

HIST 522/611: THE ERA OF THE AMERICAN REVOLUTION

*"...To be ignorant of what occurred before you were born
is to remain always a child."*

Marcus Tullius Cicero

1. COURSE DESCRIPTION

The American Revolution remains the single most important event in this country's history. The period from the end of the Seven Years' War in North America to the end of the War of 1812 saw Americans rebelling against the British Empire, declaring their independence, fighting and winning a war of liberation, transforming colonies into states, establishing a lasting union, founding a federal government based on a constitution, and indeed creating a new nation. But not only had North America changed forever between 1760 and 1815, the American Revolution also had a profound effect on other parts of the world. Ever since 1776, the founding generation and their ideas of government have inspired other revolutionary movements.

Tales of John Revere's midnight ride, the battles of Lexington and Concord, George Washington and the Continental Army at Valley Forge, or Benjamin Franklin in Paris still captivate large audiences. Between 1760 and 1815, the foundations were built for the structures by which people in the United States still conduct their political lives. Some of the most enduring philosophical questions that the founding generation discussed were about the limits of power and authority, the rule of law, and the appropriate relationship between rulers and ruled. Yet, heated discussions surrounding these events continue to this day. Most importantly, historians still write and argue about the essential paradox of the American Revolution, chattel slavery. They also grapple with finding out about questions such as: Why did the least-taxed people in the Western hemisphere began a revolution over a relatively modest increase in taxes? How radical or conservative was the American Revolution? How did this disparate set of newly independent states managed to defeat the British Empire and then set up a government that created a lasting nation?

Tackling these and other questions surrounding this key period in American history this course includes lectures and discussions. Lectures will be enhanced by PowerPoint presentations and some video material. The format and content explored in this course will enable you to recognize historical arguments, become familiar with major interpretations of this period in American history, know the key protagonists, people, ideas, and events during the era of the American Revolution, and understand their significance in today's world.

2. ROOM AND TIME

Time: 2pm – 3.15pm

Days: MW

Room: Gottschalk Hall 202

3. OFFICE HOURS

W: 10am – 12pm or by appointment

Room: Gottschalk Hall 102C

4. BLACKBOARD

Make sure to check the course's Blackboard page (<http://blackboard.louisville.edu/>) frequently to download review sheets or PowerPoint presentations, receive messages, learn about changes at short notice, and find additional course material. Use your university email account to send messages to the instructor. Because of the high volume of spam, the University blocks most other email systems such as Yahoo or Hotmail.

5. REQUIRED TEXTS

Available for sale at the Bookstore. Most books and readings are also available on course reserve in the library. Please be considerate and return books from the course reserve on time so that your peers can also utilize this service. See the schedule below for weekly/daily reading assignments.

Brown, Richard D., ed., *Major Problems in the Era of the American Revolution*. 2nd Paperback ed. (Boston: Houghton Mifflin, 2000). ISBN: 0395903440.

Fischer, David Hackett. *Paul Revere's Ride*. Paperback ed. (New York: Oxford University Press, 1995). ISBN: 0195098315.

Slaughter, Thomas P., ed., *Common Sense and Related Readings by Thomas Paine*. Bedford Series in History and Culture (Boston: Bedford/St. Martins, 2001). ISBN: 0312201486.

6. ADDITIONAL READINGS

Additional readings (see details on chapters and pages in the weekly schedule below) will be provided online via Blackboard, by copies in class, or through the Course Reserve in Ekstrom Library.

Anderson, Fred. *The War That Made America: A Short History of the French and Indian War*. New York: Viking, 2005.

Cox, Richard H., ed., *Second Treatise of Government by John Locke* (Arlington Heights: H. Davidson, 1982).

Foner, Eric, ed., *The New American History*, Rev. ed. (Philadelphia: Temple University Press, 1997).

Johnson, Michael P., ed., *Reading the American Past: Selected Historical Documents*, Volume I: To 1877, 4th ed. (Boston and New York: Bedford/St. Martin's).

Madaras, Larry, and James M. SoRelle, eds., *Taking Sides: Clashing Views in United States History. Volume 1, The Colonial Period to Reconstruction*, 13th ed. (Boston et al.: McGraw-Hill, 2009).

Resch, John, and Walter Sargent, eds., *War and Society in the American Revolution: Mobilization and Home Fronts* (DeKalb: Northern Illinois University Press, 2007).

Tindall, George B., and David E. Shi, *America: A Narrative History*. Brief 7th Paperback ed. (New York and London: W. W. Norton, 2007).

Wilentz, Sean, and Jonathan H. Earle, eds., *Major Problems in the Early Republic, 1787 – 1848* (Boston and New York: Houghton Mifflin, 2008)

7. COURSE REQUIREMENTS (500-LEVEL)

500-Level	Points	600-Level	Points
I. Historiographic Essay	120	I. Historiographic Essay	120
II. Proposal and Annotated Bibliography	20	II. Proposal and Annotated Bibliography	20
III. Outline	20	III. Outline	20
IV. Reading Tests	80	IV. Reading Tests	80
V. Class Participation	20	V. Class Participation	20
		VI. Comparative Book Review (2)	100
Total:	260	Total:	360

Grading:

Letter Grade:	Percentage:
A+	100 – 97
A	96 – 94
A-	93 – 90
B+	89 – 87
B	86 – 84
B-	83 – 80
C+	79 – 77
C	76 – 74
C-	73 – 70
D+	69 – 67
D	66 – 64
D-	63 – 60
F	<60

Plagiarism: Students must not plagiarize, which is the use of primary or secondary materials without proper citation in the footnotes, endnotes, or in the work. Plagiarism is theft of intellectual property and results in the immediate failure of the assignment and/or worse. For further discussion and definitions of plagiarism and its penalties, see <http://louisville.edu/a-s/history/plagiarism.html>. All students must consult these statements and are hereby given due notice of this History Department policy. If the instructor should find out about a case of plagiarism in this course, the student will always fail the entire course, not just the assignment and will also be reported to the Dean of the College. All students have the right to appeal these decisions.

Disability clause: All students with a disability who require special accommodations to participate in and complete this course must contact the Disability Resource center (852-6938) for verification of eligibility and for determination of specific accommodations.

Due dates/Make-up Exams: All papers are due on the dates given in the syllabus (see weekly schedule below). The instructor will not accept any late assignments or offer make-up exams without a valid reason (e.g. illness) and documentary proof (i.e. a note from the physician) presented within two workdays of the exam/due date. If you anticipate problems with due dates or tests, inform the instructor ahead of time during office hours.

Syllabus/Course: The instructor reserves the right to make changes in the syllabus and give additional, unannounced quizzes when necessary.

I. HISTORIOGRAPHIC ESSAY

All students in this class will write a historiographic essay (10 pages plus Bibliography, 12p Times New Roman, double-spaced, 1" margins; no in-text citations; Turabian/Chicago-style footnote) on one of the major schools of interpretation of the American Revolution (Whig, Imperial, Progressive, Consensus/Neo-Whig, Bernard Bailyn, Neo-Progressive/New Left, Social, Gordon Wood, Atlantic World/Neo-Imperial). A guide to writing papers in history will be available on Blackboard. The books listed below are good starting points for research.

II. PROPOSAL AND ANNOTATED BIBLIOGRAPHY

This assignment requires you to write a two-page proposal and annotated bibliography (one page each) of your topic for the final paper. No final paper will be accepted without completing and passing these two assignments. The proposal should contain information introducing the reader to the topic (*What*) and the major questions or problems to be discussed (*So What*). Your proposal then should state something about your sources and methodology (*How*). An annotated bibliography is an important step towards your final paper. You will collect the titles of articles, book chapters, or books that are of immediate concern to your project. In order to decide which items are pertinent to your work or which items are only tangentially important, you need to skim everything. This means, for instance, that you look closely at the table of content, the introduction, and conclusion of a book in order to determine whether it is important for your project or not. For this assignment, you will list at least ten items according to bibliographical standards (*Turabian/Chicago*) and describe them in a brief paragraph. An online guide will provide you with some examples and explain the correct footnoting format.

III. OUTLINE

For this assignment, write a one-page outline of your final historiographic paper. A mass of facts and opinions concerning a subject does not constitute a historical study. Your main goal in writing a paper in history, whether it is based on original research or historiographical analysis, is to arrange the material you found so that it supports your thesis. An outline will give you the overall plan for your paper and helps you decide the order in to present your evidence and arguments. It will structure each section of your paper and lead to the final conclusion sustaining your thesis. In other words, an outline will keep your writing headed in the right direction. Consult the online guide to writing outlines in order to decide over the style of outline best suited to your topic and research.

IV. READING TESTS

Between five and eight, unannounced tests in this course are designed to quiz you about reading assignments (see the Weekly Schedule below). Usually, these quizzes are very brief and only require you to write short answers or answer multiple-choice questions.

V. CLASS PARTICIPATION

You will be asked to be present and participate in all classes, prepare the course readings, and contribute to course discussions and activities. In other words, simply sitting in class and sometimes raising your hand will not earn you full points. You are expected to be on time and conduct yourself with decorum and courtesy in the classroom. The instructor does not tolerate sleeping, chatting, texting, and wearing hats/hoods. Cell phones, pagers, etc. must be turned off during class and stored away. Surfing the internet or watching movies on your laptop/iPad or other electronic device will also not be tolerated.

VI. COMPARATIVE BOOK REVIEW

Graduate students enrolled at the 600-level in this class will write two analytical, comparative reviews (1,400 – 1,600 words) of two related readings concerning topics studied in this course (see the list of topics/readings below). The review should provide an overview of the content of both readings as well as an engaged and informed discussion of the validity of the authors' theses and arguments. For further information, consult the online guide for writing book reviews on Blackboard.

9. REVIEW SHEETS AND OTHER GUIDES

For most lectures in this course, brief review sheets will be available for download on Blackboard. These contain a list of items (events, ideas, developments, persons, places, etc.) that will be covered this day and a brief outline of the lecture. Further guides on writing a comparative review, listening to lectures, note taking, effective reading, citing, and history essays in general will also be available online. Be advised that all writing in this course will also be graded for grammatical errors, style, word choice, composition, etc. Good writing is essential for convincing your reader about your arguments.

10. WEEKLY SCHEDULE

Week 1: 01/10 – 01/12

M: Introduction And Overview, 1754 – 1763

W: Overview: 1763 – 1776

No Readings

Recommended: Tindall/Shi, Ch. 5

Week 2: 01/12 – 01/19

M: No Class (Martin Luther King Holiday)

M: Overview: 1776 – 1783

Recommended: Tindall/Shi, Ch. 6

Week 3: 01/24 – 01/26

M: Overview: 1783 – 1800

W: Overview: 1800 – 1815

Recommended: Tindall/Shi, Ch. 7 & 8

Recommended: Tindall/Shi, Ch. 9

Week 4: 1/31 – 02/02

M: What is a revolution?

W: How Has The American Revolution Been Interpreted?

Locke, Ch. 17, 18, and 19

Foner, Ch. 2

Week 5: 02/07 – 02/09

M: No Class (Study Day I)

W: Seven Years' War, 1754 – 1761

(Proposal and Annotated Bibliography due)

Reading for Final Paper

Anderson, Ch. 4

Week 6: 02/14 – 02/16

M: British Reforms And Colonial Resistance

W: HBO Miniseries: John Adams

Brown , Ch. 4 and 5

No Readings

Week 7: 02/21 – 02/23

M: Revolutionaries: Thomas Paine

W: The Call For Independence, 1776

Slaughter, Part One

Slaughter, Part Two, Doc. 6

Week 8: 02/28 – 03/02

M: New England

W: Revolutionaries: Paul Revere

Fischer, Introduction and pp. 3 – 137

Fischer, pp. 138 – 296

Week 9: 03/07 – 03/09

M: A People's War

W: Race And Revolution

Resch, Ch. 3 and 6

Brown, Ch. 8

Week 10: Spring Break (03/14 – 03/20)

No Class

Week 11: 03/21 – 03/23

M: Outsiders: American Indians

Brown, Ch. 7, Docs. 1 – 3 and the essay by Dowd

W: Enemies: Loyalists

Brown, Ch. 7, Docs. 4 – 9 and the essay by Calhoun

Week 12: 03/28 – 03/30

M: PBS Documentary – American Revolution
(Outline due)

No Readings

W: Framing The Constitution

Johnson, Doc 8-3 and essays by Wood and Finkelman in Wilentz/Earle, Ch. 2

Week 13: 04/04 – 04/06

M: Were The Founding Fathers Democratic Reformers?

Madaras/SoRelle, Issue 7

W: Crisis And The 'Revolution of 1800'

Essay by Lewis in Wilentz/Earle, Ch. 3

Week 14: 04/11 – 04/13

M: HBO Miniseries John Adams

No Readings

M: Revolutionaries: Th. Jefferson

Essays by Appleby, McDonald, and Gordon-Reed in Wilentz/Earle, Ch. 4

Week 15: 04/18 – 04/20

M: **No Class (Study Day II)**

Revising the Final paper

W: The Second War of Independence

No Readings

Week 16: 04/25

Last Day of Classes: 04/21 **(Final Paper due)**

11. HELPFUL ADDITIONAL LITERATURE AND RESOURCES

The bibliography in Alan Taylor's *American Colonies* provides a wealth of further readings on all kinds of topics relating to the period up to 1775. For further readings on the period between 1775 and 1815 consult the particular chapters in Richard Brown's *Major Problems in the Era of the American Revolution* and *Major Problems in the Early Republic*. Graduate students are encouraged to consult these bibliographies when writing their historiographical essays.

12. LIST OF READINGS FOR THE COMPARATIVE BOOK REVIEWS

1. Charles M. Andrews, "The American Revolution: An Interpretation," *American Historical Review* 31 (January 1926): 219 – 232 vs. Charles Beard, *An Economic Interpretation of the Constitution* (New York, 1925).

2. Daniel J. Boorstin, "The American Revolution: Revolution Without Dogma," in *The Genius of American Politics* (Chicago, 1953): 66 – 98 vs. Bernhard Bailyn, *The Ideological Origins of the American Revolution* (Cambridge, Mass., 1967).

3. Bernhard Bailyn, *The Ideological Origins of the American Revolution* (Cambridge, Mass., 1967) or Gordon S. Wood, *The Creation of the American Republic, 1776 – 1787* (Chapel Hill, N.C., 1969) vs. Rhys Isaac, *Transformation of Virginia, 1740 – 1790* (Chapel Hill, N.C., 1982).
4. Bernhard Bailyn, *The Ideological Origins of the American Revolution* (Cambridge, Mass., 1967) or Gordon S. Wood, *The Creation of the American Republic, 1776 – 1787* (Chapel Hill, N.C., 1969) vs. T. H. Breen, *Tobacco Culture: The Mentality of the Great Tidewater Planters on the Eve of Revolution* (Princeton, N.J., 1985).
5. Bernhard Bailyn, *The Ideological Origins of the American Revolution* (Cambridge, Mass., 1967) vs. Gary B. Nash, *Urban Crucible: The Northern Seaports and the Origins of the American Revolution* (Cambridge, 1979).
6. Bernhard Bailyn, *The Ideological Origins of the American Revolution* (Cambridge, Mass., 1967) vs. Essays from Alfred Y. Young, ed., *The American Revolution: Explorations in the History of American Radicalism* (1976).
7. Benjamin F. Wright, *Consensus and Continuity, 1776 – 1787* (Boston, 1958) vs. William H. Nelson, *The American Tory* (New York, 1961).
8. Silvia Frey, *Water from the Rock* (Princeton, N.J., 1991) or Gary B. Nash's *Race and Revolution* vs. Simon Schama, *Rough Crossings: Britain, the Slaves, and the American Revolution* (New York, 2006).
9. Linda Kerber, *Women of the Republic: Intellect and Ideology in Revolutionary America* (Chapel Hill, N.C., 1980) or Mary Beth Norton, *Liberty's Daughters: The Revolutionary Experience of American Women, 1750 – 1800* (Boston, 1980) vs. Joan Hoff Wilson, "The Illusion of Change: Women and the Revolution," in Alfred Y. Young, ed., *The American Revolution: Explorations in the History of American Radicalism* (1976).
10. Colin Calloway, *The American Revolution in Indian Country: Crisis and Diversity in Native American Communities* (New York, 1995) vs. Alan Taylor, *The Divided Ground: Indians, Settlers, and the Northern Borderland of the American Revolution* (New York, 2006).
11. John Shy, *A People Numerous and Armed: Reflections on the Military Struggle for American Independence* (New York, 1976) vs. Don Higginbotham, ed., *Reconsiderations on the Revolutionary War* (Westport, Conn., 1978).
12. Gordon Wood, *The Radicalism of the American Revolution* (New York, 1991) vs. Essays in the Forum, "How Revolutionary Was the Revolution? A Discussion of Gordon S. Wood's *The Radicalism of the American Revolution*," *William and Mary Quarterly*, 3d Series, XLI (1992).
14. T.H. Breen, *The Market Place of Revolution: How Consumer Politics Shaped American Independence* (New York, 2004) vs. Woody Holton, *Forced Founders: Indians, Debtors, Slaves & the Making of the American Revolution in Virginia* (Chapel Hill, N.C., 1999).