

HST 302: Revolutionary America
Mondays and Wednesdays, 12:40-2pm
100 Berkey Hall
Spring 2016

Dr. Emily Conroy-Krutz

Email: conroyk5@msu.edu

Office Hours: Tuesdays, 10-11:30am, 306A Old Horticulture

Course Summary:

In 1776, the Continental Congress declared the independence of the United States of America from Great Britain and began the process of establishing a republic that its members hoped would be a beacon of equality and democracy for the world. This course examines the roots, experience, and effects of the American Revolution with a particular focus on the global context of the war and the new republic. What did it mean to be an American citizen, instead of a British subject? How did Americans define those terms “liberty,” “equality,” and “democracy”? How did other people around the world respond to the new United States, and how did Americans respond to the other independence movements in the “age of revolutions”?

Required Readings:

The following books are available for purchase.

- Joyce Lee Malcolm, *Peter's War: A New England Slave Boy and the American Revolution* (Yale University Press, 2009)
- Alfred F. Young, *The Shoemaker and the Tea Party: Memory and the American Revolution*, (Beacon Press, 1999)
- Rosemarie Zagari, *A Woman's Dilemma: Mercy Otis Warren and the American Revolution* (Harlan Davidson, 1995)
- Jack N. Rakove, *Declaring Rights: A Brief History with Documents* (Bedford Books, 1998)

Assignments and Grading:

Writing: For this class, you will have five short writing assignments on the course readings, in addition to one formal paper. The short responses (a paragraph to a page in length) will be in response to brief questions listed on the syllabus below. The longer paper (5-7 pages) will ask you to think about the representativeness of biography in stories about the American Revolution. All writing should be submitted onto the course D2L page before class on the day it is due.

Exams: This course will have two examinations: a midterm and a final. These will cover material from lecture and the readings, and will include term identifications and short answer questions. The final will also include a cumulative essay. All exams are graded out of 100 possible points.

Participation: Ten percent of your final grade is based on attendance and participation. Regular attendance and participation in class discussions is expected. You should come to class having completed the reading assignment for that day and prepared to answer questions about the reading that might arise during class. You are expected to be attentive to the professor and your

peers in class, and to not engage in any behavior that distracts your classmates or the professor (this includes, but is not limited to, texting and non-course related use of laptop computers).

Responses (5)	25%	<u>4-Point Scale:</u>	
Biography	20%	4.0	92-100%
Midterm	20%	3.5	86-91%
Final	25%	3.0	80-85%
Participation	10%	2.5	75-79%
		2.0	70-74%
		1.5	65-69%
		1.0	60-64%
		0	0-59%

Course Schedule:

Week One: Introductions and Imperial War

Monday, Jan. 11: Course Introduction

Wednesday, Jan. 13: The 7 Years' War

Reading:

Jack Rakove, *Declaring Rights*, 1-45

Week Two: Being British in America

Monday, Jan. 18: MLK DAY, NO CLASS

Wednesday, Jan. 20: Being British in America

Reading:

Alfred F. Young, *The Shoemaker and the Tea Party*, 1-84

Week Three: Early Anti-British Sentiment

Monday, Jan. 25: Taxation, Imperial Commerce, and Popular Politics

Wednesday, Jan. 27: Radicalism and the American Revolution

Reading:

Alfred F. Young, *The Shoemaker and the Tea Party*, 85-179

Jack Rakove, *Declaring Rights*, 46-53

Writing: YOUNG RESPONSE due Wednesday

In your response, be sure to explain why Young thinks that we need to know about Hewes's life in order to understand the Revolution? What does her revolutionary story tell us about the war in general? About the early ideas about the formation of the nation, its government, and its culture?

Week Four: Patriot Activism

Monday, Feb. 1: Sons of Liberty

Wednesday, Feb. 3: Daughters of Liberty

Reading:

Jack Rakove, *Declaring Rights*, 54-68

Week Five: Declaring Independence

Monday, Feb. 8: An Independency?

Wednesday, Feb. 10: The Declaration of Independence

Reading:

Joyce Lee Malcolm, *Peter's War*, 1-86

The Declaration of Independence, available online at:

http://www.archives.gov/exhibits/charters/declaration_transcript.html

Writing: DECLARATION RESPONSE due Wednesday

Write a brief summary and analysis of the Declaration of Independence. What grievances were listed to explain the decision to separate from England? Does the Declaration give any indication of what kind of country the new United States would become?

Week Six: Slavery as Metaphor, Slavery as Reality

Monday, Feb. 15: "Yawps of Liberty" in the US and England

Wednesday, Feb. 17: Dunmore's Proclamation and its Effects

Reading:

Joyce Lee Malcolm, *Peter's War*, 87-162

Week Seven: Fighting the War

Monday, Feb. 22: *The Rage Militaire*

Wednesday, Feb. 24: The Importance of the French

Reading:

Joyce Lee Malcolm, *Peter's War*, 163-234

Writing: MALCOLM RESPONSE due Wednesday

In your response, be sure to explain why Malcolm thinks that we need to know about Peter Nelson's life in order to understand the Revolution? What does her revolutionary story tell us about the war in general? About the early ideas about the formation of the nation, its government, and its culture?

Week Eight: Exam

Monday, Feb. 29: "Mary Silliman's War"

Wednesday, March 2: Midterm Examination

No reading! Study for the exam!

Week Nine: Making States, Making a Nation

Monday, Mar. 14: State Constitutions and Revolutionary Politics

Wednesday, Mar. 16: Virtue and Republicanism

Reading:

Jack Rakove, *Declaring Rights*, 69-123

Week Ten: Writing the Constitution

Monday, Mar. 21: From the Articles to the Constitution

Wednesday, Mar. 23: The Bill of Rights

Reading:

Jack Rakove, *Declaring Rights*, 124-193

Writing: RAKOVE RESPONSE due Wednesday

Select one of the documents from this week's readings in Rakove and write a brief summary analysis. In it, you should explain the document's central argument: is it for or against ratification of the Constitution? Why? How does it understand the Constitution to relate to the rights of Americans?

Week Eleven: Revolutionary Religion

Monday, Mar. 28: Religion and the War

Wednesday, March 30: Religion and the First Amendment

Reading:

Rosemarie Zagari, *A Woman's Dilemma*, 1-98

Week Twelve: A Revolution for Whom?

Monday, April 4: Gradual Emancipation

Wednesday, Apr. 6: "Remember the Ladies"?

Reading:

Rosemarie Zagari, *A Woman's Dilemma*, 99-171

Writing: ZAGARRI RESPONSE due Wednesday

In your response, be sure to explain why Zagari thinks that we need to know about Warren's life in order to understand the Revolution? What does her revolutionary story tell us about the war in general? About the early ideas about the formation of the nation, its government, and its culture?

Week Thirteen: Loyalists

Monday, Apr. 11: Loyalists in Wartime

Wednesday, Apr. 13: Loyalists in Exile

Reading:

Begin additional reading for the Biography paper.

Week Fourteen: The Age of Revolutions

Monday, Apr. 18: The French Revolution in America

Wednesday, Apr. 20: The Haitian Revolution and Racial Fears

Reading:

David Armitage, "The Declaration of Independence in World History," *OAH Magazine of History*, Vol. 18, No. 3, *The Atlantic World* (Apr., 2004), pp. 61-66. Available at:

<http://www.jstor.org/stable/25163686>

Declaration of the Rights of Man and Citizen (1789), Available online at:

http://avalon.law.yale.edu/18th_century/rightsof.asp

The Haitian Declaration of Independence (1804), Available online at:

<http://www.nathanielturner.com/haitiandeclarationofindependence1804.htm>

Writing: BIOGRAPHY PAPER due Wednesday

Week Fifteen: An "Empire of Liberty"?

Monday, Apr. 25: Jefferson's Vision of Empire

Wednesday, Apr. 27: The War of 1812

Reading:

Alan Taylor, "The Late Loyalists: Northern Reflections of the Early American Republic," *Journal of the Early Republic*, Vol. 27, No. 1 (Spring 2007): 1-34

Final Exam: Thursday, May 5 12:45-2:45pm

Revolutionary Biography

Over the course of this semester, we have read three biographies of revolutionary men and women (Zagarri's biography of Mercy Otis Warren, Young's biography of George Robert Twelves Hewes, and Malcolm's biography of Peter Nelson). For this paper, you will choose one of these biographies for a closer focus. From the list below, select one text to pair with your biography. These are all academic texts that focus on the experiences of a larger category of people and ideas during the revolution. For Warren, the pairings focus on women and gender. For Hewes, the pairings focus on class and radicalism. For Nelson, the pairings focus on slavery and race. Your task in this essay is to discuss how the individual you selected fits into (or doesn't) the framework as laid out in the paired text.

Your essay should include a thesis statement and should answer the following questions:

- What is the central argument (or thesis) of the book that you read alongside the biography? What does the author think the revolution meant for the group or category under discussion (women/gender, class/radicalism, slavery/race)?
- How does the author support that argument? What types of evidence do they rely on?
- Does the experience of the individual from your chosen biography fit into the larger pattern? How?

Paper specifics: Length should be 5-7 pages, double-spaced, with 1" margins and 12-point Times New Roman font. Chicago-style footnote citations are required. The paper will be worth 20% of your final grade.

Book List:

Mercy Otis Warren:

- Linda Kerber, *Women of the Republic*
- Mary Beth Norton, *Liberty's Daughters*
- Rosemarie Zagarri, *Revolutionary Backlash*
- Carol Berkin, *Revolutionary Mothers*

George Robert Twelves Hewes:

- Gordon Wood, *The Radicalism of the American Revolution*
- Gary Nash, *The Unknown American Revolution*

Peter Nelson:

- Cassandra Pybus, *Epic Journeys of Freedom*
- Woody Holton, *Forced Founders*
- Sylvia Frey, *Water from the Rock*
- David Waldstreicher, *Slavery's Constitution*

Grades will be determined according to the following rubric:

Did you meet the minimum length requirement (5-7 pages) and follow formatting instructions (1" margins, double-spacing, 12 point Times New Roman font)? (1 points)
Do you have a thesis? (1 point)
Did you cite your sources properly (using footnote format, citing all quotations, facts not common knowledge, and paraphrased sections from reading and lecture)? (1 points)*
Is your writing clear, easy to understand, and correct? Are there grammatical or spelling errors? (2 points)
Do you explain the thesis of the book? Do you explain how the author thinks the revolution mattered for the gender, race, or class? (5 points)
Do you identify the types of evidence the author uses to support that argument? Do you explain how that evidence supports the argument? (5 points)
Do you explain how the figure in your biography fits into the larger argument of the author? (5 points)

* If the paper is contains plagiarized material or work not by the student, the student will receive a zero on the assignment.