Description: This course will explore recent approaches to the study of the causes, progress, and consequences of the American Revolution. We will concentrate on both the period of Revolutionary political action, warfare, and settlement but will also spend a significant amount of time considering the cultural and political afterlife of the Revolution as a national symbol up to the present day.

We will start with a close look at such things as 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

Charles Royster, A Revolutionary People at War (UNC, 1996) 978-0807846063
McKito, Valerie, From Loyalists to Loyal Citizens: The DePeyster Family (Excelsior, SUNY, 2015) 978-1438458106
Purcell, Sarah, Sealed with Blood: War, Sacrifice, and Memory (Penn, 2010) 978-0812221091

Available through J-Stor database through TTU Library:

Grading:

Attendance and Participation--- 20%
Document/Book Analyses (6)--- 30%
Draft of Research Paper------- 10%
Research Paper (final) ------ 40%

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. 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 student’s return to campus.

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/Book Analysis: These are six short essay (2-3 pg) assignments. We will discuss the requirements and form in class.

Research Paper:
Every seminar member will complete a research paper on the topic of his or her choice related to the American Revolution. This paper will be submitted in two parts—a "draft version" which will be your first and best full attempt at the paper is submitted, I comment on it and return it to you for refinement into a "final version." This gives you the opportunity to improve upon or "finish" the work to get the best possible grade for the work you have done.

In this paper, you will bring together both primary and secondary sources to "tell a story." The secondary sources required as supporting material for your paper include the books assigned for this class. The other secondary sources assigned for the course (books and articles) should be used as appropriate for your topic. The primary sources for your particular paper should be discussed with me when you are working on your draft version---together we will identify a collection of on-line documents appropriate for your paper. This paper should be 10 pages in length (not including endnotes).

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 secondary sources assigned for this class---and the primary sources that we identify for your topic in our consultation meeting.

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. *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 22: Introduction to the course and its requirements**

**Weeks 1-3 (Jan 25 - Feb 12): The World that Produced Revolution and Revolutionaries**

**January 29:** Meet at the library in the area near the circulation desk for an introduction to library database sets (Early American Imprints and America’s Historical Newspapers). Be there by 1 p.m.!

Read for Feb 1 discussion: “George Washington, Written Upon the Land.”

Due: Feb 1---book analysis: “Written Upon the Land”

Due: February 12----document analysis: to be determined after library orientation meeting

**Weeks 4-6: (Feb 15-Mar 4) The Proclamation Line, and Rising Discontents**

Read: Archer, “As If An Enemy’s Country”

Due: 12th Discussion and book analysis

Read (J-Stor): for Feb 22th Discussion


Due: Research Paper topic report form on February 22th.

**Weeks 7-9: (Mar 7- Mar 25): “The Revolution Has Now Begun”**

Read: “The Declaration of Independence” for Mar 7 Discussion

Read: Royster “A Revolutionary People at War” for March 11 Discussion


Due: March 8----document analysis on “Boudinot’s Report”

**NOTE:** MAR 18-20----Spring Break! No classes.

**Weeks 10-12: (Mar 28 – Apr 15): Loyalists, Dissenters, and those on the edges of empire**

Read: McKito “From Loyalists to Loyal Citizens” (the author will visit for discussion on a date to be announced----have the book read for March 28th meeting)

Due March 28: Book analysis on McKito
Week 13 (Apr 18-22): “A Republic, if you can keep it”
Read: The Articles of Confederation (1781)  
U.S. Constitution (1787) and the first 10 Amendments (“Bill of Rights”)  
Document analysis due Apr 22nd: US Constitution---one amendment and its socio-political context

Weeks 14-15 (Apr 25-May 6): What we have made of the Revolution  
Due: April 25: "Draft" of Research Paper  
Read: Purcell, “Sealed with Blood”  
Due April 29 book analysis and discussion on Purcell.  
Read for discussion May 2nd.  
John Resch, “Politics and Public Culture: The Revolutionary War Pension Act of 1818”  
Robert Cray, “Commemorating the Prison Ship Dead: Revolutionary Memory and the Politics of Sepulture in the Early Republic, 1776-1808,” William and Mary Quarterly

Thursday May 12: Research Paper due by 3:00 p.m. by e-mail.

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 (1750-1820) and its presence in American cultural memory. 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 Paper  
3. Describe and analyze contemporary documents and presentations on historical topics. Method of assessment: In-class discussion, Primary Source Analysis assignment and Research Paper.  
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 Paper.  
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 Paper.  

“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, minimally, 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)

Religious Holy Days: Any student who intends to observe a religious holy day 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 holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. See University Standard Operating Procedure 34.19.

ADA Statement: Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806-742-2405.