

The American Revolution, 1763-1815

HIST 564, Fall 2016

MWF 12:20-1:10, Davie 301

Professor: Kathleen DuVal

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Office hours: M 1:15-2:15, W 8:45-9:45 a.m., & by appt.

Required Books

All books are on reserve in the Undergraduate Library and available at various booksellers.

Robert A. Gross, *The Minutemen and Their World* (New York, 1976; 2001)

Alex Myers, *Revolutionary* (New York, 2014)

Kathleen DuVal, *Independence Lost: Lives on the Edge of the American Revolution* (New York, 2015) [I will donate royalties to the UNC American Indian Center.]

Cassandra Pybus, *Epic Journeys of Freedom: Runaway Slaves of the American Revolution and Their Global Quest for Liberty* (Boston, 2006)

The Class Schedule (later in this syllabus) lists reading assignments.

Purpose of the Course

In this course, we will study the causes of the American Revolution, the violent separation of thirteen British colonies from their empire, and the construction of a new nation. Along the way, we will consider the creation and evolution of American identity. What would the residents of North America in 1765 have called themselves? How did some of them come together to declare their independence from England and their unity as Americans? How did they go about defining themselves differently from their enemy and defeating a great world power? Why did some residents of North America fight for the British, leave the colony entirely, fight against the British but not become U.S. citizens, or remain untouched by revolution? Once the rebels won the war, who became citizens, and who was left out? What did it mean to be an American in 1776? 1783? 1803? 2016?

About Your Professor

Kathleen DuVal is a professor in the UNC History Department and a historian of early America, specializing in the history of interactions among American Indians, Europeans, and Africans. Professor DuVal is the author of many books and articles, including *Independence Lost: Lives on the Edge of the American Revolution* (2015) and *The Native Ground: Indians and Colonists in the Heart of the Continent* (2006).

Assignments for Undergraduates and MA Students

Class Attendance: I will take attendance in class. You may have up to two unexcused absences without penalty. A few required films will replace some of the Friday classes. Attendance will count for 5% of your final grade.

In-class Participation: We will have short discussions during the lectures and longer discussions of the readings on some days, usually Fridays. If the Class Schedule (in this syllabus) lists a reading assignment for a particular day, you should come to class that day having completed the reading assignment and being prepared to discuss it. If you do the reading and participate

actively and constructively in the discussions throughout the term, you will receive a good participation grade. If you find that you have difficulty speaking in class, please see Professor DuVal. In the middle of the semester, I will tell each student what grade you are earning thus far for participation. Participation will count for 5% of your final grade.

Paragraphs: When the syllabus lists a Paragraph Question for your group, at the beginning of that class turn in one typed, double-spaced paragraph of 150 to 200 words (approx. 1/2 page) answering the question. Because one of the goals of this class is to improve your writing, your grade will reflect the quality of the writing as well as the thoughtfulness of your answer to the question. The first sentence of the paragraph should be a strong thesis that answers the question. The following sentences should support that thesis. Include examples from the readings, explain how they support your answer, and cite any sources with footnotes. The final sentence should sum up the paragraph. I will not accept late, un-typed, or inordinately short or long paragraphs. There will be a subsequent rewrite assignment for the first paragraph. The average of your paragraphs and the rewrite will count for 25% of your final grade.

Reading Quizzes: Periodically throughout the semester, I will give reading quizzes on Sakai. These will be basic, factual questions. Your best four quiz grades will count. There will be no make-up quizzes. The four quizzes will count for 15% of your final grade.

History in Memory Report: For this paper, you will choose and visit a revolutionary-era historical site. You must clear the site with me ahead of time. Pay careful attention to the way history is presented in the site's plaques, tour, and/or exhibits. In a well-structured paper of 1,250 to 1,500 words (about 5-6 double-spaced pages), assess the historical accuracy of the site's presentation. You may want to consider some of the following questions: What is the argument or perspective of the people who wrote the plaques, gave the tour, or created the exhibit? Based on your knowledge of the Revolution, do you agree with their account? How would various individuals or groups that we have talked or read about in this class (for example, Minutemen, George Washington, Thomas Hutchinson, Lemuel Haynes, Molly Brant, Bernardo de Gálvez, Abigail Adams) judge the site's accuracy? (If you cannot get to a historical site, we can devise an alternative, such as reviewing an online exhibit.) **WARNING:** This paper should not simply discuss the site or film but should make and defend an argument. The History in Memory Report is due Fri., Nov. 11. It will count for 25% of your final grade.

Final Exam: This open-book and open-note exam will have three parts. In Part One, you will choose one of two cumulative questions on a major theme of the class and answer it by incorporating evidence from lecture and readings. In Part Two, you will answer a question on one of the documents we have read for class. In Part Three, I will provide a new document for you to interpret within the themes of the class. Your writing for the final will total approximately the equivalent of ten typewritten pages (you will write in a blue book). The final will count for 25% of your final grade. You may take the final from 12-2 on either Dec. 14 or Dec. 16. Please note that our scheduled final is Dec. 16, the last day of finals, so I will not be able to schedule later makeup finals. If you cannot take the final at the regular time, please take it on Dec. 14.

Assignments for History Graduate Students

- Attend lecture & participate in discussion (except days entitled “Discussion,” which are optional for you).
- Construct and complete a list of additional readings, with my consultation.
- Write 2-page book reviews of Gross and Pybus (each due the day the book is to be finished) and three additional monographs from your list (due Sept. 7, Oct. 12, and Nov. 9). For examples, see book reviews in the *William and Mary Quarterly* or *Journal of American History*.
- Complete an additional assignment, approved by me beforehand. This assignment could be a historiographic paper, a mock qualifying exam, or your real qualifying exam.

Please see Sakai for additional information, including more guidelines for the writing assignments and a copy of the honor code, which is in effect for all classes at UNC.

Class Schedule

Week 1—Introduction to the American Revolution

Wed., Aug. 24 Introduction

Fri., Aug. 26 Historiography of the American Revolution

Reading Assignment:

Edward Countryman, “Indians, the Colonial Order, and the Social Significance of the American Revolution,” *William and Mary Quarterly* 53 (April 1996) (JSTOR)

Jane Kamensky and Edward G. Gray, introduction to *The Oxford Handbook of The American Revolution* (New York, 2013), pp. 1-9 (E-book available through UNC Library)

Rosemarie Zagarri, “The American Revolution and a New National Politics,” *Oxford Handbook of The American Revolution* (E-book available through UNC Library)

Washington Irving, “Rip Van Winkle,” 1819 (primary source on Sakai)

Week 2—North America in 1765

Mon., Aug. 29 Colonial America, A Tour, part 1

Wed., Aug. 31 Colonial America, A Tour, part 2

Week 3—Foreshadow of Revolution?

Mon., Sept. 5 No class—Labor Day

Wed., Sept. 7 Sources of Instability
History Graduate Students book review due

Sept. 7 afternoon showing of *Last of the Mohicans* (Michael Mann, 1992)

Fri., Sept. 9 Discussion

Reading Assignment (primary sources on Sakai):

Benjamin Franklin, *The Autobiography of Benjamin Franklin*, excerpt

Venture Smith, *A Narrative of the Life and Adventures of Venture, a Native of Africa: But*

Resident above Sixty Years in the United States of America, Related by Himself, excerpt

Diary of Elizabeth Sandwith, excerpt

Diary of John Adams, excerpt

Paragraph Question (Group 1): Choose one of the four primary accounts. What can you tell about what is important to the writer? Do not try to cover everything—just pick one important finding on which you can base a topic sentence and paragraph. Explain your point with examples from the accounts, cited with footnotes. Summarize the main point in the final sentence.

Week 4—Imperial Crisis

Mon., Sept. 12 The Seven Years' War Stirs Things Up

Reading Assignment:

Albany Plan of Union, 1754, http://avalon.law.yale.edu/18th_century/albany.asp

Wed., Sept. 14 American Responses

Reading Assignment:

Resolutions of the Congress, Oct. 19, 1765, http://avalon.law.yale.edu/18th_century/resolu65.asp

Fri., Sept. 16 Discussion

Reading Assignment: *Minutemen and Their World*, prologue and chapters 1-3

Paragraph Question (Group 2): What did Concordians think about Bostonians' protests against the Empire in the 1760s and early 1770s? Do not try to cover everything—just pick one important point on which you can base a topic sentence and paragraph. Explain your point with examples from *Minutemen and Their World*, cited with footnotes. Summarize the main point of your paragraph in the final sentence.

Week 5—The Colonists Are Revolting

Mon., Sept. 19 A Tea Party

Reading Assignment: Association of the Sons of Liberty in NY, Dec. 15, 1773,

http://avalon.law.yale.edu/18th_century/assoc_sons_ny_1773.asp

Wed., Sept. 21 How People Made Up Their Minds

Paragraph Rewrite due for Group 1

Fri., Sept. 23 Discussion

Reading Assignment: *The Minutemen and Their World*, chapters 4-7

History Graduate Students book review due

Week 6—Forging a Revolution

Mon., Sept. 26 The War Begins

Wed., Sept. 28 Waging a War
Paragraph Rewrite due for Group 2

Fri., Sept. 30 Discussion

Reading Assignment: *Revolutionary*, chapters 1-9

Paragraph Question (Group 1): Choose one character from the book: explain one way in which gender affects what this character does.

Week 7—Kingless

Mon., Oct. 3 From Monarchism to Republicanism

Wed., Oct. 5 Discussion

Reading Assignment:

Revolutionary, chapter 10-epilogue

The Mecklenburgh Resolutions, May 20, 1775 (primary source on Sakai)

The Declaration of Independence, 1776 (primary source on Sakai)

Halifax Resolves, April 12, 1776 (primary source on Sakai)

Paragraph Question (Group 2): From the Declaration of Independence, choose and explain one of the charges against King George III in the context of what you have learned about the Revolution thus far.

Oct. 5 afternoon showing of excerpts of *1776* (Peter H. Hunt, 1972) and *Hamilton* (Lin-Manuel Miranda, 2015)

Week 8—A Revolutionary People?

Mon., Oct. 10 Who's Revolting?

Reading Assignment:

Woody Holton, “ ‘Rebel against Rebel’: Enslaved Virginians and the Coming of the American Revolution,” *Virginia Magazine of History and Biography* 105 (1997), 157-192 (JSTOR)

Wed., Oct. 12 Discussion

Reading Assignment (primary sources on Sakai):

Speech of Oneidas to New England Officials, 1775

Speech of Congress to a Visiting Iroquois Delegation, June 11, 1776

Upper Creek Headman Emistisiguo to British Superintendent of Indian Affairs John Stuart, November 19, 1776

British Superintendent of Indian Affairs John Stuart to Chickasaws and Choctaws, May 14, 1777

History Graduate Students book review due

Week 8—The Revolutionary War

Mon., Oct. 17 Not a Short War

Fall Break

Week 9—Who Will Win?

Mon., Oct. 24 The War Continues

Wed., Oct. 26 War in the West

Fri., Oct. 28 Discussion

Reading Assignment: *Independence Lost*, introduction through chapter 11

Week 10—Winning the War, Winning the Peace

Mon., Oct. 31 Winning the War

Wed., Nov. 2 Peace & War

Fri., Nov. 4 Discussion

Reading Assignment: *Independence Lost*, chapter 12 through conclusion

Paragraph Question (Group 1): Devise your own question on *Independence Lost*.

Week 11—A New Nation?

Mon., Nov. 7 A New Nation or Thirteen Victorious Colonies?

Wed., Nov. 9 Discussion

Reading Assignment (primary sources on Sakai):

Constitution of North Carolina, Dec. 18, 1776

The Articles of Confederation and Perpetual Union, 1781

The Constitution of the United States of America, 1787

James Madison, Federalist Paper #10, 1787

Mercy Otis Warren, *Observations on the New Constitution* (excerpt), 1788

The First Ten Amendments (“The Bill of Rights”), 1791

History Graduate Students book review due

Fri., Nov. 11 ***History in Memory Report due***

Week 12—A New Nation!

Mon., Nov. 14 A New Nation, Second Try

Wed., Nov. 16 Women in the Early Republic

Fri., Nov. 18 Discussion

Reading Assignment: *Epic Journeys of Freedom*, prologue through chapter 6

Week 13—Citizenship in a New Nation

Mon., Nov. 21 Slavery in a Land of Liberty

Reading Assignment: Anti-Slavery Petition to the Massachusetts State Assembly, Jan. 13, 1777

Thanksgiving Break

Week 14—Empire of Liberty

Mon., Nov. 28 Revolutions at Home and Abroad

Reading Assignment: “Thomas Jefferson and Alexander Hamilton on the Economy, 1785-1816”
(primary sources on Sakai)

Wed., Nov. 30 An Empire of Their Own

Nov. 30 afternoon showing of *The Crossing* (Robert Harmon, 2000)

Fri., Dec. 2 Discussion

Reading Assignment: *Epic Journeys of Freedom*, chapter 7 through epilogue

Paragraph Question (Group 2): Devise your own question on *Epic Journeys of Freedom*.

History Graduate Students book review due

Week 15—America and Americans

Mon., Dec. 5 An America for the Nineteenth Century

Wed., Dec. 7 Legacies

Reading Assignment:

Washington’s Farewell Address, September 1796 (primary source on Sakai)

Review the essays you read for Aug. 26

Final Times (choose one): Wednesday, Dec. 14, 12-2, Davie 301

Friday, Dec. 16, 12-2, Davie 301