

HISTORY 433  
AMERICAN REVOLUTION

Prof. Hamilton	Spring 2009
Office: HUMB 352	Section 501
Office Hours: TR 11:00-12:30; T 5:00-6:00	T 6:00-8:30
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**Course Description**

In this course, we will study the time period of the American Revolution, roughly from 1750 to 1800. We will discuss the social, economic and political ideas and events that precipitated the break with Britain and how these ideas carried over into the development of a new nation in the aftermath of war. We will also examine the participation of people outside of the political elite, such as artisans, mechanics, women, Native Americans, and African Americans to see how these non-elites helped to shape the course of revolution. This is a social and intellectual history of the era of the Revolution; it is not a military history of the war.

**Format**

The course will consist of lectures and class discussions, with the emphasis on class discussion. YOU WILL NEED TO COMPLETE THE ASSIGNED READINGS BEFORE EACH CLASS AND COME PREPARED TO DISCUSS THEM. Active engagement with the material and participation in class discussions is required. Participation will be factored into the final grade.

Several of the readings are on J-Stor or course reserve at the library and can be accessed either from campus or from home. Please bring copies of the reading material to class to facilitate discussion. As you read, jot down questions or comments you might have about the article, and your opinion of the argument of the reading. In this way, you will have comments and questions all prepared to contribute to the class discussions.

**Assignments**

There will be three major assignments during the semester: a book review (5 pages), an essay (5-7 pages), and a ten-to-twelve page research paper (papers for graduate students will be longer). You will also be required to turn in a research proposal and a rough draft of the research paper. All of the major assignments, including the rough draft, must be completed in order to pass the class. All written assignments will be evaluated on content as well as on composition. You must be able to communicate your ideas effectively by using proper grammar and syntax in well-constructed sentences and paragraphs. We will discuss the assignments in greater detail before they are due.

I reserve the right to change the assignments and course schedule as needed during the semester and to give unannounced in-class writing assignments whenever necessary.

Assignments must be turned in on the day they are due. Late papers will not be accepted, nor will emailed papers. If you are having a problem completing the assignments, come to see me before the situation becomes desperate. I am more likely to be sympathetic the week before an assignment is due than on the day it is due. Computer or printer crashes are not acceptable excuses for late papers. Keep a back-up of drafts on flash drives or as hard copy. All papers should be stapled together when handed in—please do not use report covers or folders.

Plagiarism will not be tolerated in any assignment. Purchasing papers over the internet, taking information and ideas from published or internet sources without proper attribution, copying articles from published or internet sources, and making only slight changes in the words of a source with or without attribution are all considered plagiarism. ANY STUDENT CAUGHT PLAGIARIZING MATERIAL WILL RECEIVE AN “F” FOR THE COURSE. Please refer to the statement on plagiarism attached to this syllabus. Make sure you read it and understand it.

### **Grading**

Research paper	30%
Essay	20%
Book review	15%
Rough draft	15%
Research proposal	10%
Participation	10%

Grades will be calculated on a straight scale (i.e. 90% and above is an “A,” 80-89% is a “B,” 70-79% is a “C,” 60-69% is a “D,” and 59% and below is failing). An “A” paper is well-written and well-structured, uses proper grammar and good style, shows good command of the issues, and makes an interesting argument. A “B” paper adequately addresses the topic, but generally has a weakness in argument, evidence or writing. A “C” paper is average—you show some understanding of the issues but provide little discussion, few details and average organization. A “D” paper has a weak or non-existent argument, uses evidence poorly if at all, and has problems with grammar, style and clarity in writing. An “F” paper shows no attention to the topic; there is no argument, no evidence, no structure, and/or the writing is poor. In addition, no matter how good the paper may be in structure, writing, evidence, and argument, if it is plagiarized, it will receive an F. Make sure you understand what constitutes plagiarism.

### **Required Books**

Edward Countryman, *The American Revolution*

James Kirby Martin, ed., *Ordinary Courage*

Thomas Paine, *Common Sense*

Jack Rakove, *James Madison* (second edition)

Alfred Young, *The Shoemaker and the Tea Party*

You might also want to acquire two brief style guides: Strunk and White, *Elements of Style* and Kate Turabian, *A Manual for Writers*. Strunk and White will help you write

better; Turabian gives you the proper format for citations. All books are available in the campus bookstore, as well as on-line and at most major bookstores.

### **Classroom Etiquette**

You are expected to come to class on time and not to pack up until class is dismissed. In addition, please remember to turn off all cell phones and other electronic devices before class begins. Arriving late, leaving in the middle of class, text messaging and ringing phones disrupt the class and are distracting for your fellow students. In addition, although the Humanities Building has wireless internet service, you are expected to use your computers (if you bring them to class) responsibly. Spending class time checking your email or social networking sites does not further your education and can be distracting for students sitting near you. Since participation counts for ten percent of your grade, you should spend class time engaged with class material. Please respect your fellow students by minimizing disruptions.

The open discussion of opinions and ideas is encouraged in this class. You are expected to treat each other with respect regardless of differences of opinion. All students are encouraged to stop by during office hours with questions, comments or problems.

### **History Majors and Social Science Education/ History Majors**

Each History major and SSE/ History major will submit one piece of writing of his or her choosing from any 300- or 400-level history class to the following email address: [history@jaguar1.usouthal.edu](mailto:history@jaguar1.usouthal.edu). The material will help the department assess your academic growth when you complete your major and will be used to evaluate the teaching effectiveness of the faculty. It will not affect your grade in this class.

### **Graduate Students**

Graduate students have additional requirements for this class. You will complete one extra book review; the book may be chosen from the list distributed in class. If you wish to review a book not on the list, you must bring it to me for approval. The essay will be seven to ten pages, and the research paper will also be at least fifteen pages long. See the sections on the research paper and book reviews at the end of the syllabus for more specifics on these assignments.

**Please Note:** Students needing special accommodations to complete the work for the course should speak to me at the beginning of the semester and contact the Special Student Services Office in the Student Center, Room 270. This office will determine the necessary accommodations to assist students. All information will be confidential.

## Reading Assignments

Jan. 13 Introduction

Jan. 20 Economics and Empire  
Read: Countryman, Chapter 1

MEET IN LIBRARY 6:00, Room 305  
(ATTENDANCE MANDATORY)

Jan. 23 Eighteenth-Century Colonial Society  
Read: T. H. Breen, "Narrative of Commercial Life" (JSTOR)  
John Fea, "The Way of Improvement Leads Home" (JSTOR)

Feb. 3 Wars for Empire/ Native Americans and Europeans  
Read: Fred Anderson, "A People's Army" (JSTOR)  
Woody Holton, "Ohio Indians and the American Rev." (JSTOR)

Feb. 10 Politics of Empire  
Read: Countryman, Chapter 2  
"John Adams on the British Constitution," course reserve  
"The Supremacy of Parliament," course reserve

RESEARCH PROPOSALS DUE

Feb. 17 Colonial Resistance  
Read: Young, *Shoemaker and the Tea Party*  
Countryman, Chapter 3

BOOK REVIEWS DUE

Feb. 24 No Class: Mardi Gras

Mar. 3 From Resistance to Revolution  
Read: Countryman, Chapter 4  
Paine, *Common Sense*

Mar. 10 War and Independence  
Read: "Proclamation of George III," course reserve  
Declaration of Independence  
"Janet Schaw on the Mistreatment of North Carolina Loyalists,"  
course reserve

ESSAY DUE

Mar. 17 SPRING BREAK

Mar. 24 Fighting the War  
Read: Martin, *Ordinary Courage*

GRADUATE STUDENT BOOK REVIEW DUE

Mar. 31 Interpreting the Revolution  
Read: Linda Kerber, "Republican Motherhood," course reserve  
"Abigail Adams and John Adams Letters," course reserve  
"On the Equality of the Sexes," course reserve  
"Massachusetts Antislavery Petition," course reserve  
"Virginia Proslavery Petition," course reserve

ROUGH DRAFTS DUE

Apr. 7 New Governments  
Read: Countryman, Chapter 5  
Richard Brown, "Shays's Rebellion and Its Aftermath" (JSTOR)

Apr. 14 Confederation and Constitution  
Read: Rakove, *James Madison*  
Countryman, Chapter 6  
Constitution

Apr. 24 Federalists and Anti-Federalists  
Read: Saul Cornell, "Aristocracy Assailed" (JSTOR)  
"Federalist # 10," course reserve  
"Federalist # 51," course reserve  
"Objections to the Constitution," course reserve

Apr. 28      Republican Visions of the 1790s  
                 Read: Countryman, Chapter 7  
                 Kornblith, "Artisan Federalism," course reserve

May 1        FINAL PAPERS DUE BY 5:00 P.M.

## RESEARCH PAPER GUIDELINES

The research paper will be an analysis of a document (such as a diary, journal, sermon, letters, or official papers) written between the years of 1750 and 1810. The library has many books containing primary documents and several web sites have posted primary documents. A few of the more useful sites are listed on the web page for this course, which is accessed through the Instruction section of the library web page. You should begin researching the documents and make a choice fairly early in the semester; your research proposal is due on February 10.

Regardless of the kind of document you choose to work with, you will analyze it for what it tells you about the involvement of lower-class men, women, African Americans or Native Americans in the American Revolution. These ideas generally will not be explicit in the document; you will need to read it closely, fitting the authors comments into what you have learned about these issues in class or from secondary sources (journal articles and books). You will therefore need to ask many questions about your author and about your document, and decide which issues or ideas you wish to explore further.

To begin, you should think about questions such as: who is the author? Where does s/he come from? What is the gender of the author? How does this affect his or her perceptions? What is the author's age? When was the narrative written (early in the Revolution or later; early in the author's life or later)? What social and economic class does the author come from? Is s/he educated? What is his or her occupation? Is s/he a member of the "thinking classes" or a laborer, sailor, servant, or soldier?

Once you get basic biographical details, which you can generally find in the introduction to the narrative, in biographies of the author (depending upon his/her later fame), or through biographical dictionaries (such as the Dictionary of American Biography—these resources will be discussed during the library session)—you can begin to expand your research and place the document and author within a larger context. How does the author's background shape his or her perception of the Revolution? Does the author support the colonists, the British, or neither? Did s/he have close ties to the British, through commerce or family ties? Was the author politically active, or was s/he politicized by the Revolution? What were the hopes and/or fears of the author towards independence and war?

You will also have to decide, based on your research, whether the author is a reliable witness. What is his/her purpose for writing the narrative? Who is the intended audience? How does the author write about the issue (what kind of language is used—formal or informal)? What is the tone of the narrative—serious, playful, facetious, demeaning? Can you trust the information presented in whole or in part? Why or why not?

The questions you ask of your narrative will be shaped by the narrative, the author, and your interests. Each narrative will contain enough information for several papers; you

need to decide what aspects of lower-class or minority activities to focus on. This focus then becomes the basis for your thesis. The thesis is the purpose for writing your paper. Each paper must have a thesis—an argument, a point of view, a purpose. A simple narrative of events is not acceptable. Always ask yourself why your research is important. What does it tell you about attitudes toward the Revolution and how do you know this? What evidence can you glean from the document to support your conclusion? And, most importantly, why? Alternatively, ask yourself “Who cares?” If you can answer the question “who cares” with a statement about the relevance of your topic, you are on your way to developing a thesis statement.

This is not a paper that you will be able to do overnight—begin thinking about a document NOW. Go to the library, go to the web sites. Thumb through the documents that look interesting. Although we will talk about the process of doing the research during the library session on January 20, you do not have to wait until then to begin thinking about the paper. You can talk to your friends and classmates about topics, and you can come to me for help. DO NOT PUT THIS OFF.

The paper will be ten-to-twelve pages (longer for graduate students), typed, double-spaced, using a 12-point readable font and standard margins (at least 1 inch, but no more than 1.25 inches). Paragraphs should be indented five spaces with only **one** double-space between paragraphs. You must also use at least five secondary sources, at least three of which must be books or scholarly articles. In other words, you cannot rely solely on Internet resources for this paper.

For graduate students, papers will be fifteen pages, with at least seven secondary sources, most of which will be books or scholarly articles. Graduate papers will also be expected to discuss the issues in greater depth and detail; in other words, graduate students will be held to a higher standard than undergraduates.

Writing will be an important aspect of all assignments. Papers and essays will be graded on composition, grammar, spelling and syntax as well as on content. Pay attention to your writing—use complete, coherent sentences and paragraphs. Make sure that your sentences and paragraphs flow logically from point to point. Refrain from using non-standard English and inappropriate language.

You will be expected to cite your sources **properly** in all written assignments for this class. For the research paper, you must cite your sources in footnotes using the Chicago Style. I do not accept papers using citations in the MLA or social sciences style. Examples of the Chicago style can be found later in this syllabus. The class website developed by the librarians also has a link to the Chicago Manual of Style website where you can find examples. We will discuss citations more as the semester progresses.

The preliminary research report (due on February 10) will be three to five pages and will present the results of your initial research, discussing potential topics, the documents you have found, and secondary sources pertaining to the potential topics. Briefly analyze the topics: why do they interest you, does one seem more doable than the others, what might

be any potential problems with each topic? The report must include the complete bibliographical citation for the narrative and complete citations for any works you have already used or intend to use.

The rough draft (due March 31) should be AT LEAST seven or eight pages long—it should be a draft of the complete paper. It should present your thesis, and the evidence, both primary and secondary, that you will use to support your thesis. It will not be your final draft, but it should be a substantial paper, so that I can help you shape the final draft. The rough draft will include proper citations.

## BOOK REVIEW GUIDELINES

Book reviews will be written about Alfred Young's *The Shoemaker and the Tea Party*. Graduate students will write an extra review, about a book chosen from the list distributed in class. If you wish to write about a book not on the list, you must bring the book to me for approval.

The book review should be five pages long (longer for graduate students), typed, double-spaced, using a 12-point readable font and standard margins (at least 1 inch, but no more than 1.25 inches). Paragraphs should be indented five spaces with only **one** double-space between paragraphs.

Writing will be an important aspect of this assignment. The review will be graded on composition, grammar, spelling and syntax as well as on content. Pay attention to your writing—use complete, coherent sentences and paragraphs. Make sure that your sentences and paragraphs flow logically from point to point. Refrain from using non-standard English and inappropriate language.

You will be expected to properly cite your sources in all written assignments for this class. For the book review, you need only place the page number in parentheses after a quote or paraphrase from the book. If you use another source as a point of comparison, however, you must cite it in footnote using the Chicago Style. I do not accept papers using citations in the MLA or social sciences style.

### WHAT IS A BOOK REVIEW?

A book review is a critical evaluation of a book or monograph. **A book review is not a book report.** A book review assesses the strengths and weaknesses of an author's argument, the evidence s/he presents, and the book's place in the literature of the subject. A review does not simply describe the book, nor does it criticize just to be critical. If there is a problem with the book, the issues should be noted and discussed, but criticisms should be balanced by a discussion of the positive aspects of the work. For examples of professional book reviews, look in the review section of any major history journal (i.e. *William and Mary Quarterly*, *American Historical Review*, *Journal of American History*).

### How do I write a book review?

First, read the book completely, including any introduction and preface. An author will frequently lay out his/her argument and methodology in these first few pages. This will help you evaluate the argument as you read the book.

Second, take notes on the book. Do not expect to remember the details and examples that you will need to write the review. Note your impressions of the book and any section or

chapter that seems particularly clear (or not). You may also want to note the structure of the book and whether this organization helps to understand the argument (or not).

Third, begin to write. Your first paragraph should include the title of the book and the author's name, and briefly describe the subject of the monograph. The second paragraph should state the author's argument and how s/he attempted to prove that argument; your thesis—the argument you want to make about the book—should follow. The following paragraphs will address each of your points completely and logically. You should start with the positive points—what the author did well or what particularly struck you as new or exciting information. Any criticisms should be at the end of the review. Your conclusion should briefly restate your overall opinion of the work and place it within the literature. In other words, if you have read other books on a similar subject, you should compare the reviewed work with these books. If not, simply summarize your opinion and whether you think the work was valuable and increased your understanding of the issues. **Warning:** do not simply end by stating that you liked the book because it was enjoyable to read. Be objective—use statements such as “The book enables the reader to easily comprehend the complex issues of ....”. Come to a conclusion about the work.

Fourth, rewrite and revise your paper, more than once if necessary. Make sure that you have written what you meant to say and that it is clear and concise. Writing is not easy and a well-written paper cannot be composed overnight the day before it is due.

## SHORT ESSAY

The short essay will be written about a document given to you in class. The topic for the essay will be announced two weeks before the paper is due, but it will ask you to analyze an element of the document and discuss it in detail.

In a sense, the essay is an abbreviated version of your research paper. You will use the same analytical skills in both papers, thinking about who the author is, why s/he is writing, and what his or her words say about the issues.

As with the book review, the essay should be five pages long (longer for graduate students), typed, double-spaced, using a 12-point readable font and standard margins (at least 1 inch, but no more than 1.25 inches). Paragraphs should be indented five spaces with only **one** double-space between paragraphs.

Writing will be an important aspect of this assignment. The essay will be graded on composition, grammar, spelling and syntax as well as on content. Pay attention to your writing—use complete, coherent sentences and paragraphs. Make sure that your sentences and paragraphs flow logically from point to point. Refrain from using non-standard English and inappropriate language.

## CITATIONS

All papers for this class will use footnotes formatted according to the Chicago Manual of Style (CMS). MLA or social science formatting will not be accepted. This is an upper division history class—you should learn the citation style used by historians.

Most word processing programs include a footnote function. In Microsoft Word, you can place a footnote button on the formatting toolbar. When you need to insert a footnote, click the button and the footnote number appears in the text and at the bottom of the page. You then type in your information and return to the main text to continue. By using this function, footnotes stay with the text as you edit your work. You can also turn footnotes into endnotes very easily. If you do not know how to use this function, please ask. It will make adding proper citations to your paper much easier. In addition, by using CMS notation, you do not need to include a separate bibliography—all of the information about your sources is in the notes.

Below are examples of Chicago-style footnotes. If you have questions about appropriate forms, please ask. You can also access the Chicago website through the course web page for more examples.

### FOOTNOTES OR END NOTES:

#### *Books*

First citation:

Richard Archer, *Fissures in the Rock: New England in the Seventeenth Century* (Hanover, NH: University Press of New England, 2001), page number(s).

After the first complete citation, you should use a short citation.

Archer, *Fissures*, page number(s).

#### *Article in an edited volume*

First citation:

Joan Thirsk, "Patterns of Agriculture in Seventeenth-Century England," in *Seventeenth Century New England* ed. David D. Hall and David Grayson Allen (Boston: Colonial Society of Massachusetts, 1984), 39-54. [If you have used a quote from the article, add Quote and the appropriate page number after the pages of the article, i.e. ...39-54. Quote, 45.]

Following citations:

Thirsk, "Patterns of Agriculture," page number(s).

#### *Article in a scholarly journal*

First citation:

David J. Silverman, "'We Chuse to be Bounded': Native American Animal Husbandry in Colonial New England," *William and Mary Quarterly* 60:3 (2003), 511-548.

Following citations:

Silverman, “ ‘We Chuse to be Bounded’ ,” *WMQ*, page number(s).

Page numbers for quotes should be handled as noted under *Article in an Edited Volume*.

*Internet*

First citation:

Patricia U. Bonomi, “The Middle Colonies as the Birthplace of American Religious Pluralism,” National Humanities Center,  
[www.uni52v.unity.edu:8080/tserve/eighteen/ekeyinfo/idcol.htm](http://www.uni52v.unity.edu:8080/tserve/eighteen/ekeyinfo/idcol.htm) (accessed 23 November 2001).

Following citations:

Bonomi, “Middle Colonies” National Humanities Center website, 11/23/01.

BIBLIOGRAPHY

*Books*

Archer, Richard. *Fissures in the Rock: New England in the Seventeenth Century*. Hanover, NH: University Press of New England, 2001.

*Article in an edited volume*

Thirsk, Joan. “Patterns of Agriculture in Seventeenth-Century England.” In *Seventeenth Century New England*, edited by David D. Hall and David Grayson Allen. Boston: Colonial Society of Massachusetts, 1984.

*Article in a scholarly journal*

Silverman, David J. “ ‘We Chuse to be Bounded’ : Native American Animal Husbandry in Colonial New England.” *William and Mary Quarterly* 60:3 (2003): 511-548.

*Internet*

Bonomi, Patricia U. “The Middle Colonies as the Birthplace of American Religious Pluralism.” National Humanities Center.  
[www.uni52v.unity.edu:8080/tserve/eighteen/ekeyinfo/idcol.htm](http://www.uni52v.unity.edu:8080/tserve/eighteen/ekeyinfo/idcol.htm). Accessed 23 November 2001.

## Statement on Plagiarism

There is nothing wrong with using the words or thoughts of others or getting their help; indeed it is good to do so as long as you explicitly acknowledge your debt. Plagiarism is when you pass on the words or thoughts of others as though they were your own.

Plagiarism includes:

- Copying without quotation marks or paraphrasing without acknowledgement from someone else's writing
- Using someone else's facts or ideas without acknowledgement
- Handing in work for one course that you handed in for credit for another course without the permission of both instructors

When you use published words, data or thoughts, you must footnote your use. There are several footnote formats; in history we generally follow the Chicago Manual of Style. When you use the words or ideas of friends or classmates, you should thank them in an endnote (e.g., "I am grateful to so-and-so for the argument in the third paragraph." If friends just give you reactions, but not suggestions, you need not acknowledge that help in print although it is gracious to do so.)

You can strengthen your paper by using material written by others as long as you acknowledge your use and as long as you use that material as a building block for your own thinking rather than as a substitute for it.

The academic and scientific worlds depend on people using the work of others in their own work. Dishonesty destroys the possibility of working together as colleagues. Scholars and researchers do not advance knowledge by passing off others' work as their own. Students do not learn by copying what they should think out on their own.

Unintentional plagiarism is still plagiarism. Now that you have read this, you cannot plead ignorance. If you have any questions about the proper acknowledgement of help, be sure to ask the instructor.

Adapted from the Statement on Plagiarism, Department of History, SUNY Stony Brook, Undergraduate Bulletin, Fall 2001.