

HISTORY 371

REVOLUTIONARY AMERICA

Christopher Jones

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Office: 2109 JFSB

Office Hours: Th, 10:00 am-12:00 pm

Spring 2018

3016 JKB

MWF 2-3:40 pm

COURSE DESCRIPTION, FORMAT, AND OBJECTIVES:

This course examines the causes and consequences of the American Revolution, as well as the experiences of a diverse array of peoples and issues in Revolutionary America.

The primary aim of this class is to prepare students to critically and intelligently discuss the history of the American Revolution. This will be accomplished through 1) the students familiarizing themselves with the central figures, events, and themes in Revolutionary America by completing all assigned readings, and 2) students actively participating in class discussion and completing writing assignments that allow students to interpret and engage primary and secondary source material.

REQUIRED READING:

Each of the following books is available at the BYU Bookstore. You can also find copies (perhaps for cheaper) at various online retailers.

- Alfred F. Young, *The Shoemaker and the Tea Party: Memory and the American Revolution*
- Robert A. Gross, *The Minutemen and their World*:
- Kathleen DuVall, *Independence Lost: Lives on the Edge of the American Revolution*

ASSIGNMENTS AND GRADING:

There are five graded components to this course:

I. ATTENDANCE AND PARTICIPATION – 7.5%

Students are expected to attend class and actively participate in class discussion. This necessitates reading the assigned material before class and coming prepared to critically and thoughtfully discuss it with both your classmates and myself. I will take roll regularly throughout the semester.

Students may miss up to three class periods without being penalized, though you are responsible for any material missed in case of absence and cannot make up any assignments missed as a result of your absence. **Your participation grade will be**

penalized one-half letter grade for each class period missed after that. In addition, I reserve the right to adjust borderline grades up or down based on attendance and participation in class discussion.

2. READING RESPONSES – 12.5%

There will be several short reading responses administered at the beginning of class, beginning **Monday, May 13**. Students will respond to a prompt based on your assigned reading for that day. See the schedule below for the date of each reading response.

3. DECONSTRUCTING HAMILTON – 30%

Working in groups of 3, students will select one song from the hit Broadway musical, *Hamilton*, and then research and write about the events and people it discusses. You are expected to consider the song as a historical interpretation, deconstructing its historical accuracy, assessing its interpretive choices, and analyzing what it emphasizes (and ignores) about the historical events in question.

While research for the project mirrors the expectations for a traditional history paper (including consulting both primary and secondary, peer-reviewed sources), your group is welcome to present your research however you want. You can write a traditional 8-10 pp. essay, with appropriate style, margins, and footnotes, but you are not limited to that format. You might write and record a podcast about your chosen subject, or present your material in a more visually compelling way.

As part of this project, your group is required to meet with me during office hours by Thursday, May 16 in order to discuss the parameters of your proposal, review expectations for the project, and to help you get started identifying potential sources.

Additional information will be made available via Learning Suite.

DUE VIA LEARNING SUITE ON Monday, June 10 by 2:00 pm

4. MIDTERM EXAMINATION – 20%

Blue book exam consisting of some combination of short-answer IDs and longer essays. **The midterm will be held in class on Friday, May 24.**

5. FINAL EXAMINATION – 30%

Comprehensive blue book exam consisting of some combination of short-answer IDs and longer essays. **The university-scheduled time for the final exam is Wednesday, June 19 from 5:00-6:50 pm.**

POLICIES AND REMINDERS:

This class is intended to be a space to critically and thoughtfully discuss the American Revolution and its legacies. The class will include readings about and discussions of difficult subjects, including war, violence, racism, sexism, slavery, and more. Please feel free to ask questions and offer opinions during class (in fact, your grade depends on such participation!), but always treat your classmates and your professor with respect. Disagreement is allowed, but personal attacks and insults are not. Harassment of any kind will not be tolerated. If you experience a problem, please report the situation to the professor immediately.

A NOTE ON TECHNOLOGY AND ELECTRONIC DEVICES

You are welcome to use laptops, tablets, and other electronic devices in class for taking notes and/or viewing reading materials. Each of us learns differently and takes notes differently. Regardless of how you take notes, please do your best to not distract the class or your fellow students. To that end, please silence your electronic devices and use them only to take notes or access course materials. I reserve the right to ask you to put your electronic devices away at any point.

A NOTE ON CHILDREN IN CLASS

As part of my commitment to helping all students succeed, I have implemented the following policies regarding children in class:

- 1) All breastfeeding babies are welcome in class as often as necessary.
- 2) Non-nursing babies and older children are welcome whenever alternate arrangements cannot be made. As a parent of three young children, I understand that babysitters fall through, partners have conflicting schedules, and other issues arise that leave parents with few other options.
- 3) In all cases where children come to class, I invite parents/caregivers to sit close to the door so as to more easily excuse yourself to attend to your child's needs. Non-parents in the class, please reserve seats near the door for your parenting classmates.
- 4) All students are expected to join with me in creating a welcoming environment that is respectful of your classmates who bring children to class.
- 5) Finally, I understand that among the most difficult aspects of parenting young children is sleep deprivation and exhaustion. The struggles of balancing school, work, childcare, and other day-to-day activities is tiring, and I will do my best to accommodate any such issues while maintaining the same high expectations for all students enrolled in the class. Please feel free to contact me if you have any questions or concerns.

Honor Code: In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Please call the Honor Code Office at (810) 422-2847 if you have questions about those standards.

Preventing + Responding to Sexual Misconduct: In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Students With Disabilities: Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (2170 WSC). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at (801) 422-5895, D-285 ASB.

Mental Health: Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, (801) 422-3035) provides individuals, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

CLASS SCHEDULE + READINGS

WEEK 1

May 1 **What is the American Revolution? What is Revolutionary America? And why does any of it matter?**

May 3 **Whose Revolution is it?**

Read: Gross, *The Minutemen and their World*, 3-9; Young, *The Shoemaker and the Tea Party*, vii-32; DuVal, *Independence Lost*, xiii-70.

WEEK 2

May 6 **American Colonies and the Atlantic World**

Read: Franklin, *The Interest of Great Britain Considered* (1760); Breen, "An Empire of Goods: The Anglicization of Colonial America, 1690-1776."

May 8 **Imperial Crises**

Read: Gross, *The Minutemen and their World*, 10-29.

May 10 **Imperial Crises II**

Read: Gross, *The Minutemen and their World*, 30-41; Young, *The Shoemaker and the Tea Party*, 33-57.

WEEK 3

May 13 **Slaves and Slavery**

Read: Massachusetts Slave Petitions (1773-74); Dunmore's Proclamation (1775).

Reading Response #1

May 15 **Shots**

Read: Gross, *The Minutemen and their World*, 42-132.

THURSDAY, MAY 16: DEADLINE TO MEET ABOUT RESEARCH PROJECT

May 17 **NO CLASS: Study for Midterm**

WEEK 4

May 20 **Declarations of Independence**

Read: The Charlotte Town Resolves (1775); Thomas Paine, *Common Sense* (1776); Declaration of Independence (1776).

Reading Response #2

May 22 **Loyalties**
Read: DuVal, *Independence Lost*, 73-129.

May 24 **MIDTERM EXAM: In Class**

WEEK 5
May 27 **NO CLASS: MEMORIAL DAY**

May 29 **War**
Read: Gross, *The Minutemen and their World*, 133-70; Young, *The Shoemaker and the Tea Party*, 58-66.

May 31 **War, contd.**
Read: DuVal, *Independence Lost*, 133-218.

WEEK 6
June 3 **What Comes Next ?**
Read: Articles of Confederation; Pennsylvania State Constitution (1776); DuVal, *Independence Lost*, 221-69.
Reading Quiz #3

June 5 **The Spirit of 1783**
Read: Jasanoff, "The Other Side of the Revolution: Loyalists in the British Empire," *William and Mary Quarterly* 65:2 (April 2008): 205-32; DuVal, *Independence Lost*, 270-339.

June 7 **NO CLASS: Work on Research Project**

WEEK 7
June 10 **Constitutions**
Read: Rakove, *Original Meanings: Politics and Ideas in the Making of the Constitution*, 57-93.

DECONSTRUCTING HAMILTON DUE BY 2:00 PM VIA LEARNING SUITE

June 12 **Republicanism**
Read: Gross, *The Minutemen and their World*, 171-91; Jefferson, *Notes on the State of Virginia* (1787); Hamilton, "Manufactures" (1791).
Reading Response #4

June 14

The Age of Revolutions

Read: DuVal, *Independence Lost*, 340-351; Haitian Declaration of Independence (1804); Fitz, "The Hemispheric Dimensions of Early U.S. Nationalism: The War of 1812, Its Aftermath, and Spanish American Independence," *Journal of American History* 102:2 (Sept. 2015): 356-79.

WEEK 8

June 17

Remembering the Revolution

Read: Young, *The Shoemaker and the Tea Party*, 108-207.

FINAL EXAM: WEDNESDAY, JUNE 19, 5:00-6:50 PM