

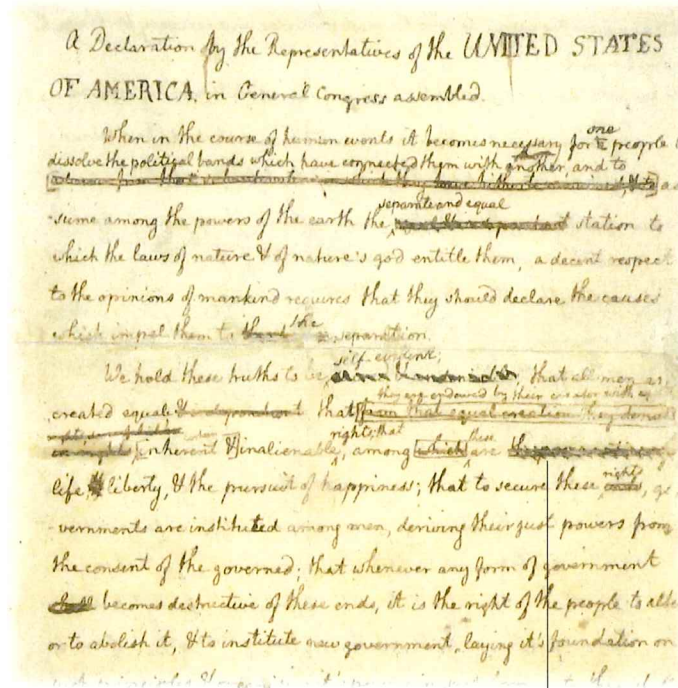
THE AMERICAN REVOLUTION

HIST 387

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Online Office Hours: W 3:30–5 p.m. and by appointment

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Fragment of the Original Rough Draught of the Declaration of Independence, June 1776,
by Thomas Jefferson w/minor emendations by John Adams and Benjamin Franklin
<http://www.loc.gov/exhibits/treasures/images/uc004215.jpg>

WELCOME!

The American Revolution is one of the most narrated and lauded periods in U.S. history. It is also one of the least well known. This semester we will immerse ourselves in the times of those who made the revolution—their trials and triumphs, their struggles and insights, their stories and fears—as well as in the social memories and aspirations that have been made of the lot ever since. In the process, you will hone your ability to engage the legacies of the American Revolution in ways that are relevant to contemporary life. As you encounter and critically evaluate both scholarly and popular interpretations of this pivotal period, you will learn how to better enliven and critique your own engagement with the past present. I look forward to working with you!

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EQUITY OF EDUCATIONAL ACCESS

If you have a learning or physical challenge which requires classroom accommodation, please contact the UWSP Disability Services office with your documentation as early as possible in the semester. They will then notify me, in a confidential memo, of the accommodations that will facilitate your success in the course. Disability Services Office, 103 Student Services Center, Voice: (715) 346-3365, TTY: (715) 346-3362, <http://www.uwsp.edu/special/disability/studentinfo.htm>. I am also, of course, very happy to meet with you to discuss any concerns you may have.

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REQUIRED MATERIALS

You will read two books for this course. They can be purchased or rented through the University Store.

Gary B. Nash, *The Unknown American Revolution: The Unruly Birth of Democracy and the Struggle to Create America* (New York: Penguin, 2005).

Roger Wilkins, *Jefferson's Pillow: The Founding Fathers and the Dilemma of Black Patriotism* (Boston: Beacon Press, 2002).

You will also view and consider at least two popular film interpretations of the revolutionary period, both of which are available via E-streaming links in D2L.

Liberty! PBS Series, original broadcast 23 – 25 November 1997. For additional information see <http://www.pbs.org/ktca/liberty/> (Twin Cities Public Television, 2004). Accessed 14 January 2014.

John Adams miniseries, release date 16 March 2008. For additional information, see <http://www.hbo.com/john-adams> (HBO Films, 2008). Accessed 14 January 2014. (Note: website is slow to load: be patient!)

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NOTES & CITATIONS, STYLE GUIDE, AND ORGANIZATION

To get the most from this advanced course—and to make your workload significantly lighter all along—you need to practice excellent note-taking, time-management, and organizational skills from the outset. I will provide a set of resources for that by Week 2. Please use those when they become available and take good notes each week in your prep. You will draw upon these notes heavily in the last half of the course.

The discipline of US History follows the style guidelines established by *The Chicago Manual of Style*, now in its sixteenth edition. This is an invaluable tool and it is available to you online via the university library, but it can be confusing for beginners. For your convenience, I have created a shorter version geared to the writing and citations you will need to produce in the last unit of this course. You can find the Style Guide in the Guidelines and Resources module.

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COMMUNICATION

In any course, communication is important, but in an online setting, it is critical.

FRAMEWORKS

This *Syllabus* is our social contract for this course. Listen to the welcome lecture first, and then read through the entire document carefully, making notes of any questions you have. Browse through all other materials and make sure you understand what you need to be doing right away and what is lined up for later in the spring. Test the sample lecture, podcast, and PowerPoint links, and download at least one pdf. Then complete the required syllabus quiz *no later than midnight on 4 September*. If you receive a score of less than 90%, please review your answers and the syllabus again and retake the quiz. Your ability to do well in this course relies on your understanding of the requirements and due dates. (If you are new to online courses, use the welcome lecture and the Technology section of this syllabus to work through D2L.)

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Unit Agendas, which appear both in this syllabus and on D2L, recap only your core assignments and deadlines for each week of the unit. I will upload any additional materials (links to setup lectures, online exhibits, or sources) by Monday of the week for which they are assigned. These materials will always appear in consecutive weekly order beneath the associated unit module.

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Readings and Film Viewings have been calibrated to be manageable and to allow you to create some flexibility in your schedule, especially in the first two units (eight weeks), when your responsibilities to your classmates will be minimal as you work to gain a working knowledge of the revolution. You should take good notes on everything you do, however, so that your later contributions will be rooted in *evidence*. In the last two units, you will be required to share your work with each other on discussion boards and you will need to draw on well-organized notes to do this well.

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Lectures will occur in two formats: a brief (5 – 10 min.) weekly ‘setup’ lecture that focuses your reading and studies (giving you additional sources or information and

announcements); and periodic short topical multimedia presentations that provide more in-depth coverage of particular aspects of the period. All lectures will be uploaded no later than Mondays at noon.

Lectures are part of the course requirements and should be viewed along with other assignments for the week they are posted. I am aware of the time pressures you face, particularly during weeks when we cover two chapters, and will adjust my lectures accordingly. (Some weeks there will be no topical presentation.)

Comprehension Quizzes (CompQs) are short open-book quizzes designed to help you test your comprehension of the readings and lectures, as well as to help us avoid one of the perennial problems of history classes: uninformed opinions passing for analysis and critical inquiry. If you do the assignments and take good notes, the CompQ should help you to demonstrate your increasing mastery of the material and will keep you on task with coursework. *These quizzes and four required discussion-based assignments (see next section) will serve as both your midterm and final exams.*

Ten CompQs—each worth 3 points—will be given during the semester. The first two quizzes will allow you to make two attempts so that you can get familiar with the process. (If you wish, you can even use the first attempt to see the questions prior to doing the assignments for the weeks covered by the CompQ.) All must be taken before the close of the week (Fridays at midnight) or forfeited as a zero.

Formal Class Discussions will not begin until the middle of the semester, when you have enough understanding of the revolution to engage productively in conversations about it. Until then, you will participate in informal discussions (in the Liberty Point Tavern online) to give you a chance to hone your skills. You will participate in four discussion-based class activities from Weeks 10 through 15 (one scavenger hunt, two focused discussions, and one final exhibit entry).

Please see the Discussions document in Guidelines and Resources for advice on how to prepare for and participate in effective, collegial discussions. I will expect you to speak from evidence gleaned during the earlier weeks—*not opinion or hazy recollection of having read/viewed something somewhere that's sort of flying off the top of your head just to get this requirement out of the way*, but well-organized notes: properly attributed to the sources from which you got the information and meaningfully relevant to the discussion at hand. You cannot do this at the last minute, so please develop a practice of diligent note-taking and organization from Day 1.

Extra Credit options will be made available to you after the middle of the semester: each student can earn a maximum total of 5 extra credit points.

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CONNECTIONS

D2L Tools for connecting with one another when it's convenient for each of us—rather than at a set time each week in one place—are powerful, but they are practically worthless if they are not used. I'm streamlining Course Content as much as possible and will do my best not to overwhelm you with information or materials, but you will need to practice with D2L so that you can be comfortable and confident in your work.

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News items, located on the D2L course home page, will be where you can expect to see announcements for the course. Please get into the habit of checking in a couple times each week (Mondays and Fridays would be ideal) so that you'll catch any posts re: the upcoming week. *I will not remind you about due dates in the news section. Due dates are not 'news'; both you and I need to plan in advance to meet these dates, so please go through the syllabus now and enter all due dates into your personal calendar.* For your convenience, of course, they are already entered into the course D2L calendar.

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Web Connections, both formal and informal, are important to the success of an online course. The more you participate, the more you will learn. The deeper your passion for this period and our efforts to engage it, the richer and more rewarding your experience here will be. I encourage you to connect in as many ways as possible here.

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Office Hours: My scheduled online office hours for this semester are Wednesdays from 3:30–5 p.m. and by appointment. Our meetings can be by phone or in person, and I have established a protocol on the Discussion board under HNW Office for setting appointments. Please use this method of scheduling appointments.

If you make an appointment to meet with me, please be available and on time. I understand that internet access can sometimes fail—mine does so on occasion—and in those instances we simply have to accept the limitations of these technologies and reschedule as soon as we're able to reconnect. But it is important that we each do our best to make any appointments scheduled.

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Taverns, ironically enough, were hot-spots for daily conversations amongst many of the people who made the American Revolution happen. Meeting houses, town squares, front porches, parlors, and backwoods cabin hearths also served as spaces where people could come together and speak about what was going on. Our online version of this will be the **Liberty Point Tavern** on the discussion board. This is a free-ranging discussion space, only lightly moderated at the beginning, and I hope that you will use it

to converse informally about what you're learning as we go along. I'll post prompts most weeks, so please respond to those, but you can also use the space to plan in-person study/discussion sessions and to talk together about the substance of this period in history. What surprises you? What perplexes you? What befuddles you? What questions or quandaries keep emerging? How are the film versions of the revolution connecting or colliding with your readings? What would you most want to know from any of the people in this period, if you were allowed to ask just one of them one question? Etcetera. Part of your professional skills grade will come from your participation here, so please use the guidelines I have provided for effective discussion participation.

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Email allows us the magic of being in touch at any time of the day or night, which is convenient but unrealistic: none of us should try to be available at all hours! I will not ask this of you; you should not expect it of me. Please feel free to send me an email anytime, and know that I will respond as soon as I can. You should know, however, that I do not respond to or send emails about the course after hours or on weekends, so not hearing from me in those periods is no cause for concern. I also send out very few course emails. If you get one from me, please check to see if I have requested a response: if I have, please reply as soon as you can.

Please do not send me emails with general questions about the course or requirements. If you have a question, some of your peers almost certainly do as well, and therefore your post should show up on a discussion board so that everyone can benefit from it (e.g. Questions about the Course/Requirements under HNW Office). If you need to contact me about a personal matter specific to you and no one else, feel free to use email. *However, if you do send me an email, the subject line should include HIST 387 and your last name.* This helps me keep my inbox and folders organized and allows faster responses.

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TECHNOLOGY ACCESS

This course is being hosted on a website located on UWSP's D2L (Desire 2 Learn) system. Course access opens on 21 January 2014.

To reach the course, go to <uwsp.edu> and click on the D2L link at the top of the page. Log in to D2L with your university logon ID and password. You will see the D2L courses you are enrolled in. Click on *HIST 387 American Revolution*. A "News Item" space will appear in the middle of the page. I will place any course announcements here. Please make a habit of checking this space on Mondays and Fridays. You can browse through the various menu items to look at course content (syllabus, assignments, and weekly agendas will be posted here), discussions, and so on.

Enrolling in an online course means that you are responsible for having regular access to a working computer and D2L. Broadband, cable, or DSL are the best options for this course: neither dialup nor cell phones will function well enough for you to download presentations or upload assignments with graphics or images embedded. If your home computer and connections aren't capable of this level of access, please arrange to use one on campus. If you miss two or more assignments (discussion posts or online assignments, for example) due to computer issues and do not resolve the issues prior to Week Eight, I may ask you to drop the class.

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GENERAL TECH NOTES

If you have not already familiarized yourself with D2L, you should do so the first week of class. This is a good time to test your computer's audio settings; to practice downloading and uploading files; to ensure that you can access streaming videos, lecture links, podcasts, quizzes, and documents; and to be sure you are comfortable with that process. If you're not, call the university's helpline, 715.346.4357. Their technicians can help you troubleshoot any problems that arise. *Access to the course ultimately is your responsibility, and the syllabus quiz is designed to ensure that you're connected in Week 1. Should any problems arise later, you need to get in touch with techs asap and resolve the issue.*

Once you're comfortable with D2L, please browse through the course materials and be sure you can access all of them. If you find a glitch or dead link, email me so that I can provide a fix asap. Although you do not have to download every item, I strongly suggest that you keep a copy of the master syllabus on your computer, and that you download each week's materials on the Friday before they are due and organize them in folders on your computer so that—should access to the course website fail in any way—you will have everything you need for the week ahead.

Since technological glitches can and will arise, waylaying the best of plans, you should get into the habit of preparing uploads ahead of time rather than waiting till the last minute. You should also plan to participate in online discussions and Comprehension Quizzes in a timely way and definitely no later than the defined close of that activity.

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REQUIREMENTS AND EVALUATION

Here is the rubric for grades and evaluation that I will use for your work. A complete description of each component can be found on D2L under the module titled Guidelines and Resources.

A. Professional Skills

20

Preparation, Collegial Participation, Timeliness

B. Comprehension Quizzes	30
10 open-book quizzes, each worth 3 points	
Two tries allowed on first two quizzes	
C. Discussions	20
a. Principles of the Revolution – Week 12 (10)	
b. The Physics of Liberty and Justice for All – Week 13 (10)	
D. Scavenger Hunt – Week 11	10
E. Exhibit – Week 15	20
TOTAL:	100

Grading scale:

A	93–100%	C	73–76.9%
A-	90–92.9%	C-	70–72.9%
B+	87–89.9%	D+	67–69.9%
B	83–86.9%	D	63–66.9%
B-	80–82.9%	D-	60–62.9%
C+	77–79.9%	F	59.9 and below

DEADLINES: Due dates are listed in this syllabus and in weekly agendas. Unless you have a verified medical or family emergency, your assignments must be submitted by their due dates or your grade will drop by one full letter grade per day. Meeting due dates shows respect for yourself and your work. It also shows that you respect me and my time and schedule, and it is a skill you must master for any career you pursue. In cases of illness, accidents, or deaths (of family or friends), please contact me via email *as soon as you can*. Any extensions require documentation and will be dealt with on a case-by-case basis.

POLICY ON ACADEMIC INTEGRITY AND PLAGIARISM: Academic dishonesty is not only strictly forbidden by UWSP; it is also fundamentally disrespectful to you, to your peers, and to me. Examples of this behavior include plagiarism: copying anyone else's work and presenting it as your own without proper citation. If you quote four words or more from *anyone for any reason* (discussion, assignments, etc.), you must insert double quotation marks around the material and cite the source properly and in

full. Period. No exceptions. If you paraphrase someone else's words, you must insert single quotation marks around the material and cite the source. If you use someone's general idea or argument—even if you don't use their words—you must cite the source. This is a critical skill for scholars, and I expect you to follow it to the letter.

If you plagiarize even in a limited manner, you will receive a zero for the assignment: no re-tries are permitted in such cases, and your final grade will reflect this choice on your part. If you plagiarize a significant portion of any assignment, you will be reported for academic misconduct per the University's policy on academic integrity.

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COURSE SCHEDULE ON D2L BY UNIT AND WEEKLY AGENDAS

For your convenience, an abbreviated non-narrative version of this schedule is available on D2L with the Syllabus. That table lists only the weekly topics, readings/viewings, activities, and deadlines. *Important Note:* Only core readings, film viewings, and deadlines are listed in this schedule. As we go forward, I will provide additional materials for your consideration: e.g., links to lectures, period music, art exhibits, primary sources, or secondary analyses. These will appear under the given unit in consecutive order. Some will be recommended or optional and marked as such; others are required. *All materials will be available to you no later than Monday of each week.*

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UNIT ONE – FOUNDATIONS OF A PEOPLE'S REVOLUTION

WEEK ONE – 2 SEPTEMBER – WELCOME AND INTRODUCTIONS

Readings: Syllabus

Liberty Point Tavern: complete introductions no later than noon, 4 September

Syllabus Quiz: complete as soon as possible, but no later than midnight, 4 September

WEEK TWO – 9 SEPTEMBER – WHO ARE THESE AMERICANS?

Readings: Chapter 1, "Roots of Radicalism," in Nash, *The Unknown American Revolution*, pp. 1 – 43.

Viewing: *Liberty!* Episode 1: "The Reluctant Revolutionaries" (1763 – 1774)

CompQ 1: due Friday at midnight

WEEK THREE – 16 SEPTEMBER – COLONIALS AND ‘EMPIRES’

Readings: Chapter 2, “Years of Insurgence, 1761 – 1766” in Nash, *The Unknown American Revolution*, pp. 44 – 87.

Viewing: *Liberty!* Episode 2: “Blows Must Decide” (1774 – 1776)

CompQ 2: due Friday at midnight

WEEK FOUR – 23 SEPTEMBER – TOWARD “A LEAP IN THE DARK”

Readings: Chapter 3, “Building Momentum, 1766 – 1774,” in Nash, *The Unknown American Revolution*, pp. 88 – 149.

Viewing: *Liberty!* Episode 3: “The Times That Try Men’s Souls” (1776 – 1777)

CompQ 3: due Friday at midnight

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UNIT TWO – THIS WAR: AN “APPEAL TO HEAVEN”

WEEK FIVE – 30 SEPTEMBER – “TO DIE FREEMEN...”

Readings: Chapter 4, “Reaching the Climax, 1774 – 1776,” in Nash, *The Unknown American Revolution*, pp. 150 – 206.

Viewing: *Liberty!* Episode 4: “Oh Fatal Ambition!” (1777 – 1778)

CompQ 4: due Friday at midnight

WEEK SIX – 7 OCTOBER – COMMON SENSE?

Readings: Chapter 5, “The Dual Revolution, 1776 – 1778,” in Nash, *The Unknown American Revolution*, pp. 207 – 263.

Viewing: *Liberty!* Episode 5: “The World Turned Upside Down” (1778 – 1783)

CompQ 5: due Friday at midnight

WEEK SEVEN – 14 OCTOBER – E PLURIBUS UNUM?

Readings: Chapter 6, “Writing on the Clean Slate, 1776 – 1780,” in Nash, *The Unknown American Revolution*, pp. 264 – 305.

Viewing: *Liberty!* Episode 6: “Are We to Be a Nation?” (1783 – 1788)

CompQ 6: due Friday at midnight

WEEK EIGHT – 21 OCTOBER – AGONIES AND MUTINIES AFOOT

Readings: Chapter 7, “Radicalism at Floodtide, 1778 – 1781,” in Nash, *The Unknown American Revolution*, pp. 306 – 365.

Viewing: *John Adams* (2008 HBO miniseries): Episode 1, “Join or Die”

CompQ 7: due Friday at midnight

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UNIT THREE – “A REPUBLIC, IF YOU CAN KEEP IT”

WEEK NINE – 28 OCTOBER – PAROXYSMS IN THE WILDERNESS

Class Discussion: “Problems of Independence” on D2L.

Readings: Chapter 8 “Taming the Revolution, 1780 – 1785,” in Nash, *The Unknown American Revolution*, pp. 366 – 422.

Viewing: *John Adams* (2008 HBO miniseries): Episode 2, “Independence”

CompQ 8: due Friday at midnight

Scavenger Hunt Prep: Begin gathering items for the revolutionary scavenger hunt.

WEEK TEN – 4 NOVEMBER – 55 MEN TO PHILADELPHIA, MAY 1787

Readings: Epilogue, “Sparks from the Altar of ‘76,” in Nash, *The Unknown American Revolution*, pp. 423 – 456.

Prologue, Introduction, and Chapter 1, “Tainted Origins,” in Wilkins, *Jefferson’s Pillow*, pp. xi – 33.

Viewing: *John Adams* (2008 HBO miniseries): Episode 3, “Don’t Tread on Me”

CompQ 9: due Friday at midnight

Scavenger Hunt: 10 possible points. Using the guidelines provided for this mini-project, please post at least two (and up to four) examples of contemporary invokings of the American Revolution no later than noon on 4 November. All responses are due no later than noon on 6 November.

WEEK ELEVEN – 11 NOVEMBER – PRESIDENTS & FIERY FRENCHIFIED DAMES

Readings: Chapters 2 & 3 in Wilkins, *Jefferson’s Pillow*, pp. 34 – 86.

Viewing: *John Adams* (2008 HBO miniseries): Episode 4, “Reunion” and Episode 5, “Unite or Die”

CompQ 10: due Friday at midnight

Discussion: 10 possible points. Access to the “Principles of the American Revolution” discussion forum opens on 9 November. You are expected to make a thoughtful, well-argued initial post no later than noon on 11 November and to respond substantively to at least one of your peers’ posts no later than noon on 16 November. Please see the guidelines for effective discussion participation.

WEEK TWELVE – 18 NOVEMBER – MAKING THE SPIRIT OF ‘76

Readings: Chapters 4 & 5 in Wilkins, *Jefferson’s Pillow*, pp. 87 – 147.

Viewing: *John Adams* (2008 HBO miniseries): Episode 6, “Unnecessary War” and Episode 7, “Peacefield”

CompQ 11: due Friday at midnight

Discussion: 10 possible points. Access to the “The Physics of Liberty and Justice for All” discussion forum opens on 16 November. You are expected to make a thoughtful, well-argued initial post no later than noon on 18 November and to respond substantively to at least one of your peers’ posts no later than noon on 23 November. Please see the guidelines for effective discussion participation.

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UNIT FOUR – UNFINISHED REVOLUTION

WEEK THIRTEEN – 25 NOVEMBER APRIL – NO CLASS | HOLIDAY

WEEK FOURTEEN – 2 DECEMBER – CLASS EXHIBIT/A PEOPLE’S REVOLUTION

Finalized exhibit entries are to be available in the exhibit space no later than noon on 2 December. At 5 p.m. that day, the order for peer reviews will be set and you can begin to evaluate one of your peer’s work as outlined in the exhibit guidelines. Peer evals are due no later than noon on 7 December. Although you will only provide substantive review of one project, you are required to visit the full exhibit and to provide some feedback to the rest of your peers.

WEEK FIFTEEN – 9 DECEMBER – YE PHYSICISTS OF LIBERTY, ONWARD!

We are gathering in the Liberty Point Tavern for one final discussion after all comments have been posted to the exhibit space. I look forward to our celebration!

WEEK SIXTEEN – 14 DECEMBER – COMMENTS CLOSE

Please remember to fill out both the course evaluations sent to you by the department and the one I’ve created for you here in D2L. Your comments—whether positive or not—are very helpful to me. All comments in this thread earn 1 point of extra credit. If you provide a frank assessment and critique—complete with suggestions for what you think could be improved—you’ll earn more points. Thank you for your time.

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