

HISTORY 3740

THE AMERICAN REVOLUTION

Spring 2019
MWF 1:00 pm - 1:50 pm
CB 313

Professor Michael Goode
Office: CB 303T
Phone: 801-863-6358

Office Hours: MW 12-1 p.m. or by appt.
Email: mgoode@uvu.edu (preferred)

This course will examine the American Revolution from three intersecting vantage points – as an Atlantic and continental “event;” as a struggle in which African-Americans, Indians, women, urban laborers, and backcountry farmers demanded greater participation in the body politic; and as a conflict that originated – and thus was shaped by – European colonization in North America. We will also consider how the Revolution tested notions of freedom and unfreedom and created a new and uncertain “American” identity that was increasingly grounded in racialized and gendered terms. Although the American Revolution may look inevitable in hindsight, this course argues that the creation of the United States was historically contingent– that is, the Revolution was not inevitable, or it could have taken different turns with radically different outcomes.

ESSENTIAL LEARNING OUTCOMES

This course addresses the following UVU Essential Learning Outcomes:

- Integrative and Applied Learning
- Information Literacy, Communication, and Qualitative Reasoning (within Intellectual and Practical Skills Foundation)
- People of Integrity
- Professional Competency
- Knowledge Foundation

For more on UVU’s Essential Learning Outcomes, please visit: <http://www.uvu.edu/aqa/elo.html>

REQUIRED TEXT

Alan Taylor, *American Revolutions: A Continental History, 1750-1804* (New York: W.W. Norton & Company, 2017) [Paperback] ISBN-13: 978-0393354768

GRADE DISTRIBUTION

- | | |
|------------------------|----------------------------|
| 1. Participation – 20% | 2. Written Responses – 25% |
| 3. Debate – 20% | 4. Final Exam – 25% |
| 5. Quizzes – 10% | |

ASSIGNMENTS

Participation (20%)

Participation is based on the following:

(1) **Attendance:** Regular attendance is critical to success. You will earn full attendance credit provided you are on time, attentive, and respectful. I will take attendance for each class session. Students will be granted **3 free absences** for the semester, no questions asked, and still receive full participation credit. Students who miss **4 or more absences** are subject to having their **participation grade** drop by one full letter, (i.e., if you have a “B” with 5 absences, I reserve the right to assign you a “C” and so forth).

(2) **Class Discussions:** Students are expected to be on time for class and prepared to discuss the assigned work for that day. It is strongly recommended that you take notes on the assigned readings beforehand and bring them with you to class. **YOU MUST BRING THE READINGS TO CLASS (HARD COPY OR ELECTRONIC).**

Written Responses (25%)

Students will submit **four response papers** during the semester. Response papers will focus on assigned primary or secondary sources. For secondary sources, you **must address** the following: (1) the author’s main argument and use of evidence and (2) connections with other readings, themes, and/or further questions raised by the text. Response papers should focus on analysis. You will not get full credit for just summarizing the text. I will determine which readings you will focus on and provide a series of question prompts to assist your analysis of the text.

All response papers **must be 2-3 pages typed in MS WORD or PDF, doubled-spaced** in 12 pt. font, Times New Roman and will be uploaded onto Canvas in the appropriate assignments tab. All written work for this course should be reflective, free of grammatical errors, and clearly written.

Quizzes (10%)

I will periodically assign short quizzes on the assigned reading material. The quizzes will be announced beforehand and posted on Canvas. You will be able to take the quiz outside of class and use your readings and notes. The quiz will consist of 5 multiple choice questions. You will have 15 minutes to complete assignment.

Debate (20%)

Students will be grouped in teams (Loyalists, Moderates, Patricians, Radicals, and Slaveholders) and serve as “delegates” to the Second Continental Congress. The motion to be debated is a resolution of independence from Great Britain. The outcome of the resolution will not be predetermined – that is, the class may vote “no” or “yes.” Arguments will be based on primary and secondary sources.

Teams will also turn in a written essay summarizing their analysis of the reading on the day of the presentation. The breakdown of the grade will be: Presentation (60%) and Written Assignment (40%)

Final Exam (25%)

The final exam will be a take-home essay. On the last day of class we will have a review session, and I will hand out the question prompt(s) for the exam. The final will consist of 2 questions and should be approximately 6 pages in length, double-spaced, 1 inch margins on all sides, 12 pt. font, Times New Roman. The final will be **DUE ON CANVAS 5 p.m.** on the last day of final exam week.

EXPECTATIONS

Attendance is mandatory. Students with **4 or more absences** are subject to having their final grade drop by one full letter, (i.e., if you have a “B” with 4 absences, I reserve the right to assign you a “C” and so forth). I will not grant incompletes for any reason except in dire cases (such as medical emergency or death in the immediate family).

If you are absent for more than half the semester, I reserve the right to issue you a failing grade instead of granting you an “unofficial withdrawal.” It is your responsibility to make arrangements with me if illness or some other crisis prevents you from participating consistently and regularly in class. Work and family responsibilities are not acceptable reasons for missing classes and assignments. **Note:** I do not grant incompletes for any reason except in the direst of cases (such as medical emergency or death in the immediate family).

Late Assignments

I will accept late assignments without penalty *if* you have a documented medical emergency or death in the immediate family. Unexcused late assignments are subject to a 10% reduction in grade per day. I retain full discretion to determine whether a late assignment is excused or not.

Changes to Course/Email communication

I will regularly communicate with you via your UVU email and through Canvas. *Please be sure to regularly check your UVU email.* If you tend to forget to check your university email account, please forward it to your primary email so you don't miss any messages.

Electronics Policy

Computers and tablets are acceptable for class related activities **ONLY**, such as taking notes or accessing readings. If I notice you are using your computer for a reason unrelated to class, I reserve the right to ask you to turn it off. No texting in class. Please set cell phones to silent. No earphones.

Accommodations

Students who need accommodations because of a disability may contact the UVU Accessibility Services Department (ASD), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the ASD office at 801-863-8747. For Deaf/Hard of Hearing individuals, email nicole.hemmingsen@uvu.edu or text 385-208-2677.

Names and Personal Pronouns

If you prefer to use a name other than the name the university officially uses, please let me know. Likewise, if you have a preferred personal pronoun, please let me know.

COURSE OUTLINE

Week One

JAN 07	Introductions
JAN 09	Thinking Historically
JAN 11	Taylor, <i>American Revolutions</i> , 1-9

Week Two

JAN 14	Taylor, <i>American Revolutions</i> , 11-31
JAN 16	Legalizing Slavery (Slave Codes)
JAN 18	Benjamin Franklin on Reverend George Whitefield, 1739

Week Three

JAN 21	NO CLASS – MLK DAY
JAN 23	Taylor, <i>American Revolutions</i> , 31-8
JAN 25	Brendan McConville, “The March of Empire,” in <i>The King's Three Faces: The Rise and Fall of Royal America, 1688-1776</i> (University of North Carolina Press, 2006), 49-80

Week Four

JAN 28	Mark Peterson, “The Selling of Joseph: Bostonians, Antislavery, and the Protestant International, 1689-1733,” <i>MHR</i> (2002), 1-22.
JAN 30	Selling of Joseph, 1700-1
FEB 01	James McWilliams, “Roger That: The Complicated Sex Drive of William Byrd II,” The Paris Review, May 13, 2015 Diary of William Byrd II of Virginia

[Response Paper #1]

Week Five

- FEB 04 Taylor, *American Revolutions*, 39-53
- FEB 06 Collin Calloway, *The Indian World of George Washington* (Oxford University Press, 2018) 124-47; Treaty of Easton, 1758
- FEB 08 Taylor, *American Revolutions*, 55-89

Week Six

- FEB 11 Taylor, *American Revolutions*, 91-128
- FEB 13 Eric Hinderaker, *Boston's Massacre* (Harvard University Press, 2017), 77-103
- FEB 15 [Perspectives on the Boston Massacre, 1770](#)

Week Seven

- FEB 18 **NO CLASS – WASHINGTON AND LINCOLN HOLIDAY**
- FEB 20 Alfred Young, *The Shoemaker and the Tea Party: Memory and the American Revolution* (Beacon Press, 2000), 87-120
- FEB 22 Taylor, *American Revolutions*, 144-54
[Dunmore's Proclamation, 1775](#)

Week Eight

- FEB 25 Taylor, *American Revolutions*, 155-62
Thomas Paine, *Common Sense*, 1776
- FEB 27 David Armitage, *The Declaration of Independence: A Global History* (2007), 25-63
- MAR 01 Jefferson and Slavery
[Creating the Declaration of Independence](#)

[Response Paper #2]

Week Nine

- MAR 04 Michael McDonnell, "War Stories: Remembering and Forgetting the American Revolution, in Patrick Spero and Michael Zuckerman, eds., *The American Revolution Reborn* (University of Pennsylvania Press, 2016), 9-28.
- MAR 06 Taylor, *American Revolutions*, 221-49
- MAR 08 Selections from the Joseph Plumb Martin diary

Week Ten

- MAR 11 Benjamin Irvin, *Clothed in the Robes of Sovereignty: The Continental Congress and the People Out of Doors* (Oxford, 2011), 133-64
- MAR 13 Organize Debate Teams
- MAR 15 Wayne Lee, *Barbarians & Brothers: Anglo-American Warfare, 1500-1865* (Oxford, 2011), 171-208
- [Response Paper #3]**

Week Eleven

NO CLASS – SPRING BREAK

Week Twelve

- MAR 25 Taylor, *American Revolutions*, 251-78
- MAR 27 In-Class Debate Prep
- MAR 29 Calloway, *The Indian World of George Washington*, 235-59

Week Thirteen

- APR 01 Debate on Independence – Session 1
- APR 03 Debate on Independence – Session 2
- APR 05 Final Vote

Week Fourteen

- APR 08 Debrief on Independence Debate
- APR 10 Alan Taylor, *American Revolutions*, 361-93
- APR 12 David Waldstreicher, *Slavery's Constitution* (Hill and Wang, 2009), 57-105

Week Fifteen

- APR 15 Taylor, *American Revolutions*, 462-80
[Massachusetts Slaves Petition for their Freedom, 1777](#)
- APR 17 Taylor, *American Revolutions*, 452-62
- APR 19 Clare Lyons, *Sex Among the Rabble: An Intimate History of Gender & Power in the Age of Revolution* (University of North Carolina, 2006), 237-307
- [Response Paper #4]**

Week Sixteen

- APR 22 Taylor, *American Revolutions*, 444-52; Christopher Grasso, *Skepticism and American Faith: From Revolution to the Civil War* (Oxford University Press, 2018), 65-89
- APR 24 Review and Wrap Up

TAKE HOME FINAL DUE on CANVAS MAY 02 at 5 p.m.