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## HIST 105-04, Voices of the American Revolution, Spring 2007

Item Type	Syllabus
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Publisher	Memphis, Tenn. : Rhodes College
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VOICES OF THE REVOLUTION  
HISTORY 105.4 CRN 27117  
SPRING 2007--T/TH 11:00-12:15 - BAR 020

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**COURSE DESCRIPTION: History 105: Voices of the American Revolution F2** An exploration of the transformation from British Colonial America to the United States, especially the ideology and cultures that created this new nation. Using selected readings, films, primary sources, and websites, the class will examine the Revolutionary Era from three perspectives. (1) What happened, as the participants recorded it (primary sources); (2) What historians have said about what happened (secondary sources); (3) What Americans have come to believe about what happened (popular culture).

**COURSE REQUIREMENTS:**

\*Students are expected to read assigned material, forming questions about that material before coming to class. During class, students are expected to fully engage in discussion and raise questions of the instructor and other students. Occasional in class writing exercises may be used to encourage thoughtful reading.

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

\*Students will write 4 papers of increasing length and with different objectives. Late papers will be penalized one grade per calendar day late, including weekends.

Essays Due:

- Week 4 3 pg document analysis
- Week 7 5 pg problem-solving (Boston Massacre)
- Week 11 5 pg thesis development (cause behind D. I.)
- Week 13 6-8 pg popular history analysis paper

\*Because this course carried F2 designation, several class periods will be devoted to improving writing skills

\*The final exam will be comprehensive.

**ACADEMIC INTEGRITY:**

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. If you have questions about the correct use or citation of materials, consult . If you wonder if something should be cited, it probably should. This applies to materials read even if you do not use them directly in the paper. Failure to follow the professional guidelines outlined here and in

class handouts will result in an F in the course and referral to the Honor Council. Ignorance will not be treated as innocence.

Take care when using the internet. It can be a useful means of locating information, especially primary documents. However, websites are not refereed in any way, and consequently they can contain MISinformation and poorly written essays. 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.lkwdpl.org/study/research/footnote.htm>

#### WEB CT:

Some of the readings and documents will be found on the **Web CT** page for this course. You can log into WebCT from the Rhodes Homepage using your Rhodes ID (NOT your email user name, but the R-number on your ID card) and your PIN. After you have entered the site, select Hist 105: Voices of the American Revolution

- Under “Course Materials,” you will find a section for **Web Readings**. This folder contains documents not available in your textbooks. Print these out and keep them in your notebook for use during class discussion and for test review.
- Under “Communication,” you can ask questions of the instructor or continue discussions started in class.

Participation	50
Paper 1	40
Papers 2 & 3 (50 each)	100
Paper 4	75
Oral presentation	40
Midterm	50
Final Exam	100
<b>TOTAL</b>	<b>455</b>

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:

Marius and Page, **A Short Guide to Writing about History**, 5<sup>th</sup> ed, 2005  
 Cynthia Kierner, **Revolutionary America: 1750-1815**, 2003  
 Buel and Buel, **The Way of Duty: A Woman and her Family in Revolutionary America**, 1984  
 David Hackett Fischer, **Paul Revere’s Ride**, 1994  
 Gary Nash, **The Forgotten Fifth: African Americans in the Age of Revolution**, 2006

Readings on Web CT identified by \* on syllabus

## WEEKLY CALENDAR

### Week 1: Introduction

1/11: Introduction to course and Introduction to the goals of F2

### Week 2: The Imperial Context: America in 1750

1/16: Diversity of Colonial America: It's People and Economy

Reading: Buels, Ch 1, (pp.3-25); Kierner, Ch 1, (pp 1-10); Kierner, Montesquieu, (11-14); Commercial Interests, (14-16)

Lecture and discussion

1/18: The Seven Years' War

Reading: Buels, Ch 2, (26-50)

Film Clips: "The War that Made America"

### Week 3: Impact of the Seven Years' War

1/23: Aftermath of Seven Years' War

Reading: Kierner, Ch 3, (54-64); Kierner documents: John Adams, (24-26); Lord Lyttleton, (26-27); assorted, 64- 71

1/25: Reactions to the Stamp Act

Reading: \*\* Morgan, "The Significance of the Stamp Act Resistance"

### Week 4: Imperial Economy

1/30: **Essay 1 Due** – document interpretation Send electronically before 6:00 a.m.

In Class writing workshop

2/1: Everday Life in late 18<sup>th</sup> C. colonies

Reading: Buels, Ch 3; \*\* "Slavery"

### Week 5: Growing Tensions

2/6: Townsend Duties

Reading: Kierner documents, 75-84; Kierner, Ch 4 (85-93)

Film viewing: "Liberty!"

2/8: The Boston Massacre

Reading: \* Boston Massacre Packet

Skills Development: crafting an Argument

### Week 6: Violence

2/13: More Acts of Violence

Reading: Kierner documents, 100-112; *Paul Revere's Ride*, xiii-92

2/15: **Essay 2 on the Boston Massacre due** (5 pg)

Film Clips, "Liberty!"

Discussion of essays

### **Week 7: The Coming of the Revolution**

2/20: British strategy & goals

Reading: *Paul Revere*, 93-174; Marius & Page, Ch. 1 & 2

Selecting topics for popular culture paper

2/22: British and New England goals

Reading: *Paul Revere*, 175-280; Kierner documents "King George," (124-126); "Lord Dunmore," (126-128)

### **Week 8: Colonial Objectives and Challenges**

2/27: **MIDTERM EXAM**

3/1: Impact of radical thought

Reading: Kierner documents, "Common Sense," (128-133); "Declaration of Independence," (137-139);

### **Week 9: Ideology of Independency**

3/6: Impact of radical thought (Cont)

Reading: \*\*Becker essay; \*\* Ellis essay;

3/8: **Essay 3 Due** (5 pages)

Film Clips, "1776"

Skill: How to conduct research in history (bring M & P to class)

### **Week 10: Spring Break -- March 11 - 18**

### **Week 11: The First Civil War?**

3/20: Shifting Allegiances

Reading: Kierner, Ch 6 (141-149); Kierner, "The Crisis," (149-152);

Buels, Ch 4 (75-144) and parts of Ch 5 (145-169)

Film Clip: *Mary Silliman's War*

3/22: Research

Skills: Writing the Research Paper

Reading: Marius & Page, Ch. Ch. 7 & 8

### **Week 12: Consequences of War**

3/27: Reading: Kierner, Ch 7 (170-177) and documents, pp 178-191

**Research Presentations** 5 min. each, use notes (1-4)

3/29: Women and the Revolution  
 Kierner documents, pp 192-195; Adams, pp 218-219; Murray, pp 219-221; Buels, pp 169-188

**Research Presentations** (5-8)

**Week 13: Easter Week**

4/3: **Research Presentations** (9-12)  
**Research Paper Due by 4 P.M.** (6-8 pages)

4/6 **Easter Break**

**Week 14: First Government**

4/10: Slavery and the Revolution  
 Reading: *Forgotten Fifth*, Ch 1; Kierner documents, pp. 221-225  
**Research Presentations** (13-15)

4/12: 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  
 \*\* Wood, “Crisis of 1780s”

**Week 15: Constitutional Convention**

4/17: Constitutional Convention  
 Reading: Kierner Ch 9, 232-235  
 Film Clips – “Liberty”

4/19: African Americans in the new republic  
 Reading: *Forgotten Fifth*, Ch 2; \*\* Letter from Benjamin Banneker

**Week 16: Assessing the Revolution**

4/24: Assessing the Revolution powerpoint  
 Film Clips: Africans in America

4/26: Distribute Final Exam

4/27 (Friday): **URCAS**

**Final Exam: Thursday, May 3. 5:00 p.m.**