

History 344
Spring, 1988
MW 7:00-8:15pm, 1221 Humanities
Sect. 301 - W 8:30-9:20pm, 2131 Humanities
302 - F 11:00-11:50, 2111 Humanities

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4115 Humanities
263-1956, -1800 (Dept.)
Office hours: M 11-12,
W 6-7pm, F 8:45-9:45

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:

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
Robert Gross, The Minutemen and Their World
Pauline Maier, From Resistance to Revolution
James Kirby Martin and Mark Lender, A Respectable Army

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"; Hiller Zobel, The Boston Massacre (selection); Dirk Hoerder, Crowd Action in Revolutionary Massachusetts, 1765-1780 (selection); Robert Middlekauff, "Why Men Fought in the American Revolution"; Rhys Isaac, The Transformation of Virginia, 1740-1790 (selection); Merrill Jensen, The American Revolution Within America (selection); Jack P. Greene, All Men are Created Equal; Jack Rakove, "The Legacy of the Articles of Confederation"; Merrill Jensen, "The Articles of Confederation"

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. The papers 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. Due dates and topics are listed on page 4 of the syllabus.

Rewrite Policy

You may rewrite any paper, but only after talking 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 a paper within a week of the time I hand the original version back. 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 some changes on your own.

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>
Jan. 20	His Majesty's Empire Surveyed
25	Seats of Power: the British Government
27	The Rising Colonies
	Reading: Tucker and Hendrickson, FALL OF THE FIRST BRITISH EMPIRE, 106-86; Johnson, "Parliamentary Egotisms"; Christie, "British Politics"
Feb. 1	Ties that (Loosely) Bind: the Imperial Relationship to 1763
3	Ideologies of Resistance
	Reading: Greene, COLONIES, docs. 13A, 15A, 15D F, 16B, 22A, 24A, 28A
8	The Genesis of Imperial Reorganization
	First Paper Due - Option 1
10	The Colonies Stamped
	Reading: Maier, RESISTANCE TO REVOLUTION, 3-157; Zobel, BOSTON MASSACRE, 24-47; Hoerder, CROWD ACTION, 85-118
15	Townshend's Folly
17	A Watchful Respite
	Reading: Greene, COLONIES, 5, 6C, 7E, 8, 13B, 14C, 18
22	The Final Crisis Brews
	First Paper Due - Option 2
24	The Colonies Mobilize
	Reading: Foner, TOM PAINE, 1-106; Gross, MINUTEMEN, 3-132
29	The Revolutionary Coalition

<u>Date</u>	<u>Lecture Program and Assignments</u>
Mar. 2	Deliberating Independence Reading: Greene, COLONIES, 24B-C, 25B, 32; Maier, RESISTANCE TO REBELLION, 161-296
7	Howe Now Brown Cow: the War for Independence, 1776-77 Second Paper Due - Option 1
9	The World Turned Upside Down: the War for Independence, 1778-1781 Discussion: Mapping the Revolution - Michael Edmonds
14	VACATION -
16	TAKE A REAL WHIG TO FORT LAUDERDALE
21	Fighting a Revolutionary War
23	Weapons and Tactics - James Watson, guest lecturer Reading: Martin and Lender, A RESPECTABLE ARMY; Middlekauff, "Why Men Fought"
28	An Empire Dissolving in Cartoons - slide presentation Second Paper Due - Option 2
30	Poor Congress Reading: Foner, TOM PAINE, 107-270 [Note: Friday section will be rescheduled]
Apr. 4	American Society: (R)evolutionary Changes
6	American Society: Revolution for Whom? Reading: Gross, MINUTEMEN, 133-91; Isaac, TRANSFORMATION, 271-322; Jensen, AMERICAN REVOLUTION, 51-108; Greene, ALL MEN ARE CREATED EQUAL.
11	Republicanism Third Paper Due - Option 1
13	Constituting the States Reading: Greene, COLONIES, 30B, 33-37
18	The Confederation at Work Third Paper Due - Option 2
20	A Nation at Risk?

Date Lecture Program and Assignments

Reading: Greene, COLONIES, 47, 56; Rakove, "Legacy"; Jensen, "Articles of Confederation"

25 The Constitutional Convention

27 The Second American Constitution

Reading: Collier and Collier, DECISION IN PHILADELPHIA, 3-248; Greene, COLONIES, 57A-B, 58

May 2 Ratifying the Constitution Richard Leffler

4 The American Revolution Considered

Reading: Collier and Collier, DECISION, 249-273; Greene, COLONIES, 59-60, 62

TBA Final Examination

Paper TopicsPaper 1

Option 1 - Due Feb. 8. According to the colonists' rhetoric, why did Americans resist the British imperial program?

Option 2 - Due Feb. 22. How did the British and American understandings of the imperial constitution differ?

Paper 2

Option 1 - Due Mar. 7. Discuss the leadership of the patriot resistance movement and their importance in bringing about anti-British agitation. Who were they, what did they want, and to what degree did they direct the activities of their followers?

Option 2 - Due Mar. 28. Assess the accomplishments of the American armed forces during the War for Independence. Who made up the American military, and what did they achieve?

Paper 3

Option 1 - Due April 11. What was the single most "revolutionary" change in American society brought about by the events of the 1760s-1780s?

Option 2 - Due April 18. Discuss the proposition that the Revolution democratized American life.

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 escorial 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);

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

That all assignments must reach us, or be deposited in such place that we may obtain them easily (i.e. my mailbox, under my office door, or 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.

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 decided on; 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 intentions, 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:

