

HISTORY 456: REVOLUTIONARY AMERICA
FALL 2019

T/TH, 2:00PM-3:20PM || 214 MCKENZIE HALL
OPEN OFFICE/STUDENT HOURS: WEDNESDAYS, 12:30PM-3:30PM OR BY APPOINTMENT

Professor Madar || 305 McKenzie Hall || amadar@uoregon.edu

COURSE OVERVIEW

In this course we will explore how revolutionary America and the American Revolution has been defined, narrated, and understood by historians and the various ways that people of different backgrounds, genders, ethnicities, and statuses experienced the era and the war itself.

OBJECTIVES

In this course, students will:

- Come to understand the causes and consequences of the American Revolution and gain insight into the significance of the revolutionary era.
- Critically engage with existing scholarship on the revolutionary era and consider how that scholarship enhances our understanding of the time period.
- Identify arguments and evaluate evidence through critical engagement with primary and secondary sources.
- Carry out the initial steps of a research project and hone and improve their writing skills.
- Build a supportive class community and engage meaningfully together to challenge their thinking and deepen their understanding of the revolutionary era.
- Have positive, respectful, and informative interactions with people—both past and present—whose lives and experiences are different from their own.

ASSIGNMENTS

CLASS MEETINGS-ATTENDANCE, PARTICIPATION, ENGAGEMENT (15%): You are expected to attend all class meetings, arrive on time, and be engaged. Besides contributing regularly in both small and larger group discussions, engagement also means being attentive when others are speaking and being an active learner (taking notes, asking questions, listening carefully to others, etc).

PRIMARY SOURCE ANALYSES (20%): During the quarter you will write **three** primary source analyses (SAs). Your SA is due in hard copy at the beginning of class on the day the source will be discussed. You may choose any source assigned for that particular day. An instruction sheet on how to approach these assignments is on Canvas. You will have an opportunity to rewrite **one** SA during the quarter, if you so choose. SAs should be typed, double-spaced, in Times New Roman 11- or 12-pt font.

BOOK REVIEWS (20%): You will write book reviews for **two** of the three books assigned this quarter. These are due in hard copy on the day we discuss the book. An instruction sheet on how to approach these assignments is on Canvas. You will have an opportunity to rewrite **one** book review during the quarter, if you so choose. They are to be 3-4 pages in length and should be typed, double-spaced, in Times New Roman 11- or 12-pt font.

“MID”TERM EXAM (20%): You will take a cumulative exam in this class made up of identifications and short essays.

RESEARCH PROJECT (25%): For your research project, you will write a prospectus and annotated bibliography for a research paper on some aspect of Revolutionary America. You will NOT write the actual paper, but the process of choosing a topic and formulating a research question will be the same. An instruction sheet with due dates and how to approach this assignment is on Canvas.

REQUIRED TEXTS: The following books are required for this course. A copy of each has been put on reserve at the library. All other readings will be posted on Canvas, unless otherwise noted.

- Dunbar, Erica Armstrong. *Never Caught: The Washingtons' Relentless Pursuit of Their Runaway Slave, Ona Judge*. New York: Atria, 2017.
- Holton, Woody. *Forced Founders: Indians, Debtors, and Slaves and the Making of the American Revolution*. Chapel Hill: University of North Carolina Press, 1999.
- Saunt, Claudio. *West of the Revolution: An Uncommon History of 1776*. New York: W. W. Norton & Co., 2014.

CLASS POLICIES AND REMINDERS

SUPPORT: There is no shame in struggling or asking for help. Therefore, if you find yourself overwhelmed or having trouble, please come talk to me so we can problem solve together.

MISSING CLASS: If you are traveling on the day of class to a university event, or if you are sick, please let me know in advance when possible and provide proper documentation. Unexpected emergencies happen, so if this is the case, please be in touch as soon as you are able.

TURNING IN ASSIGNMENTS: All assignments will be turned in in hard copy unless otherwise noted. Your research project, for example, will be uploaded to Canvas. If you will be absent from class the day an assignment is due, you can email it to me as a Word document by the start of class.

Failure to turn in **all** required course assignments will result in a failure of the class.

LATE WORK AND EXTENSIONS: Late work will be docked 1/3 of a letter grade for every day it is late. An assignment is deemed late if it is not turned in at the start of class. For example, an A paper that is one day late can earn nothing higher than a A-. If turned in two days late, that paper can earn nothing higher than a B+.

All students are allowed **one** 2-day extension. This extension can be used for a SA or book review. I do not need details as to why you need the extension, but I do need to know when you use it. Please let me know via email before the assignment is due so I can make note of it.

EMAILS: I check email periodically throughout the day and will always respond as quickly as I can. It is important that you check your email on a regular basis, as it is the way I will communicate with you outside of class meetings.

GRADE “SCALE”:

A: Work both you and I agree is exceptional in its grasp of the material and its precision and insight.

B: Work that satisfies the main criteria, demonstrates command of the material, but does not achieve the excellence of A work.

C: Work that demonstrates a rudimentary grasp of the material and satisfies at least some of the assigned criteria reasonably well.

D: Substandard work.

F: Unacceptable or incomplete work.

TECHNOLOGY: Technology can enhance learning, but it can also interrupt and distract. Please do not browse the internet, check social media, or email during class. In addition, all phones must be turned off and put away for the duration of class. *Any use of technology that is not *directly required* by class activities could result in a full letter grade being deducted from your final grade.* If you have a situation in which you need to be available at a moment’s notice (an emergency or a potential emergency), please let me know before the start of class.

ACADEMIC INTEGRITY: The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the student’s obligation to clarify the question with the instructor before committing or attempting to commit the act. Please contact me with any questions you have about academic conduct.

ACCESSIBILITY: The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

EQUITY AND INCLUSION: The University of Oregon is a place where people from different cultures and experiences learn together; understanding and respecting these differences are critical for the university to be a place of open-minded inquiry where, in challenging the boundaries of knowledge, we include and value all members of our community. The university values our diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community.

PROHIBITED DISCRIMINATION AND HARASSMENT REPORTING: Discrimination and harassment of any kind will not be tolerated. Students experiencing any form of prohibited discrimination or harassment, including sex- or gender-based violence, may seek information on <http://safe.uoregon.edu>, <https://respect.uoregon.edu>, <https://titleix.uoregon.edu>, or <https://aaeo.uoregon.edu> or contact the non-confidential Title IX office (541-346-8136), AAEO office (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help.

I have read and understand the objectives, policies, and expectations of this course. If I have any questions regarding assignments/due dates/course readings, I will first consult the syllabus and course schedule before asking a fellow student or contacting Professor Madar.

Name

Date

HIST 456 COURSE SCHEDULE	
REVOLUTIONARY AMERICA: WHAT DO WE KNOW? HOW IS IT INTERPRETED?	
WEEK 1 OCT. 1 & OCT. 3	<p>T: CLASS INTRODUCTION</p> <p>TH: HISTORIOGRAPHY <u>READING FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - HIST 456 Syllabus and Course Schedule - Michael Hattem, The Historiography of the American Revolution: A Timeline <p><u>ASSIGNMENTS FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - Bring with you to class the signature page (signed) from the syllabus and any questions you might have regarding either the syllabus or the course schedule. - Take notes on all readings and come to class prepared to discuss.
PRECONDITIONS OF THE REVOLUTION	
WEEK 2 OCT. 8 & OCT. 10	<p>T: To 1763 <u>READING FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - Primary sources on Canvas - “When Young George Washington Started a War,” https://www.smithsonianmag.com/history/when-young-george-washington-started-war-180973076/ - Start reading Holton, <i>Forced Founders</i> <p><u>ASSIGNMENTS FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - Take notes on all readings and come to class prepared to discuss. - Meet with me for research topic approval by <u>October 18</u>. <p>TH: PRECONDITIONS OF THE REVOLUTION <u>READING FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - Primary sources on Canvas - Continue reading Holton, <i>Forced Founders</i> <p><u>ASSIGNMENTS FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - SA #1 due in class - Take notes on all readings and come to class prepared to discuss. - Meet with me for research topic approval by <u>October 18</u>.
DECLARING INDEPENDENCE	
WEEK 3 OCT. 15 & OCT. 17	<p>T: DECLARING INDEPENDENCE <u>READING FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - Primary sources on Canvas - Continue reading Holton, <i>Forced Founders</i> <p><u>ASSIGNMENTS FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - Take notes on all readings and come to class prepared to discuss. - Meet with me for research topic approval by <u>October 18</u>.

	<p>TH: FORCED FOUNDERS <u>READING FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - Holton, <i>Forced Founders</i> due today <p><u>ASSIGNMENTS FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - Book Review due in class (if you so choose) - Meet with me for research topic approval by tomorrow!
LOYALTIES	
<p>WEEK 4 OCT. 22 & OCT. 24</p>	<p>T: LOYALISTS <u>READING FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - Primary sources on Canvas - Reading for final project <p><u>ASSIGNMENTS FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - Take notes on all readings and come to class prepared to discuss. <p>TH: THE ENSLAVED CHOOSE SIDES <u>READING FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - Primary sources on Canvas <p><u>ASSIGNMENTS FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - SA #2 due in class - Take notes on all readings and come to class prepared to discuss.
<p>WEEK 5 OCT. 29 & OCT. 31</p>	<p>T: MARY SILLIMAN'S WAR <u>READING FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - Start reading Saunt, <i>West of the Revolution</i> - Reading for final project <p><u>ASSIGNMENT FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - Work on final research project: finding/reading sources, formulating possible questions, etc. <p>TH: LOYALTIES ON THE MARGINS <u>READING FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - Primary sources on Canvas - Continue reading Saunt, <i>West of the Revolution</i> <p><u>ASSIGNMENTS FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - Take notes on all readings and come to class prepared to discuss. - Work on final research project: finding/reading sources, formulating possible questions, etc.
WEST OF THE REVOLUTION AND THE AFTERMATH	
<p>WEEK 6 Nov. 5 & Nov. 7</p>	<p>T: WEST OF THE REVOLUTION <u>READING FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - Saunt, <i>West of the Revolution</i> due today

	<p><u>ASSIGNMENT FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - Book Review due in class today (if you so choose) <p>TH: AFTERMATH OF THE REVOLUTION</p> <p>READING FOR THURSDAY:</p> <ul style="list-style-type: none"> - Primary sources on Canvas - Start reading Dunbar, <i>Never Caught</i> <p><u>ASSIGNMENTS FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - Take notes on all readings and come to class prepared to discuss. - Continue working on your final research project: finding/reading sources, formulating possible questions, etc.
MIDTERM AND THE CONSTITUTION	
<p>WEEK 7 Nov. 12 & Nov. 14</p>	<p>T: MIDTERM</p> <p>TH: THE CONSTITUTION</p> <p>READING FOR THURSDAY:</p> <ul style="list-style-type: none"> - Primary sources on Canvas <p><u>ASSIGNMENTS FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - Research Project assignment due today - Take notes on all readings and come to class prepared to discuss.
FREEDOM FOR WHOM?	
<p>WEEK 8 Nov. 19 & Nov. 21</p>	<p>T: SLAVERY</p> <p>READING FOR TUESDAY:</p> <ul style="list-style-type: none"> - Primary sources on Canvas - Continue reading Dunbar, <i>Never Caught</i> <p><u>ASSIGNMENT FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - Take notes on all readings and come to class prepared to discuss. <p>TH: NEVER CAUGHT</p> <p>READING FOR THURSDAY:</p> <ul style="list-style-type: none"> - Dunbar, <i>Never Caught</i> due today <p><u>ASSIGNMENT FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - Book Review due in class (if you so choose) LAST CHANCE!
FINAL PROJECT PREPARATION	
<p>WEEK 9 Nov. 26 & Nov. 28</p>	<p>T: RESEARCH DAY-NO CLASS</p> <p><u>ASSIGNMENT FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - It would be a good idea to get rough drafts done early. I'm always available to read drafts of both your annotations and prospectuses to make sure you're on the right track. You can send them via email and I will respond as quickly as possible. <p>TH: THANKSGIVING BREAK-NO CLASS</p>

AGE OF REVOLUTIONS	
WEEK 10 DEC. 3 & DEC. 5	<p>T: AGE OF REVOLUTIONS</p> <p><u>READING FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - Primary sources on Canvas <p><u>ASSIGNMENTS FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - SA #3 due in class - Take notes on all readings and come to class prepared to discuss. <p>TH: REVOLUTIONARY AMERICA</p> <p><u>ASSIGNMENT FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - Work on your research project and come to class prepared to share your research question and some of your findings with your classmates.
FINALS WEEK DEC. 9	RESEARCH PROJECT DUE (UPLOADED TO CANVAS) BY 5:00PM ON MONDAY, DECEMBER 9