

History 3710
The American Revolution
Spring 2019

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Office hours: W 9:30-10:30 or by appointment

Course Description: This class will examine the era of the American Revolution through a combination of lectures, readings, class discussions, and film clips. We will examine the collapse of the British Empire in America, the growth of radicalism and loyalism in the colonies, the progress and effects of the war, the influence of radical ideas in post-Revolutionary society and culture, efforts to construct new state governments, and the formulation of a new constitution for the confederated states.

Format: This is a combined lecture and discussion course. I expect students to complete a set of assigned readings prior to every class meeting and be prepared to discuss them in class. Active learning through discussion is a vital part of the course. If you are uncomfortable speaking in class, please see me at the beginning of the semester to work out an alternative to vocal class participation. Everyone is expected to attend class, keep up with the readings, participate in discussions, and fulfill the graded requirements described below.

Learning Outcomes: At the end of this semester, students should:

- know the basic narrative of events of the Revolutionary era, ca. 1763-1789;
- be able to identify the principal causes and effects of the American Revolution;
- understand the principal interpretive disagreements about the Revolution;
- be able to craft an effective historical essay, with a clear argument and the use of both primary and secondary sources.

To understand the context for these learning outcomes, see the full range of disciplinary learning outcomes as outlined on [the History Department's web page](#).

Readings: There are three required books for this class; all are available for purchase at the University Bookstore and are also on two-hour reserve at Marriott Library. All other readings are posted on Canvas. The required books are:

Alfred F. Young, *The Shoemaker and the Revolution*;
David Hackett Fischer, *Washington's Crossing*; and
Leonard Richards, *Shays's Rebellion: The American Revolution's Final Battle*.

Requirements and Grading: There will be two blue-book exams in this course: a midterm and a final. The final exam is not comprehensive; the two exams will be identical in format. I will distribute study guides for both exams ahead of time. You will also write an 8-page essay based on research in primary and secondary sources in which you will make an argument about the social effects of the Revolution. The essay

assignment will be distributed and discussed ahead of time in class. Your participation grade will include attendance, participation in class discussions, and occasional quizzes or in-class writing assignments. Participation points cannot be made up; you must be present in class to earn them. Excused absences will result in an averaging of participation grades from other class meetings. Each student is allowed a maximum of three excused absences for the semester; more than three absences will result in a failing participation grade for the course. Your grade will be calculated as follows:

-midterm exam:	25%
-research paper:	30%
-final exam:	30%
-participation:	15%

Attendance: All students are expected to attend every class meeting. If an unavoidable conflict arises, speak with me ahead of time. Excused absences require advance notice and documentation, no matter what the excuse. Any other absence is unexcused. Three unexcused absences for the semester will result in a failing participation grade.

Classroom policies:

- You should turn your cell phone off during class. Students observed reading or sending texts during class will be asked to leave.
- You may use laptops and other mobile devices for taking notes and consulting assigned readings, but you may not surf the internet, check Facebook, or manage other personal tasks during class. Students observed doing so will be asked to leave.
- Please arrive on time and stay for the duration of the class. If you need to leave early, please let me know in advance.
- This class relies on student participation in classroom discussion. Please come prepared and willing to engage in conversation about the assigned readings.

SCHEDULE

N.B.: All reading assignments are to be completed on the day they are listed on the syllabus.

Week One: Jan. 7 - 11. Introduction.

1/7: Syllabus and requirements.

1/9: Independence: a close reading.

-The Declaration of Independence:

<https://www.archives.gov/founding-docs/declaration-transcript>

-Young, *The Shoemaker and the Tea Party*, vii-xvii, 3-32.

Week Two: Jan. 14 - 18. Imperial achievements and challenges.

1/14: The British Empire in peace and war.

-James Thomson, "Rule, Britannia":

<http://www.poetryfoundation.org/poem/174671>

-Young, *The Shoemaker and the Tea Party*, 33-84.

- 1/16: Problems of empire.
-Royal Proclamation of 1763:
http://avalon.law.yale.edu/18th_century/proc1763.asp
-Cantonment of His Majesty's Forces in North America..., Oct. 1766:
<https://www.loc.gov/resource/g3301r.ar011800/>
-Young, *The Shoemaker and the Tea Party*, 85-142.

Week Three: Jan. 21 - 25. Imperial reform and resistance.

- 1/21: No class: Martin Luther King Jr. day.
- 1/23: The Stamp Act.
-Virginia Stamp Act Resolutions, May 30, 1765:
<http://www.history.org/history/teaching/tchcrvar.cfm>
-Resolutions of the Stamp Act Congress, Oct. 19, 1765:
http://avalon.law.yale.edu/18th_century/resolu65.asp
-"William Pym" and Benjamin Franklin on the Stamp Act, 1765-1766 [C]
-Thomas Hutchinson to [Richard Jackson], Aug. 16 and 30, 1765, *CTH* 1:279-281, 291-294. [C]

Week Four: Jan. 28 – Feb. 1. Taxes and death.

- 1/28: The Townshend Duties.
-Young, *The Shoemaker and the Tea Party*, 143-207.
-John Dickinson, *Letters from a Farmer in Pennsylvania* (1767), letter 1 and letter 10: https://oll.libertyfund.org/titles/690#lf0010_head_004
https://oll.libertyfund.org/titles/690#lf0010_head_013
- 1/30: Boston: crucible of revolution.
-Bernard Bailyn, "The Index and Commentaries of Harbottle Dorr," *Proceedings of the Massachusetts Historical Society*, 3rd Ser., 85 (1973), 21-35,
<https://www.jstor.org/stable/25080743>

Week Five: Feb. 4 - 8. Crises east and west.

- 2/4: The Contest for the West.
-Dunmore to Dartmouth, 18 Mar 1774, in Davies, ed., *DAR* 8:65-67. [C]
-Hermann Wellenreuther, "White Eyes and the Delawares' Vision of an Indian State," *Pennsylvania History* 68 (2001), 139-161,
<https://www.jstor.org/stable/27774318>.
- 2/6: Coercion and response.
-Julie Flavell, "British Perceptions of New England and the Decision for a Coercive Colonial Policy, 1774-1775," in Julie Flavell and Stephen Conway, eds., *Britain and America Go to War: The Impact of War and Warfare in Anglo-America, 1754-1815* (University Press of Florida, 2004), 95-115. [C]

Week Six: Feb. 11 - 15. The first civil war.

2/11: Common sense?

-Thomas Paine, *Common Sense*. [C]

2/13: Loyalist ideology and experience.

-Choose any five memorials from Loyalists on the website of The On-Line Institute for Advanced Loyalist Studies:

<http://www.royalprovincial.com/military/mems/mems.htm>.

-Fischer, *Washington's Crossing*, 1-114.

Week Seven: Feb. 18 - 22. Hard fighting.

2/18: No class: Presidents' Day.

2/20: A "War of Posts."

-George Washington to Congress, 24 Sept. 1776:

<https://www.loc.gov/resource/mgw3a.002/?sp=2>.

-Fischer, *Washington's Crossing*, 115-205.

Week Eight: Feb. 25 – Mar. 1. Alliance and victory—and the midterm exam.

2/25: The war in the south.

-George Washington, Circular Letter to the States, 27 Aug. 1780:

<https://www.loc.gov/item/mgw425127/>

-Fischer, *Washington's Crossing*, 206-289.

3/1: Franklin in Paris; Cornwallis at Yorktown.

-Fischer, *Washington's Crossing*, 290-379.

Week Nine: Mar. 4 - 8. Revolutionary implications.

3/4: The lessons of war.

3/6: *Midterm exam. Bring blue book to class.*

Week Ten: Mar. 11 - 15. Spring break.

Week Eleven: Mar. 18 - 22. Land and dispossession.

3/18: The problem of revolutionary radicalism.

-Bernard Bailyn, "Political Experience and Enlightenment Ideas." [C]

-Rowland Berthoff and John Murrin, "Feudalism, Communalism." [C]

-Holly Brewer, "Entailing Aristocracy in Colonial Virginia." [C]

-Research paper proposal due.

3/20: Emancipation and slavery.

-Four petitions against slavery, Massachusetts, 1773-1777:

<http://www.historyisaweapon.com/defcon1/fourpetitionsagainstsavery.html>

-Pennsylvania, Act for Gradual Emancipation, 1780:

http://avalon.law.yale.edu/18th_century/pennst01.asp

-Fredrika Teute Schmidt and Barbara Ripel Wilhelm, "Early Proslavery Petitions in Virginia," *The William and Mary Quarterly*, 3rd Ser., 30 (1973), 133-146, <https://www.jstor.org/stable/1923706>

Week Twelve: Mar. 25 - 29. Citizenship and its discontents.

3/25: Native Americans and western lands.

-Jane T. Merritt, "Native Peoples in the Revolutionary War." [C]

-Thomas Jefferson, "Plan for Government of the Western Territory [3 Feb.-23 Apr. 1784]." [C]

3/27: Virtue, gender, and citizenship.

-Abigail Adams to John Adams, 31 Mar. 1776:

http://www.masshist.org/digitaladams/archive/doc?id=L17760331aa&bc=%2Fdigitaladams%2Farchive%2Fbrowse%2Fletters_1774_1777.php

-John Adams to Abigail Adams, 14 Apr 1776:

http://www.masshist.org/digitaladams/archive/doc?id=L17760414ja&bc=%2Fdigitaladams%2Farchive%2Fbrowse%2Fletters_1774_1777.php

-Abigail Adams to John Adams, 7 May 1776:

http://www.masshist.org/digitaladams/archive/doc?id=L17760507aa&bc=%2Fdigitaladams%2Farchive%2Fbrowse%2Fletters_1774_1777.php

-Rosemarie Zagari, "Morals, Manners, and the Republican Mother: *American Quarterly* 44:2 (1992), 192-215: <https://www.jstor.org/stable/2713040>

Week Thirteen: Apr. 1 - 5. Revolution and government.

4/1: *Research paper due in class.* Class discussion of paper topics.

4/3: The American Revolution in film.

-*Williamsburg: The Story of a Patriot* [C]

-*Revolution* [C]

-*Mary Silliman's War* [C]

Week Fourteen: Apr. 8 - 12. The "Critical Period."

4/8: Crises of the 1780s.

-Richards, *Shays's Rebellion*, ix-x, 1-62.

-The Pennsylvania Constitution of 1776:

<http://www.nhinet.org/ccs/docs/pa-1776.htm>

-The Massachusetts Constitution of 1780:

<http://www.nhinet.org/ccs/docs/ma-1780.htm>

4/10: Discussion: Richards, *Shays's Rebellion*.

-Richards, *Shays's Rebellion*, 63-164.

Week Fifteen: Apr. 15 - 19. The Revolution secured?

4/15: The constitution drafted.

-The Constitution of the United States of America:

http://www.archives.gov/exhibits/charters/constitution_transcript.html

4/17: The constitution debated.

-Richard Henry Lee, *Letters From the Federal Farmer* #2, 9 Oct. 1787:

<http://www.constitution.org/afp/fedfar02.txt>.

-James Winthrop, *Letters of Agrippa* #4, 3 Dec. 1787:

<http://www.constitution.org/afp/agrippa.txt>

-Federalist #10:

<https://www.congress.gov/resources/display/content/The+Federalist+Papers#TheFederalistPapers-10>

-Federalist # 51:

<https://www.congress.gov/resources/display/content/The+Federalist+Papers#TheFederalistPapers-51>

-Federalist #84:

<https://www.congress.gov/resources/display/content/The+Federalist+Papers#TheFederalistPapers-84>

Week Sixteen: Apr. 22 - 26. Legacies.

4/22: Revolutionary legacies.

Final Exam: Tuesday, April 30, 8:00 a.m. -10:00 p.m. Please bring a blue book.



Additional Resources and Policies:

Academic Assistance

If you want additional help, please contact the University Writing Center and/or the ASUU Tutoring Center:

University Writing Center: <http://www.writingcenter.utah.edu/>

ASUU Tutoring Center: <http://tutoringcenter.utah.edu/>

Disabilities

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will help arrange for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services. <http://disability.utah.edu/>

Student Wellness

Personal concerns such as stress, anxiety, relationship difficulties, depression, and cross-cultural differences can interfere with a student's ability to succeed and thrive at the

University of Utah. For helpful resources contact the Center for Student Wellness; www.wellness.utah.edu; 801-581-7776.

Content Accommodations

Some of the materials in this course may that conflict with the core beliefs of some students. Please review the syllabus carefully and, if you have a concern, discuss it with me at your earliest convenience. For more information, consult the University of Utah's Accommodations Policy: <http://academic-affairs.utah.edu/wp-content/uploads/sites/3/2015/03/accommodations-policy.pdf>

Academic Misconduct

No cheating. Details here: <http://regulations.utah.edu/academics/6-400.php>. Academic misconduct will result in a failing assignment, and possibly a failing grade in the class. You will also be entered in a campus-wide database. The College of Humanities has a "2-strikes" policy. If you have been caught before, you will fail this class. If you have failed a class before for academic misconduct and do it again, the college will initiate proceedings to expel you.

Faculty Responsibilities

I am here to help you learn. Please feel free to talk to me after class, during office hours or during an alternative appointment. Outside of the classroom, email is the best way to reach me. **Please use my university account, not the email function in Canvas.** I will usually respond to emails within 24 hours.

Note

This syllabus is not a binding contract; it may be modified by the instructor when the student is given reasonable notice of the modification.