me to spend extended periods of time with my aging 93-year-old father who lives in Virginia. I visited him on two occasions, each for about a week in length; something I would not have been able to do with a regular schedule of teaching.