

THE ERA OF THE AMERICAN REVOLUTION
HISTORY 105.6
FALL, 2010--T/TH 9:30-10:45 CLOUGH 302

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Office Hours: M, W, F: 3:00-4:00
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COURSE DESCRIPTION: **History 105** exposes students to multiple ways of understanding the American War for Independence in the context of its time. Using a combination of 18 C. documents, secondary accounts of the war, websites, and documentaries, students will examine the causes of the Revolution, military strategies, disruptions of community/ family life, changing ideologies, the perspective of the British Parliament. Students will assess whether the war achieved the promises set forth in the statements of its proponents and how the meaning of the Revolution has changed in historical memory.

COURSE DESIGN:

*This course is a SEMINAR. That means that students are expected to read and form questions about the material before coming to class. Pay attention to the “title” of each class session when you are doing the reading. Think about why events might have unfolded as they did?

* During class, students are expected to fully engage in the discussion and raise questions of the instructor and other students. Occasional in-class writing exercises may be used to encourage thoughtful reading. [see section on Grades]. Occasionally I will lecture.

*Attendance is expected and comprises half of the “participation” grade. In-class writing assignments cannot be made up unless previous arrangements have been made.

PAPERS AND ACADEMIC INTEGRITY:

* Because this course carried F2 designation (“writing intensive”), four out-of-class writing assignments are required. Also, occasionally class time will be devoted to writing skills. Late papers will be penalized one grade per calendar day late, including weekends

*All work turned in for this course is to be completed in accordance with Rhodes’ Honor Code. Students are expected to be familiar with the requirements of the Code and to conduct themselves accordingly in all classroom matters.

* Plagiarism is the use of someone else’s information or ideas without proper citation. We will cover rules of citation in class. If you have questions as you complete a particular assignment, ASK. Material read as background and not quoted directly still

must be acknowledged. Failure to follow the professional guidelines outlined in class and in the Rhodes Writing Guide will result in failure of the assignment. Such students will also be referred to the Honor Council for adjudication. Ignorance will not be accepted as innocence.

* Take care when using the internet. It can be a useful means of locating factual information and can provide access to primary documents not available in our library. However, websites often contained biased or interpreted information. They are not subject to critical review and revision. Many Revolutionary War websites are created and maintained by re-enactors or other local citizens and battle accounts may carry specific “patriot” bias. Wikipedia is not a real encyclopedia: it does not hire experts to prepare the entries. ANY internet sources must be cleared with me in advance of your using the material in your papers. All information gleaned from approved internet sources must be properly cited. If you have questions about citations, see your instructor or use the following academic guide:

<http://www.lkwipl.org/study/research/footnote.htm>

EVALUATION:

Participation	50
Paper 1	40
Paper 2	50
Paper 3	50
Midterm exam, in class	100
Reading quizzes/exercises	10-15 each
Final Essay Exam	100
TOTAL	375-425

Final grades are determined on the basis of percentages of the total possible points, with 93-100% earning an A, 90-92% and A-, etc. Keep track of your points as you accumulate them.

BOOKS FOR PURCHASE in the order of reading:

- Kierner, Cynthia. *Revolutionary America: 1750-1815*. Prentice-Hall, 2003.
- Fischer, David Hackett. *Paul Revere's Ride*. Oxford U. Press, 1994.
- Ellis, Joseph. *The Declaration of Independence*. Historians at Work Series. Bedford/ St. Martins, 1999.
- Zagarri Rosemarie, *A Woman's Dilemma: Mercy Otis Warren and the American Revolution*. Harland-Davidson, 2005.
- Nash, Gary. *The Forgotten Fifth: African Americans in the Age of Revolution*. Harvard U. Press, 2006.

Some of your reading assignments will be found in my **Academic Volume**. Click on the Academic Server → History → Murray → Public → History 105 → Readings.

Print out all such readings and bring them to class for discussion.

COURSE CALENDAR

Readings on the Academic Volume are identified by ** on syllabus

UNIT I: CONTEXT before the REVOLUTION

8/26: Introduction to the course and to the goals of F2

8/ 31: 18th C. North America: World View and Economy

Readings: Kierner, Ch 1, (pp 1-10); Kierner documents #2-3, 5-7
(pp. 11-16, 19-27).

9/2: 18th C. North America: Politics and Society

Reading: Kierner, Ch 2, (pp 29-37); Kierner documents #1-3 (pp. 37-45)
** Treckel, “The Empire of My Heart”: Wm. Byrd II and Lucy Parke
Byrd

9/7: The Seven Years’ War (1754-63): Lecture

Essay 1 due (diagnostic): (3 pages)

UNIT II: IMPERIAL POLICIES

9/9: Aftermath of Great War for Empire: Revenue Acts

Reading: Kierner, Ch 3, (pp. 54-64); Kierner documents, #1-5, (pp. 64-75.)
Detective team assignments made, questions handed out.

9/14: Significance of the Stamp Act

Kierner documents, Ch3 #6 (pp. 75-80)

** Morgan, “The Significance of the Stamp Act Resistance”

[9/15: **Drop period ends**]

9/16: Massachusetts’ Anger

** Wheeler & Becker, “The Boston Massacre”

Teams will have 25 minutes to meet at the beginning of class and then
each will give a report on their findings.

UNIT III: UNDECLARED WAR

9/21: Citizen Reaction – New Imperial policies

Readings: *Mercy Otis Warren*, Ch 1-2 (pp 1-49);

Last half of class devoted to essay writing workshop

9/23: New Policies Cont’d

Mercy Otis Warren, Ch 3

Kierner, Ch 4, pp. 86-93.

Kierner documents #3, 5, 6 (pp 100-101, 103-107)

9/28: Undeclared war
Essay#2 due in class
Paul Revere's Ride, pp xiii-43

9/30: Military Preparedness
Revere's Ride, pp. 44-112

10/5: Imperial Perspectives
Paul Revere, pp. 113-164

10/7: Review
Paul Revere, pp. 165-280

10/ 12: **MIDTERM EXAM**

UNIT IV: IDEOLOGICAL WAR

10/14: Kierner, Ch 5 (pp.114-122); Kierner documents #5 "Common Sense"

10/19: **FALL BREAK** -no class

10/21: Declaration of Independence
 Ellis, Dec. Ind. versions, pp 3-12; "Influence of the Declaration," pp.15-21; "The Spring of '76," pp.79-93.

10/26: Ellis, Becker essay, pp 43-64

10/ 28: Ellis, Wills essay, pp. 65-78

11/2: **Essay #3** due in class
Film in class

UNIT V: CIVIL WAR IN THE BRITISH EMPIRE

11/4: Shifting Allegiances
 Kierner, Ch 6 (141-149): Kierner document 1, "The Crisis," (149-152); document 5 (pp 162-164)

11/9: The War at Home
 Kierner, document 6-7 (pp 165-168); *Mercy Otis Warren*, Ch. 4

11/11 : Strategy in the South
 Kierner, Ch 7 (170-177) and Kierner documents 1-5 (pp 178-191)

UNIT VI: WAR and SOCIETY

11/16: Women and the Revolution
 Kierner documents, pp 192-195; also Abigail Adams, pp 218-219; J. S. Murray, pp 219-221; Deborah Sampson, pp 390-392.

11/18: Women and the Revolution Cont'd

Mercy Otis Warren, Ch 5; Kierner, Ch 8 (pp 197-205)

11/23: Slavery and the Revolution

Forgotten Fifth, Ch 1; Kierner documents, pp. 221-225

11/25: **THANKSGIVING VACATION- class does not meet**

11/30: Problems under the Articles of Confederation

Reading: Kierner, Ch 9 (227-232 only); Kierner documents, "Shay's Rebellion," pp. 240-241, "Crisis." pp 242-243

12/2: African Americans in the New Republic

Forgotten Fifth, Ch 2; ** Letter from Benjamin Banneker

UNIT VIII: THE REVOLUTION IN POPULAR MEMORY

12/7: Kierner, Ch 14 (pp 346-385); Kierner documents #1, 2, 5, 6, 8

Distribute Final Exam Essay

Final Exam (Essay 4) due in my office at the assigned exam time, Wed, Dec 15 at 8:30 a.m.