

History 387: Revolutionary America

Spring 2019

Section 1: MW 9:30-10:45, 231 CCC

“The world will never be the same.” –Lin-Manuel Miranda, *Hamilton: An American Musical*, 2015

“Meet the new boss. Same as the old boss.” –Pete Townshend, “Won’t Get Fooled Again,” 1971

Prof. Rob Harper, he/him/his

469 CCC

715-346-4157

rharper@uwsp.edu

Office Hours: Mondays 11:00-12:00, Thursdays 2:00-4:00, and by appointment

Course Description and Learning Outcomes

History 387 introduces students to the study of North America in the era of the American Revolution (roughly 1763-1800). After completing the course, you will be able to:

- Describe key aspects of the history of revolutionary America
- Identify and interpret primary sources useful for studying revolutionary America
- Explain major ideas in the historiography of revolutionary America

Required Texts

- Fenn, *Pox Americana* (PA), text rental
- Taylor, *American Revolutions: A Continental History* (ARCH), text rental
- Young et al, eds., *Revolutionary Founders* (RF), text rental
- Offutt, *Patriots, Loyalists, and Revolution in New York City, 1775-1776* (PLR), required for purchase

All course handouts, supplementary readings, and other useful information will be posted on our D2L site, available at <http://www.uwsp.edu/d2l>.

Contacting me

Helping you learn is the most important and most rewarding part of my job. If you have questions about the course, or want to improve your performance, please either visit me during office hours or contact me by email at rharper@uwsp.edu to make an appointment. Please include “History 387” in the subject line.

Assignments and workload

To succeed in this class, you must attend and participate regularly, complete all assigned reading, and take effective notes on readings, lectures, and class discussions. Absences from class, either physical or mental, will bring down your grade. As with any three-credit course, you should expect to spend *6-9 hours each week* on coursework outside of class. If you are worried about your progress, please contact me ASAP to discuss how to improve.

During the semester, you will take part in an immersive role-playing game (*Patriots, Loyalists, and Revolution*) that includes both written and oral work, as well as active participation and engagement. After Unit 3, you will work in groups to develop posters that convey key arguments from Fenn, *Pox Americana*. At the end of the semester you will complete a take-home essay exam (4-5 double-spaced pages total).

Critical reading and notetaking

In a college-level history course, effective reading requires different approaches from those that may have worked for you in the past. For all materials in this course, ask yourself these questions:

- Who wrote this? When? For what audience? Why?
- How is this reading related to other things you've learned?
- What do you find most interesting, surprising, or challenging about this reading?
- What questions do you, as an individual, have about this topic? Is the reading answering them? What new questions does the reading make you think about?

Active reading and notetaking will enable you to remember much more, and for much longer, than rote memorization. For each assignment, take handwritten notes (during in-class work, you may refer to handwritten notes, not electronic ones). It usually works best to read one section, then quickly summarize it in a couple of sentences or a short list of key ideas, then move on to the next section. If possible, review your notes before class. For every hour of reading (or listening or viewing), spend no more than 5-10 minutes taking notes. Your notes are for your eyes only (you won't hand them in).

Reading journal

Most weeks of the semester, you will write about the assigned readings for about 30 minutes. You should save each entry electronically and upload it (in .doc or .docx format) to the D2L Dropbox before class (due dates are in the course schedule, below). Each journal entry will be graded pass/fail. Writing thoughtfully for 30 minutes will guarantee a grade of "pass." See the course schedule (below) for deadlines and specific instructions. Here are some possible ways to complete a journal entry:

- Textual analysis: for one reading, respond to the critical reading questions (above). Then explain how the reading helps (or does not help) you better understand the past.
- Personal reflection: write about your own experience of completing the reading assignment: your expectations, things you found interesting or challenging, your emotional response to the material, and/or questions and concerns the reading brought to mind.
- What did you think of the reading? Just about anything goes, provided you write thoughtfully about the assigned reading.

Attendance and in-class work

Class meetings will often include individual and group in-class assignments. During these, you may not consult any books or electronic devices, but you may ALWAYS consult handwritten notes. If you must miss class, please obtain notes from a classmate. You will receive a zero on any quiz or other in-class work you miss. To accommodate scheduling conflicts and emergencies, your two lowest in-class work scores will not count toward the final grade. If you must miss many class meetings, please see me ASAP to discuss your options.

Reacting to the Past: *Patriots, Loyalists, and Revolution in New York, 1775-1776*

In the second unit of the course, you will take on the role of an actual participant in the beginning of the American Revolution. *Patriots, Loyalists, and Revolution* (PLR) is an immersive role-playing game in which each participant seeks to achieve individual and factional goals. You will read a variety of sources, complete short writing assignments, deliver speeches, and negotiate and strategize with other players (your classmates), who may or may not share your goals. To succeed, you will have to learn a great deal about the history of revolutionary New York, divisions within colonial society, and eighteenth-century political ideas.

Grades for the game will include the following components. In each category, scoring will reflect how well you use the relevant source materials.

- Quizzes on the assigned readings
- Two short papers (for most roles, these will total about three double-spaced pages each)
- The quality and persuasiveness of public speeches, and/or private negotiating
- A participation score that reflects your engagement in the game
- A short reflection paper reviewing your experience in the game

In addition, bonus points may be awarded for achieving objectives specified in your role sheet.

Grading

Attendance & participation:	10%
In-class work:	10%
Reading journal:	10%
<i>Patriots, Loyalists, and Revolution</i> :	30%
Collaborative poster:	20%
Final exam:	20%

Students with Disabilities

I will make every reasonable effort to accommodate the needs of students with disabilities. Any student requesting such accommodation must first meet with UWSP Disability Services staff. That meeting should take place as early in the semester as possible. No accommodation will be granted until I receive and agree to a formal plan approved by Disability Services.

Desire2Learn (D2L)

All course handouts, supplementary readings, and other useful information will be posted on our D2L site, available at <http://www.uwsp.edu/d2l>.

Academic Integrity

Cases of academic misconduct, including plagiarism, will be formally reported following the policies laid out in UWSP's Student Academic Disciplinary Procedures. Plagiarism consists of submitting work created by someone else as your own. For more information on academic integrity, please ask me or consult <http://library.uwsp.edu/Guides/VRD/plagiarism.htm>. Students found to have committed academic misconduct will receive an F for the course.

Course Outline

The following schedule is subject to revision. Changes will be announced in class and on D2L.

Unit 1: Empires and Crises

Wednesday, Jan. 23: introductions

Monday, Jan. 28: What stories are told about the Revolution? What do the storytellers want us to learn?

- Read the syllabus; pick up text rentals & pocket dictionary; log into D2L
- Watch *Patriots Day*, from American Experience (PBS, 2003)
<https://vimeo.com/marianmarzynski/patriots-day>
- ARCH, introduction
- PLR, brief overview, prologue, and “how to react”

Wednesday, Jan. 30: How were the British colonies changing? In what ways were colonists divided?

- ARCH 11-31
- PLR 19-41
- Reading journal: what aspects of eighteenth-century American life do you find most interesting?

Monday, Feb. 4: Constitution? Sovereignty? Regulation? Virtue? Power? Royal populism?

- ARCH 31-38, 47-53, 66-72, 86-89
- PLR 41-52

Wednesday, Feb. 6: The law of nature? The right of property? Political society?

- Excerpts from John Locke, *Second Treatise of Government* (1689), PLR 97-131
- Reading journal: you are a well-educated British colonist, ca. 1763. What does Locke mean to you?

Monday, Feb. 11: Protesters

- ARCH 91-112
- PLR 53-57 and 131-36
- RF ch. 1 (“Ebenezer Macintosh”)
 - Forget the coming revolution. How would you describe the protests of the 1760s?
 - What are the key differences between Dulany and Jenyns? What do you think Macintosh thought of their debate?

Wednesday, Feb. 13: Associators

- Your role sheet
- ARCH 112-28
- Continental Congress, “Declaration and Resolves,” 14 Oct. 1774,
http://avalon.law.yale.edu/18th_century/resolves.asp
- Continental Congress, “Articles of Association,” 20 Oct. 1774,
http://avalon.law.yale.edu/18th_century/contcong_10-20-74.asp
- PLR 57-61, 136-59
- Reading Journal: It is December 1774. Record your reactions to the Articles of Association and the Seabury rebuttal, in the voice of your *Patriots and Loyalists* role.

Unit 2: New York City, 1775-76

Monday, Feb. 18: Setting the stage

- PLR 62-95

Wednesday, Feb. 20: Game session 1: April 1, 1775

- First PLR papers and speeches due from Robert Livingston, Alexander McDougall, Isaac Sears, Abraham Brasher, James Delancey, Frederick Philipse, James Jauncey

Monday, Feb. 25: Game session 2

- First PLR papers and speeches due from John Morin Scott, Henry Wisner, Andrew Reber, Christopher Billop, John Rapalje, Robert Murray

Wednesday, Feb. 27: Game session 3

- First PLR papers and speeches due from all remaining characters

Monday, March 4: Game session 4

Wednesday, March 6: Game session 5

Monday, March 11: Game session 6

Wednesday, March 13: Debrief

- Second PLR papers due

-

March 16-24: Spring Break

Unit 3: Revolution and Variola

Monday, March 25: What was Variola Major? What does Elizabeth Fenn want us to know about it?

- PA, intro. and ch. 1
- Watch excerpt of HBO's *John Adams*: https://youtu.be/TWxDLG9_eOU
- Watch "How we conquered the deadly smallpox virus": <https://youtu.be/yqUFy-t4MIQ>

Wednesday, March 27: Resistance and revolution

- ARCH 131-62
- PA ch. 2
- Reading journal due

Monday, April 1: Things go south

- ARCH 211-49
- PA ch. 4

Wednesday, April 3: The north country

- PA ch. 6
- Murphy, "Creole Communities," from *A Gathering of Rivers* (2000)
- Reading journal due

Monday, April 8: The plains

- PA ch. 7
- Hamalainen, "New Order," from *Comanche Empire* (2008)

Wednesday, April 10: The northwest

- PA ch. 8 and epilogue
- View Webber sketches (on D2L)
- Reading journal due

Unit 4: Transformations

Monday, April 15: Establishments and dissidents

- RF ch. 10 (Virginia Baptists)
- Brekus, “Women in the Wilderness,” in *Strangers and Pilgrims: Female Preaching in America, 1740-1845* (2000)
- Lindman, “Acting the Manly Christian: White Evangelical Masculinity in Revolutionary Virginia” (2000)

Wednesday, April 17: Mothers and others

- Hartigan-O’Connor, “Urban Housefuls,” in *The Ties that Buy: Women and Commerce in Revolutionary America* (2009)
- Godbeer, “‘Martyrdom to Venus’: Sexual Freedom in Post-Independence Philadelphia,” in *Sexual Revolution in Early America* (2002)
- RF ch. 16 (Abigail Adams)
- Reading journal due

Monday, April 22: Leaders

- RF chs. 17 (Judith Sargent Murray) and 18 (Hall, Allen, Coker)
- Adams and Pleck, “Citizenship,” from *Love of Freedom: Black Women in Colonial and Revolutionary New England* (2010)
- Judith Sargent Murray, “On the Equality of the Sexes”
<http://digital.library.upenn.edu/women/murray/equality/equality.html>

Wednesday, April 24: Refugees and settlements

- ARCH 313-27
- RF ch. 7 (Martin)
- RF ch. 9 (Perth, Washington, Wilkinson)
- Collaborative Poster due

Monday, April 29: Critical period

- ARCH 334-74
- Shays’s Rebellion documents (1786-87)

Wednesday, May 1: Framers

- ARCH 374-93
- The Constitution of the United States (1787)
- Excerpts from Philadelphia convention debates (1787)
- Reading journal due

Monday, May 6: Factions

- ARCH 395-414
- RF chs. 14, 20 (Bradford/Findlay and Coram)
- The Bill of Rights (ratified 1791)

Wednesday, May 8: Parties

- ARCH 415-34, 477-80
- RF ch. 21

Final Exam Essay due Monday, May 13, 2:30 p.m.