

History 344
Fall, 1990
TuR 9:30-10:45, 1651 Humanities
Sect. 301 - R 1:20-2:10 1186 Gym-Nat.
302 - R 2:25-3:15 2637 Humanities
303 - W 1:20-2:10 2131 Humanities
304 - W 2:25-3:15 2653 Humanities

Charles L. Cohen
4115 Humanities
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Office hours: T 8-9, W 3:30-4:30

THE AMERICAN REVOLUTION

As we enter the third century of life under the Federal Constitution, you will surely wish to purchase the following required readings in local book stores:

E. Wayne Carp, To Starve the Army at Pleasure
Christopher Collier and James Collier, Decision in Philadelphia
Eric Foner, Tom Paine and Revolutionary America
Jack P. Greene, ed., From Colonies to Nation, 1763-1789
Pauline Maier, From Resistance to Revolution

In addition, the following packet of required materials is available at Kinko's Copy Service, 620 University Avenue:

When in the Course: A Reader for History 344

Contents: Robert W. Tucker and David C. Hendrickson, The Fall of the First British Empire (selection); Richard R. Johnson, "'Parliamentary Egotisms': The Clash of Legislatures in the Making of the American Revolution"; Ian Christie, "British Politics and The American Revolution"; P. D. G. Thomas, "George III and the American Revolution"; Hiller Zobel, The Boston Massacre (selection); Dirk Hoerder, Crowd Action in Revolutionary Massachusetts, 1765-1780 (selection); Thomas Doerflinger, A Vigorous Spirit of Enterprise (selection); Gary Nash, Forging Freedom (selection); Joseph Tiedemann, "A Revolution Foiled: Queens County, New York, 1775-1776"; John Shy, A People Numerous and Armed (selection); Charles Royster, "A Society and Its War"; Merrill Jensen, The American Revolution Within America (selection); Benjamin Quarles, "The Revolutionary War as a Black Declaration of Independence"; Mary Beth Norton, "'What an Alarming Crisis is This': Southern Women and the American Revolution"; Nathan Hatch, "In Pursuit of Religious Freedom: Church, State, and People in the New Republic"; Jack P. Greene, All Men are Created Equal; "Massachusetts Constitution of 1780"; Merrill Jensen, The New Nation (selection); Jack Greene, Peripheries and Center (selection); Jackson Turner Main, "The American States in the Revolutionary Era"; Richard Morris, The Forging of the Union (selection)

All of these readings have been placed on three-hour reserve in both the Library of the State Historical Society and the College Library, Helen C. White Hall.

Written Assignments

You are required to write three 5-page papers and a final examination. Papers must be typed and double-spaced; they are due at the beginning of class on the day indicated. Please note that you have two options for each paper, due on different dates; you may choose your option, but you may not turn in two options for one paper. Page 5 of this syllabus lists the due dates and topics.

Rewrite Policy

You may rewrite any paper, in which case you should discuss the matter with me; if you wish merely to question a grade but do not want to rewrite the paper, talk with Anne Lewis. To rewrite a paper, you must first talk with me about such details as the new due date and the kinds of changes to be made. You must inform me of your decision to rewrite by the end of the next class session after Anne Lewis first returns the original version. I will be flexible regarding the amount of time you may have for revisions, but in general you should not expect to have more than a week in which to revise your work. The old draft (plus any separate sheet of comments) must accompany the new version. Please note that simply rewriting a paper will not in itself guarantee a higher grade; you must substantially improve the essay, following my comments to be sure but initiating your own changes too.

Grading

Simplicity itself. Each paper, the final exam, and class participation count 20% of the final grade. Class discussion will be evaluated on a combination of attendance and quality (which is not identical to quantity).

<u>Date</u>	<u>Lecture Program and Assignments</u>
Sept. 4	His Majesty's Empire Surveyed
6	Seats of Power: the British Government Reading: Greene, COLONIES, doc. 1
11	The Rising Colonies
13	Ties that (Loosely) Bind: the Imperial Relationship to 1763 Reading: Tucker and Hendrickson, FALL OF THE FIRST BRITISH EMPIRE, 146-86; Johnson, "Parliamentary Egotisms"; Christie, "British Politics"; Thomas, "George III"
18	Ideologies of Resistance
20	The Genesis of Imperial Reorganization Reading: Greene, COLONIES, 13A, 15A, 15D-F, 22A, 24A, 28A, 29A, 30A
25	The Colonies Stamped First Paper Due - Option 1
27	Townshend's Folly Reading: Maier, RESISTANCE TO REVOLUTION, 3-157; Zobel, BOSTON MASSACRE, 24-47; Hoerder, CROWD ACTION, 85-118

<u>Date</u>	<u>Lecture Program and Assignments</u>
Oct. 2	A Watchful Respite First Paper Due - Option 2
4	The Final Crisis Brews Reading: Greene, COLONIES, 3, 5, 6C, 7E, 8, 13B, 14C, 18, 24B, 32
9	The Colonies Mobilize
11	The Revolutionary Coalition Reading: Foner, TOM PAINE, 1-106; Doerflinger, A VIGOROUS SPIRIT, 167-96; Nash, FORGING FREEDOM, 8-46
16	Deliberating Independence Second Paper Due - Option 1
18	Howe Now Brown Cow: the War for Independence, 1776-77 Reading: Maier, RESISTANCE TO REBELLION, 161-296; Tiedemann, "Revolution Foiled"; Shy, PEOPLE NUMEROUS, 165-79
23	War on the Waves and in the West Second Paper Due - Option 2
25	The World Turned Upside Down: the War for Independence, 1778-1781 Reading: Carp, TO STARVE THE ARMY, 1-167; Royster, "A Society and Its War"
30	Fighting a Revolutionary War
Nov. 1	Poor Congress
6	American Society: (R)evolutionary Changes
8	American Society: Revolution for Whom? Reading: Jensen, AMERICAN REVOLUTION, 51-108; Quarles, "Revolutionary War as Black Declaration"; Norton, "What an Alarming Crisis!"; Hatch, "In Pursuit of Religious Freedom"; Greene, ALL MEN ARE CREATED EQUAL
13	Republicanism Third Paper Due - Option 1

Paper Topics

In writing these essays, you should draw on the lectures, the secondary sources, and, as much as possible, the primary documents. You may of course draw on materials from outside the course, but you are not required to. You may choose another topic if the following suggested ones bore, fatigue or disorient you, but you must consult with me **before** so proceeding.

Paper 1

Option 1 - Due Sept. 25. Discuss Gov. Francis Bernard's plan to restructure imperial governance. How well did his effort take the realities of both colonial and British society and politics into account?

Option 2 - Due Oct. 2. Discuss the role crowds played in the resistance movement. Who comprised them, who led them, and what did participants intend to accomplish?

Paper 2

Option 1 - Due Oct. 16. Using Philadelphia as a test case, discuss the extent to which colonists rebelled because the British threatened their rights, or because they jeopardized particular interests.

Option 2 - Due Oct. 23. Evaluate the importance of revolutionary rhetoric in mobilizing colonists to resist Great Britain. How broad was its appeal?

Paper 3

Option 1 - Due Nov. 13. Considering the various groups that made up American society in the late eighteenth century, did the Revolution enlarge the spheres of liberty Americans enjoyed?

Option 2 - Due Nov. 20. Discuss the process of writing the state constitutions (particularly those of Pennsylvania, Virginia and Massachusetts), and explain whether, on the basis of the new state governments drawn up between 1776-1780, one may rightly describe the Revolution as a "democratic" movement. (Be sure to define what "democratic" means.)

A PROCLAMATION

Regarding Late Papers

Whereas it may come to pass that one or more individuals, whether through dilatoriness, dereliction, irresponsibility, or chutzpah, may seek respite and surcease from escriptorial demands through procrastination, delay, and downright evasion:

And whereas this unhappy happenstance contributes mightily to malfeasance on the part of parties of the second part (i.e. students, the instructed, you) and irascibility on the part of us (i.e., me, and by extension, my TA):

Be it therefore known, understood, apprehended, and comprehended:

That all assignments must reach us, or be tendered to the Department Receptionist, on or by the exact hour announced in class, and that failure to comply with this wholesome and most generous regulation shall result in the assignment forfeiting one half letter grade for each day for which it is tardy (i.e. an "A" shall become an "AB"), "one day" being defined as a 24-hour period commencing at the announced hour on which the assignment is due; and that the aforementioned reduction in grade shall continue for each succeeding day of delay until either the assignment shall be remitted or its value shrunk unto nothingness. And let all acknowledge that the responsibility for our receiving papers deposited surreptitio (i.e., in my mailbox or under my door), whether timely or belated, resides with the aforementioned second part parties (i.e., you again), hence onus for the miscarriage of such items falls upon the writer's head (i.e. until I clutch your scribbles to my breast, I assume you have not turned them in, all protestations to the contrary notwithstanding).

Be it nevertheless affirmed:

That the greater part of justice residing in mercy, it may behoove us, acting entirely through our gracious prerogative, to award an extension in such cases that merit it, extensions being granted only upon consultation with us, in which case a negotiated due date shall be proclaimed; it being perfectly well understood that failure to observe this new deadline shall result in the immediate and irreversible failure of the assignment (i.e., an "F"), its value being accounted as a null set and less than that of a vile mote. It should be noted that routine disruptions to routine (i.e. lack of sleep occasioned by pink badgers dancing on the ceiling) do not conduce to mercy, but that severe dislocations brought on by Acts of God (exceedingly traumatic events to the body and/or soul, such as having the earth swallow one up on the way to delivering the assignment) perpetrated either on oneself or on one's loving kindred, do.

And we wish to trumpet forth:

That our purpose in declaiming said proclamation, is not essentially to terminate the wanton flouting of didactic directions, but to encourage our beloved students to consult with us, and apprehend us of their difficulties aforehand (i.e., talk to me, baby), so that the cruel axe of the executioner fall not upon their Grade Point Average and smite it with a vengeance.

To which proclamation, we do affix our seal: