

History 344  
Spring, 1989  
TuTh 9:30-10:45, 1217 Humanities  
Sect. 301 - Th 1:20-2:10, 23 Commerce  
302 - Th 2:25-3:15, 2261 Humanities

Charles L. Cohen  
4115 Humanities  
263-1956, -1800 (Dept.)  
Office hours: Tu 11-11:30  
Th 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:

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  
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"; 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); Mark Egnal, A Mighty Empire (selection); Joseph Tiedemann, "A Revolution Foiled: Queens County, New York, 1775-1776"; Don Higginbotham, "Reflections on the War of Independence, Modern Guerrilla Warfare, and the War in Vietnam"; Charles Royster, "A Society and Its War"; Richard Morris, The Forging of the Union (selection); Merrill Jensen, "The Articles of Confederation"; Jack Rakove, "The Legacy of the Articles of Confederation"; 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); Peter Onuf, The Origins of the Federal Republic (selection); Jack Greene, Peripheries and Center (selection); Jackson Turner Main, "The American States in the Revolutionary Era"

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, 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 by the end of the next class session after I first return 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 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. 24	His Majesty's Empire Surveyed
26	Seats of Power: the British Government  <b>Reading:</b> Greene, COLONIES, doc. 1
31	The Rising Colonies
Feb. 2	Ties that (Loosely) Bind: the Imperial Relationship to 1763  <b>Reading:</b> Tucker and Hendrickson, FALL OF THE FIRST BRITISH EMPIRE, 146-86; Johnson, "Parliamentary Egotisms"; Christie, "British Politics"; Thomas, "George III" [note: we will have to reschedule these sections]
7	Ideologies of Resistance
9	The Genesis of Imperial Reorganization  <b>Reading:</b> Greene, COLONIES, docs. 13A, 15A, 15D-F, 22A, 24A, 28A, 29A, 30A
14	The Colonies Stamped
16	Townshend's Folly  <b>Reading:</b> Maier, RESISTANCE TO REVOLUTION, 3-157; Zobel, BOSTON MASSACRE, 24-47; Hoerder, CROWD ACTION, 85-118
21	A Watchful Respite

First Paper Due - Option 1

- 23 The Final Crisis Brews  
**Reading:** Greene, COLONIES, 3, 5, 6C, 7E, 8, 13B, 14C, 18, 24B, 32
- 28 The Colonies Mobilize  
**First Paper Due - Option 2**
- Mar. 2 The Revolutionary Coalition  
**Reading:** Foner, TOM PAINE, 1-106; Egnal, MIGHTY EMPIRE, 271-327
- 7 Deliberating Independence
- 9 Howe Now Brown Cow: the War for Independence, 1776-77  
**Reading:** Maier, RESISTANCE TO REBELLION, 161-296; Tiedemann, "Revolution Foiled"
- 14 War on the Waves and in the West  
**Second Paper Due - Option 1**
- 16 The World Turned Upside Down: the War for Independence, 1778-1781  
**Reading:** Don Higginbotham, "Reflections on the War of Independence"  
**Discussion:** Mapping the Revolution - Michael Edmonds, guest speaker
- 21 VACATION -
- 23 TAKE A REAL WHIG TO FORT LAUDERDALE
- 28 Fighting a Revolutionary War
- 30 Weapons and Tactics - James Watson, guest lecturer  
**Reading:** Martin and Lender, A RESPECTABLE ARMY; Royster, "A Society and Its War"
- Apr. 4 An Empire Dissolving in Cartoons - slide presentation  
**Second Paper Due - Option 2**
- 6 Poor Congress  
**Reading:** Greene, COLONIES, 47; Morris, FORGING OF THE UNION, 80-110; Jensen, "Articles of Confederation"; Rakove, "Legacy of the Article of Confederation"
- 11 American Society: (R)evolutionary Changes
- 6 American Society: Revolution for Whom?



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 Feb. 21.** Discuss the central themes in the colonists' rhetoric of resistance 1763-1776. Did those themes remain constant, or did they shift with political circumstances?

**Option 2 - Due Feb. 28.** Analyze British imperial policies 1763-1775. What were the British trying to accomplish, and why did they proceed in the ways they did?

Paper 2

**Option 1 - Due Mar. 14.** The patriot resistance movement consisted of many different groups and factions, sometimes working at cross-purposes or at least with different agendas in mind. What sorts of people composed the resistance movement, what did they hope to achieve through it, and how successfully did they realize their goals?

**Option 2 - Due April 4.** The colonists entered into the War for Independence possessing certain notions about the nature of government, their society, and themselves as members of that society. Discuss how those ideals structured the American war effort. Did the experience of the war challenge or confirm those ideals?

Paper 3

**Option 1 - Due April 18.** Some historians see the Revolution liberating Americans from old political, social, and cultural restraints, suggesting that it permitted them more freedoms than they had previously enjoyed. Do you agree?

**Option 2 - Due April 25.** Discuss the process of writing the state constitutions (particularly those of Pennsylvania 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 escritorial 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 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 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: