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. Wikopedia 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.lkwdpl.org/study/research/footnote.htm

EVALUATION:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td>Paper 1</td>
<td>40</td>
</tr>
<tr>
<td>Paper 2</td>
<td>50</td>
</tr>
<tr>
<td>Paper 3</td>
<td>50</td>
</tr>
<tr>
<td>Midterm exam, in class</td>
<td>100</td>
</tr>
<tr>
<td>Reading quizzes/exercises</td>
<td>10-15 each</td>
</tr>
<tr>
<td>Final Essay Exam</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>375-425</strong></td>
</tr>
</tbody>
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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:


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

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

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.**