

History 305-3
The Age of Revolutions - Fall 2011
T&TR, 2:00-3:15 p.m.

Professor Vanessa Mongey
Office: 221 Buckman
Office Hours: Wednesdays, 9:30am-noon, or by appointment
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Course Description and Objectives:

During the late 18th and early 19th centuries, great upheavals shook the world: revolutions and calls for independence swept through the Americas. Powerful European empires crumbled down, new nations emerged, and other nations disappeared. Using primary and secondary texts, this course provides an introduction to the tumultuous era of American revolutions. Exploring the U.S., Haitian, and Latin American Revolutions, this class will adopt a comparative approach to all these uprisings. Topics to receive particular attention include the place of race, slavery, and gender in revolutions, the role of economic and social factors, the circulation of ideas, and the meaning of freedom.

Readings:

- Cynthia A. Kierner, *Revolutionary America, 1750-1815: Sources and Interpretation*
 - Laurent Dubois & John D. Garrigus, *Slave Revolution in the Caribbean, 1789-1804: A Brief History with Documents*
 - John Chasteen & Sarah C. Chambers, *Latin American Independence: An Anthology of Sources*
 - Lester D. Langley, *The Americas in the Age of Revolution: 1750-1850*
 - C.L.R. James, *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution*
- All the books are at the bookstore. Additional readings can be found in my faculty public folder .

Assignments:

Final grades will be determined as follows:

- Book review – 15%
- Seminar participation– 20%
- Midterm examination – 20%
- Three oral presentations – 20%
- Final oral presentation – 25%

Attendance is mandatory at all class meetings; more than two unexcused absences will adversely affect your grade in this course. More than five absences will result in a “Fail” grade.

Make-up examinations will not be given without a verifiable medical excuse. All excuses are subject to the approval of the instructor. No late papers will be accepted. All work, unless otherwise indicated, is pledged under the **Rhodes College Honor Code**.

A word about class participation: This course is structured around discussions of primary and secondary sources that you are expected to read BEFORE class time. These discussions are intended to help you learn to identify and form significant historical questions. Therefore, you are to come to each class with at least one question written in advance and at least one passage marked in that day's readings (primary docs preferably) that you think relates to the question you have posed. I will call on students who do not volunteer so that everybody has a chance to participate in discussions.

Oral presentations: Students are required to make a significant oral presentation for all 300-level classes. They will do a major 20-minute presentation towards the end of the semester comparing how the different revolutions tackled one issue. Examples of presentations: gender and revolutions; race and revolutions; nationalism and revolutions; slavery and revolutions; economy and revolutions etc. Students are free to choose their topic but must receive the instructor's approval. Students will choose their topic by Thursday September 8. As we are progressing in the semester, students must select documents that deal with their topic among the assigned readings.

The goals of this assignment

- 1) To interpret primary documents with reference to their social, political, and cultural context.
- 2) To describe and analyze scholarly debates concerning the revolutionary Americas.

In order to prepare for this major presentation, students will do three smaller presentations of 10 minute each (think of them as building-blocks) on the class's assigned readings during the semester. Outlines must be drafted for each presentation and given to the instructor at the end of the presentation.

Book review: you will submit a 4-5 page book review for C.L.R. James's *The Black Jacobins*. Guidelines will be distributed.

Thursday	August 25	Introduction: What is a revolution?
Tuesday	30	Society, Politics, and Economy in the 18th Cent Atlantic World <i>Americas in age of Revolution</i> , xv-10 D.Armitage & S.Subrahmanyam, "Introduction: Causation, Connection and Comparison," in <i>Age of Revolutions</i> , pp. xii-xxxii Jaime O. Rodriguez, "The Emancipation of America," <i>American Historical Review</i> , Vol. 105, No. 1 (Feb., 2000), pp. 131-152
Thursday	September 1	Revolution or Reform? The case of the U.S. Revolution <i>The Americas in age of Revolution</i> : 13-34 <i>Revolutionary America</i> : 1-10, 14-19 ; 54-80
Tuesday	6	<i>The Americas in age of Revolution</i> : 35-59

		<i>Revolutionary America</i> : 85-110; 141-168; 180-183
Thursday	8	<i>The Americas in Age of Revolution</i> : 60-83 <i>Revolutionary America</i> : 197-217; 227-235; 241-253; 286-311
Tuesday	13	<i>Revolutionary America</i> : 312-323; 331-341; 345-354; 357-362 Gary Nash, "Sparks from the Altar of '76: International Repercussions and Reconsiderations of the American Revolution," in <i>Age of Revolutions</i> , pp. 1-19 Colin G. Calloway "We Have Always Been the Frontier": The American Revolution in Shawnee Country," <i>American Indian Quarterly</i> , Vol. 16, No. 1 (1992), pp. 39-52
Thursday	15	From Resistance to Revolution: the case of the Haitian Revolution <i>The Americas in Age of Revolution</i> : 87-101 <i>Slave Revolution</i> : 7-45; 49-62 <i>Black Jacobins</i> : 3-61
Tuesday	20	<i>The Americas in Age of Revolution</i> : 102-121 <i>Slave Revolution</i> : 63-70; 75-85; 103-107; 119-132
Thursday	22	<i>The Americas in Age of Revolution</i> : 122-144 <i>Slave Revolution</i> : 133-144; 167-172 John K. Thornton "I Am the Subject of the King of Congo": African Political Ideology and the Haitian Revolution" <i>Journal of World History</i> , Vol. 4, No. 2 (Fall 1993), pp. 181-214
Tuesday	27	The power of example? <i>Slave Revolution</i> : 159-166 David Geggus, "Impact of the French and Haitian Revolution" Robin Blackburn, "Haiti, slavery, and the Age of Democratic Revolution," <i>William and Mary Quarterly</i> 63: 4 (Oct. 2006): 643-674
Thursday	29	Revolutions denied? The case of the Latin American Revolutions <i>Americas in the Age of Revolution</i> : 147-165 <i>Latin American Independence</i> : 3-14; 33-39; 58-66
Tuesday	October 4	<i>Americas in Age of Revolution</i> : 166-190

Comment [WU1]: Find library

		<i>Latin American Independence: 79-91; 96-107; 117-124</i>
Thursday	6	<i>Americas in Age of Revolutions: 191-213</i> <i>Latin American Independence: 107-117</i> Jeremy Adelman, "An Age of Imperial Revolutions," <i>The American Historical Review</i> , Vol. 113, No. 2 (April 2008), pp. 319-340 Virginia Guedea, "The Process of Mexican Independence," <i>The American Historical Review</i> Vol. 105 (Feb., 2000), pp. 116-130
Tuesday	11	Writing revolutions <i>Latin American Independence: 128-131; 147-156; 173-176</i>
Thursday	13	*** Midterm exam ***
Tuesday	18	<i>Fall break</i>
Thursday	20	Declaring Independence <i>Revolutionary America: 114-122; 126-128; 136-140; 395-397</i> <i>Slave Revolution: 188-191</i> <i>Latin American Independence: 179-185; 192-195</i> David Armitage, "The Declaration of Independence in World Context," <i>OAH Magazine of History</i> , Vol. 18, No. 3, (Apr., 2004), pp. 61-66
Tuesday	25	Demanding Independence <i>Revolutionary America: 221-223</i> <i>Latin American Independence: 195-197</i> Petition of Absalom Jones and Others, 30th of December 1799 Gary B. Nash, "African Americans in the Early Republic," <i>OAH Magazine of History</i> Vol. 14, No. 2, The Early Republic (Winter, 2000), pp. 12-16 Marixa Lasso, Race War and Nation in Caribbean Gran Colombia, Cartagena, 1810–1832," <i>The American Historical Review</i> Vol. 111, No. 2 (April 2006), pp. 336-361
Thursday	27	Making revolutionary citizens

Comment [WU2]: Bring stuff around grito de Dolores

Comment [Vanessa M3]: Who were the revolutionaries? Choose a person or significant event relating to any of the revolutions discussed in class. Find four or five primary documents, (i.e. edited letters or journals, pamphlets, newspaper clipping, etc.) relating to your topic and write a one to two page summary of their contents.

		<p>Alien & Sedition Acts, 1798 (all 4 of them)</p> <p><i>Revolutionary America</i>: 218-221</p> <p><i>Latin American Independence</i>: 197-202</p> <p><i>Black Jacobins</i>: 369-377</p> <p>Erika Pani, "Saving the Nation through Exclusion: Alien Laws in the Early Republic in the United States and Mexico" <i>The Americas</i> 65: 2 (2008), pp. 217-246</p> <p>Aline Helg, "Simón Bolívar and the Spectre of "Pardocracia": José Padilla in Post-Independence Cartagena," <i>Journal of Latin American Studies</i>, Vol. 35, No. 3 (Aug., 2003), pp. 447-471</p>
Tuesday	November 1	<p>Loyalties and affiliations</p> <p><i>Revolutionary America</i>: 235-236 (Phillis Wheatley's poem); 326-329</p> <p><i>Slave Revolution</i>: 184-187</p> <p><i>Latin American Independence</i>: 132-136; 202-207</p> <p>Patricia Cline Cohen, "Women in the Early Republic," <i>OAH Magazine of History</i>, Vol. 14, No. 2, The Early Republic (Winter, 2000), pp. 7-11</p> <p>Sarah Chambers & Lisa Norling, "Choosing to Be a Subject: Loyalist Women in the Revolutionary Atlantic World," <i>Journal of Women's History</i> 20, no 1 (March 2008), 39-62</p> <p>Maya Jasanoff, "The Other Side of Revolution: Loyalists in the British Empire," <i>William & Mary Quarterly</i> 65 (2008): 205---32</p>
Thursday	3	<p>The great man theory vs. The germ theory</p> <p><i>The Black Jacobins</i>: "Preface to the First Edition," and "The Rise of Toussaint," ix-xi, 146-162</p> <p><i>Revolutionary America</i>: "Life of George Washington," 341-344</p> <p><i>Slave Revolution</i>: "Bonaparte and Leclerc's letters," 175-180</p> <p><i>Latin American Independence</i>: "Mitre Compares San Martin and Bolivar," 222-226</p> <p>J.R. McNeill, <i>Mosquito Empires</i>, chaps on Haiti and Venezuela</p>

Comment [WU4]: American Independence and Britain's Counter-Revolution
 Eliga H. Gould
Past & Present
 No. 154 (Feb., 1997), pp. 107-141

		J. R. McNeill, "Malarial mosquitoes helped defeat British in battle that ended Revolutionary War" <i>Washington Post</i> (Oct 18, 2010)
Tuesday	8	Nation, state, and empire building <i>Age of Americas</i> : 217-260 <i>Revolutionary America</i> : 362-367 <i>Latin American Independence</i> : 136-146; 185-191 Donald Kagan, <i>Dangerous Nation</i> Brian Hamnett, "Royalist Counterinsurgency and the Continuity of Rebellion: Guanajuto and Michocán, 1813-1820." <i>Hispanic American Historical Review</i> 62, No 1 (Feb 1982), 19-48
Thursday	10	PBS documentary: <u>Egalite</u> for all
Tuesday	15	Debate around CLR James's <i>The Black Jacobins</i> *** Book review due ***
Thursday	17	A word about 1848 <i>Revolutionary America</i> : 387-390 Folder " <u>1848</u> " Kurt Weyland, "The Diffusion of Revolution: '1848' in Europe and Latin America," <i>International Organization</i> , Vol. 63, No. 3 (2009), pp. 391-423
Tuesday	22	Memories and legacies <i>Revolutionary America</i> : 393-404 <i>Latin American Independence</i> : 207-222; 227-236 <i>Black Jacobins</i> : 391-418 Michel-Ralph Trouillot, "From Planters' Journal to Academia: the Haitian Revolution as Unthinkable History," <i>Journal of Caribbean History</i> 25 (1991): pp. 81-99
Thursday	24	<i>Thanksgiving Break</i>
Tuesday	29	*** Final presentations ***
Thursday	December 1	*** Final presentations ***
		*** Final presentations ***
Tuesday	6	Hannah Arendt, <i>On <u>Revolution</u></i>

Comment [WU5]: Start reading Black Jacobins and questions Theories of Revolution

Goldstone, Jack A., "Ideology, Cultural Frameworks, Revolutionary Struggles, and State Reconstruction," in *Revolution and rebellion in the early modern world* (1991): 416-457

Comment [WU6]: Sándor Petőfi, "National Song of Hungary"; Songs of the Mexican-American War; Writings by Victor Schoelcher; Seneca Falls Convention's "Declaration of Sentiments" Sojourner Truth: "Ain't I a Woman?"; Whitman's Leaves of Grass

Comment [WU7]: find