Description: This course will explore recent approaches to the study of the causes, progress, and consequences of the American Revolution, considered broadly as the period from (1750-1820) This naturally includes the domestic political scene: the imperial policies of Great Britain towards its North American colonies; the internal politics and protests of the 1760s and 70s; the leadership of the Revolution; the formation of state and federal governments; and the ratification of the U.S. Constitution. As a military action, we will look at the mobilization of a divided population, consider the questions of “who fought the war---and on which side?” Specifically, how religious groups, women, children, slaves, and Native Americans played a role in both Patriot and Loyalist forces. But, the American Revolution had global dimensions and consequences as well. Related warfare took place in locations as diverse as Gibraltar and India and the rebellion in North America influenced revolutions in France and Haiti. The course has common readings, discussions, and each student will independently formulate and complete a major research project related to some aspect of the American Revolution.

Required Books: On order at the Campus Barnes and Noble Bookstore

(The articles and books assigned for this course should also be integrated into your research sources as appropriate.)

Francis D. Cogliano and Kirsten E. Phimister, (eds.) Revolutionary America, 1763–1815: A Sourcebook (Routledge, 2011) 978-0415997126

Wim Klooster, Revolutions in the Atlantic World (NYU, 2009).


Charles Royster, A Revolutionary People at War (UNC, 1996) 978-0807846063

Other scholarly journal articles (these will be distributed via e-mail one week prior to assignment. These are listed as "PDF" readings.)
• Andrew J. O'Shaughnessy, “The Stamp Act Crisis in the British Caribbean,” *William and Mary Quarterly* 51, no. 2 (April 1994), 203-226

• Peter Way, “Rebellion of the Regulars: Working Soldiers and Mutiny of 1763-64,” *William and Mary Quarterly* 57, no.4 (October 2000), 761-792.


• Charles Royster, “‘The Nature of Treason:’ Revolutionary Virtue and American Reactions to Benedict Arnold.” *William and Mary Quarterly* 36, [187-192]


**Grading:**

**Discussion Participation---20%**

**Document Analysis---40%**

(2-Primary/2-Secondary)

**Research Paper #1---20%**

(10% Draft/10% Final)

**Research Paper #2---20%**

**Grading Policies:** Policies are meant to provide one single standard to be fair to all students. Grades are determined by a straight mathematical average of points earned on participation and assignments. Questions about or challenges to grades must be done in person within one week of the return of the assignment. I will not discuss grades over e-mail. Reasons for challenges to grades do NOT include “need for a higher grade/g.p.a,” eligibility for or admission to programs, retention in social or athletic programs, or future professional plans. There are no extra credit assignments available for this class.

The grading scale for this course is very simple:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
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<tr>
<td>87-89%</td>
<td>B+</td>
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<tr>
<td>83-86%</td>
<td>B</td>
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<tr>
<td>80-82%</td>
<td>B-</td>
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<tr>
<td>77-79%</td>
<td>C+</td>
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<tr>
<td>73-76%</td>
<td>C</td>
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<tr>
<td>70-72%</td>
<td>C-</td>
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<tr>
<td>60-69%</td>
<td>D</td>
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<tr>
<td>below 60%</td>
<td>F</td>
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I round up to the next whole number when the grade has a .5 or higher fraction only.
Late Assignments: All late assignments will have one full letter grade deducted unless it is a fully documented excused absence (medical, legal, university event) and is received within one week of the due date.

Brief Explanation of Graded Assignments: Each of these will be discussed in class and will have handouts that give more detail. This is provided for an overview of requirements.

Document Analysis: These are four short essay (2-3 pg) assignments. Two will be assigned on primary source documents, two on secondary sources. Each is 10% of the final grade and we will discuss the requirements and form in class.

Research Papers: Every seminar member will complete two extended (5 page) papers on two different topics of his or her choice related to the class subject for a final project. These will be extended versions of the "document analysis" assignments that use both primary and secondary sources as evidence for their overall argument. Research Paper #1 will have two parts---a "draft" version that you hand in for a grade and comments. When that is returned, you have an opportunity to use the comments to improve a "final draft" version for a better grade. We will discuss appropriate topics and research methods at length in class through the whole semester.

Topics: Chose a topic that *interests* you. Virtually anything from religion to arts, rhetoric, commerce, race, commemoration, or traditional military topics can work with this class. The only limits are that the topic must be appropriate to the time period and subject and you must be able to find sufficient sources within the sources assigned for this class---you may use documents that we are not reading for discussion, but you may NOT use other sources. Everything you need to complete this assignment is the books, articles, and documents for this class. Use of outside sources will result in a failing grade for the assignment.

Participation and Attendance: This is 20% of your course grade. Hist 4302 will have a heavy discussion component involving assigned reading for each week. Part of the participation grade can and will be in-class individual or group written responses to a question. This component of your grade cannot be "made up." You are either here or you are not. And, at this level you are expected to attend class and to fully participate.

Schedule: This schedule is subject to change when class progress and subject matter require it. Any changes are announced with all "administrative" announcements at the start of each class session. All major announcements concerning substantive changes in due dates or class meetings will also be sent to your “ttu.edu” official address as will any readings distributed by .pdf

Always have reading assigned for each section of the class done on the date listed--discussion on that reading will START on that date.
Jan 16-30: The Seven Years War, The Proclamation Line, and Rising Discontents

Jan 21-23: reading:
For Tuesday Discussion:
Primary Sources: Chapter 2 and "Advertisements for Runaways"
For Thursday Discussion:
(Secondary Sources): PDFs:

JAN 28-30 reading:
Jan 28 Reading:
Primary Sources: Franklin, “The Interests of Great Britain Considered” (1760); The Treaty of Paris (1763); Thomas Pownall, “The Administration of the Colonies”(1768) (excerpts); The Proclamation Line of 1763:
PDF:
  • Peter Way, “Rebellion of the Regulars: Working Soldiers and Mutiny of 1763-64,” William and Mary Quarterly 57, no.4 (October 2000), 761-792.

Jan 30 Reading:
The Stamp Act (1765); Massachusetts Circular Letter to Colonial Legislatures (1768).

Due Jan 28:---Primary Source analysis #1 (Mass Circular Letter)
Due Jan 30:----Secondary Source analysis #1 (Way)

FEB 4-13: Declaring Independence
FEB 4-6 Reading:
PDFs:
  • J.M. Opal, “Common Sense and Imperial Atrocity,” Common-place 9, no. 4 (July 2009)
Primary Sources: Thomas Paine, Rights of Man and Common Sense, entirety of both works;

FEB 11-13: Reading:
Klooster, Revolutions in the Atlantic World (Section: American Revolution)
Primary Sources: The Tea Act; Regulating Act (1773); Quebec Act (1774); the Declaration of Independence;

Due Feb 13------Primary Source analysis #2 (The Declaration of Independence)

**Feb 18 Reading:**
**Book:** Royster, "A Revolutionary People at War"

**Mar 4 Reading:**
**PDF:** American Prisoners of War in New York: A Report by Elias Boudinot” by David L. Sterling in The William and Mary Quarterly, (Jul., 1956), pp. 376-393

**PDFs:**
- Charles Royster. “’The Nature of Treason:’ Revolutionary Virtue and American Reactions to Benedict Arnold.” *William and Mary Quarterly* 36, [187-192]

**Due:** Feb 27------Secondary Source analysis #2----(Royster)

**Due:** March 13-----Draft of Research Paper #1 (by 3p.m. via email)

MAR 18-20----Spring Break! No classes.

MAR 25-April 10: Loyalists, Dissenters, and those on the edges of empire

**Mar 25 Reading:**
**Books:** Klooster, *Revolutions in the Atlantic World* (Sections: Haiti and France)

**PDF:**

**Due:** March 25: Research Paper #1 Final Version

**April 3 Reading:**
**Book:** Maya Jasanoff, *Liberty’s Exiles: American Loyalists in the Revolutionary World*

APRIL15-APRIL 22 : "A Republic if you can keep it"

APRIL 15 Reading:
**Primary Sources:** The Articles of Confederation (1781); documents from Shay’s Rebellion; the U.S. Constitution (1787); excerpts from “The Federalist Papers”;

APRIL 24- May 1 Reading: WAR AND REMEMBRANCE

**April 24 Reading:**
- July 4th toasts, speeches, and memoirs (to be emailed/linked)
APRIL 29 Reading:

- Excerpts: "The Three Militiamen" (to be emailed/linked)

May 6: **Research Paper #2 due by 3:00 p.m. Thursday by e-mail. PDF only!**

**General Administrative and Information Items:**

**Learning Outcomes and Assessment Methods:**

1. Demonstrate knowledge of the causes, progress, and consequences of the era of the American Revolution (1750-1818).
   **Method of assessment:** Discussion, Secondary Source Analysis Papers, and Research Papers

2. To construct an extended written argument based in historical evidence that synthesizes multiple types of sources on a topic related to the significant ideas, actors, and events of the era.
   **Method of assessment:** Research Papers.

3. Describe and analyze contemporary documents and presentations on historical topics.
   **Method of assessment:** In-class discussion, Primary Source Analysis assignments, and Research Papers.

4. Demonstrate the ability to think critically and use evidence to form an historical argument in a clear, coherent essay and to an audience.
   **Method of assessment:** In-class discussions, Research Papers.

5. Recognize the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition and to implement them within a research project.
   **Method of assessment:** Secondary Source Analysis Papers and Research Papers.

“Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from the time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimalistically, in a request to leave class.” (From Student Affairs Handbook) **TURN OFF cell phones and other texting devices during this class period.**

“Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts and any act designed to give unfair academic advantage to the student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor or the attempt to commit such an act.” (From Student Affairs Handbook)
“Any student who intends to observe a religious holiday should make that intention known to the instructor prior to the absence. A student who is absent from class for the observance of a religious holiday shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.” (From O.P. 34.19)

Any student who, because of a disability or learning difference, may require some special arrangements in order to meet course requirements, should see the professor as soon as possible with documentation from the appropriate campus office. (I am happy to make whatever arrangements you need, so please arrange to do this immediately so that you get off to the best possible start for the semester.)