



History 422
Eva Sheppard Wolf
Spring 2007

Founding of the American Nation

Office Location: SCI 267

Office Hours: M/W 2:45-3:45; F 11:15-12:15

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Course Description: This lecture-discussion course explores the origins, ideology, and consequences of the American Revolution, covering the period from the 1760s to the 1820s. While we will focus in large measure on the distinctly American political ideas that propelled and evolved from the Revolutionary movement, we will also discuss the social and cultural implications of the Revolution, especially regarding African Americans and women.

Learning Objectives: In this course students will learn to

- identify the key features of American political development that shaped American Revolutionary ideas.
- make a convincing argument about the causes of the American Revolution using evidence from lectures, readings, and research.
- make a convincing argument about the effects of the American Revolution, including how the Revolution shaped the early national period, using evidence from lectures and readings.
- identify and describe important actors and groups.
- generate a chronology of major events.
- analyze primary source texts and explain their significance in the context of Revolutionary and early national history.

Prerequisites: History 120 and History 300 are recommended. Please see instructor if you have not taken these courses.

Blackboard: Links to useful websites, a Discussion board, and some assignment hand-outs will be available on Blackboard at <http://online.sfsu.edu/>. You can sign in using your SFSU ID and PAC. Please make sure you have set up your SFSU email account to forward email to your most frequently used account since I frequently communicate with students by email.

Books available for purchase at the SFSU bookstore and on reserve at the library:

Required:

- Jon Butler, *Becoming America*
- Bernard Bailyn, *The Ideological Origins of the American Revolution*
- Thomas Paine, *Common Sense*
- Pauline Maier, ed., *Declaration of Independence and Constitution of the US* [not on reserve—go ahead and buy it]
- Carol Berkin, *Revolutionary Mothers*
- Gary Nash, *Forging Freedom: The Formation of Philadelphia's Black Community, 1720-1840*
- Kaminski and Leffler, eds., *Federalists and Antifederalists*
- Jack Rakove, *James Madison*

Optional:

Tindall and Shi, *America: A Narrative History* OR another college-level textbook of your choice

Assignments and Weights of Grades

<u>Assignment</u>	<u>Weight</u>	<u>Due</u>
Class Discussion and Participation	10%	Every week
Essay Analyzing a Pamphlet of the Revolution, 5-6 pages.	15%	2/26 (draft) and 3/5
Midterm Exam.	15%	3/14
Inform Instructor of Choice on Papers	(participation)	3/19
Federalist-Antifederalist Debate, Including Notes for Debate.	10%	4/23
Research Paper Due. <input type="checkbox"/> Optional for Undergraduate Students Who Have Taken Hist. 300 (7-9 pp.) <input type="checkbox"/> Mandatory for Graduate Students (10-12 pp.) OR Two Short Paper (3-5 pages each) (12.5% Each) <input type="checkbox"/> Mandatory for Students Who Have NOT Taken Hist. 300	25%	5/11 OR 4/6 and 5/4
Cumulative Final Exam	25%	5/25

Course Schedule

Note: all assigned reading should be *completed* by the time of the class meeting in which it is listed.

PART ONE	AMERICA IN THE MID-EIGHTEENTH CENTURY
W 1/24	Introduction and discussion: What is a Revolution? Also, tips for reading, intro. to Blackboard.
F 1/26	Lecture: What were the distinctive characteristics of mid 18th-century American politics? Read: Tindall and Shi, ch. 2 (skim) and ch. 3 (colonial America).
M 1/29	Lecture: How did the English Civil War and Glorious Revolution affect American political development?
W 1/31	<u>Discussion</u> : Butler, <i>Becoming America</i> , chaps. 1-2. What was the nature of colonial society?
F 2/2	Lecture: What was the nature of the imperial relationship between the colonies and mother country? Read Tindall and Shi, ch. 4 (imperial perspective).
M 2/5	Lecture: How did the French and Indian War alter colonial and British ideas about the imperial relationship?
W 2/7	<u>Discussion</u> : Bailyn, <i>Ideological Origins</i> , chaps. 1-2; Butler, <i>Becoming America</i> , ch. 3.
F 2/9	Discussion of Pamphlet Essay Assignment and in-class analysis of a primary source. Also, discussion of plagiarism.
PART TWO	A CRISIS ENSUES
M 2/12	Pamphlet for essay must be photocopied by the end of the day. Lecture: What were the origins and consequences of the Stamp Act Crisis?
W 2/14	<u>Discussion</u> : Bailyn, <i>Ideological Origins</i> , ch. 3; Butler, ch. 5
F 2/16	Lecture: How did the imperial crisis continue and change through the passage of the Townshend duties?
M 2/19	Lecture: What caused the escalation of hostility from the Boston Massacre through to the Coercive Acts?
W 2/21	<u>Discussion</u> : Bailyn, <i>Ideological Origins</i> , chaps. 4-5.
F 2/23 No class	No class--work on your essay.

M 2/26	Draft of primary source essay due Lecture: How did the Continental Congresses represent changing American views?
W 2/28	Students return peer-reviewed drafts and discuss essays.
F 3/2	Lecture: What caused the outbreak of war and how did it proceed?
M 3/5	Primary source essay due, including draft and peer review. Lecture: What were the origins of the Declaration of Independence and what was its meaning when it was passed? Read Maier, <i>Declaration and Constitution</i> , pp. 4-16 & 53-58; and Butler, <i>Becoming America</i> , ch. 6.
W 3/7	Lecture: What happened to those who remained loyal to England? IDs to study for midterm handed out.
F 3/9	<u>Discussion</u> : Paine, <i>Common Sense</i> ; and Butler, <i>Becoming America</i> , ch. 6.
M 3/12	<u>Discussion</u> : What caused the American Revolution? Read Tindall and Shi, ch. 5, as a review (from empire to independence).
W 3/14	IN-CLASS MIDTERM

PART THREE	MAKING A NEW NATION
F 3/16	Lecture: How did the war proceed in the North in 1776? –Battle of Brooklyn; Crossing the Delaware Read Tindall and Shi, ch. 6 (the war and social effects of the Revolution).
M 3/19	Undergraduate students inform instructor of choice on remaining papers. Lecture: How did the war proceed in the North in 1777? –Philadelphia, Saratoga Read Nash, <i>Forging Freedom</i> , chaps 1-2
W 3/21	Lecture: How did the war proceed in the South in 1778-79? Read: Berkin, <i>Revolutionary Mothers</i> , Intro.-ch. 3.
F 3/23	Lecture: How did the war proceed in the South in 1780-81? (maybe some video from <i>Revolution!</i>) Read: Berkin, <i>Revolutionary Mothers</i> , chaps. 4-6. Research paper writers inform instructor of research topic.

M 3/26	Lecture: How did the War Affect Native Americans?
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	Read Berkin, <i>Revolutionary Mothers</i> , ch. 7
W 3/28	Lecture: How did the American Revolution affect slavery and race in the South? Read Berkin, <i>Revolutionary Mothers</i> , chaps. 8-10
F 3/30 No Class— Cesar Chavez Day	No Class—catch up on reading!
M 4/2	Lecture: How did the American Revolution affect slavery and race in the North? Read Nash, <i>Forging Freedom</i> , chaps. 3-6. Optional reading: Bailyn, <i>Ideological Origins</i> , ch. 6
W 4/4	<u>Discussion</u> : How did the Revolution affect women, African Americans, and Native Americans? Berkin, <i>Revolutionary Mothers</i> ; and Nash, <i>Forging Freedom</i> , chaps. 1-6.
F 4/6	3-5-page paper due for those not writing a research paper. Lecture: How did the Articles of Confederation shape American political life? Read: Rakove, <i>James Madison</i> , chaps. 1-4.
M-F 4/9-13 Spring Break	SPRING BREAK
M 4/16	Lecture: Did the crisis of the 1780s threaten the success of the Revolution? Federalist-Antifederalist debate assignment handed out.
W 4/18	Lecture: How did the proceedings of the Constitutional Convention shape our national government? Read Rakove, <i>James Madison</i> , chaps. 5-7; Maier, <i>Declaration and Constitution</i> , pp. 17-34 & 59-77, and Tindall and Shi, ch. 7 (Confederation to Constitution);
F 4/20	<u>Discussion</u> : Federalists vs. Antifederalists (see assignment handout)
M 4/23	Debate : Federalists vs. Antifederalists (see assignment handout). Turn in notes for debate.
PART FOUR	TOWARD A DEMOCRATIC REPUBLIC?
W 4/25	Lecture: How did ideological battles between Federalists and Antifederalists play themselves out in the battle for ratification and the beginning of the first administration? Read Rakove, <i>James Madison</i> , ch. 8; Maier, <i>Declaration and Constitution</i> ,

	pp. 34-46 & 78-80; Tindall and Shi, ch. 8 (the Federalist years)
F 4/27	Lecture: What did disagreements over economic policy reveal about the how early leaders envisioned America's destiny? Read Rakove, <i>James Madison</i> , ch. 9
M 4/30	Lecture: Why did a government designed to create a stronger union yield such bitter party rivalry in the mid to late 1790s? Read Rakove, <i>James Madison</i> , chaps. 10-12
W 5/2	Lecture: To what extent was the "Revolution of 1800" really a revolution?
F 5/4	3-5-page paper due for those not writing a research paper. <u>Discussion:</u> Rakove, <i>James Madison</i> , chaps. 1-12; the 1790s
M 5/7	Lecture: How did westward expansion take place in the early 1800s and how did it affect American Indians? Read Tindall and Shi, ch. 9 (the early republic to 1815).
W 5/9	Lecture: To what extent did Jefferson's foreign policy reflect Revolutionary ideals? Read: Rakove, <i>James Madison</i> , ch. 13
F 5/11	Research paper due. Lecture: How did the War of 1812 reflect and shape United States' status as an independent nation? Read: Rakove, <i>James Madison</i> , chaps. 14-15
M 5/14	<u>Discussion:</u> Rakove, <i>James Madison</i> , chaps. 13-17; Nash, <i>Forging Freedom</i> , chaps. 7-8; Appleby, <i>Inheriting the Revolution</i> , ch. 8 (on e-reserve)
W 5/16	Final exam info. handed out. Mini-lecture: What were the Revolution's legacies in the era after the War of 1812? <u>Discussion:</u> What kind of revolution was the American Revolution?
F 5/25 8:00-10:30 a.m.	FINAL EXAM

Policies and Procedures:

Attendance: Regular attendance is considered part of participation. Poor attendance will be reflected in your participation grade.

Late work: Papers turned in late *will be marked down ONE letter grade for EVERY day past the due date*, up to 3 days; thereafter, late work will be accepted at *half credit*, up to one week late. *Work turned in more than one week late WILL NOT be accepted*, and the student will receive a “zero” on the assignment.

Exception: Students may request extensions if a dire or emergency situations prevent them from completing assignments in a timely fashion, but *extensions will be granted only BEFORE the due date, and not ex post facto*. That is to say, you may not receive an extension after the due date has passed.

Plagiarism and Cheating: Since our goal is to seek truth, academic honesty is absolutely essential. Plagiarism and cheating, which strike at the core of the university’s mission, will not be tolerated. Cases of suspected academic dishonesty, including plagiarism and cheating, will be referred to the judicial affairs officer of the university, and offenders will be punished according to university guidelines. If you have any questions about what constitutes plagiarism or cheating, *please ask*. In addition, we will discuss these topics in class.

Accommodation: If you need accommodation for a documented disability, please let me know.

Grading scale: 93-96 A
90-92 A-
87-89 B+
etc.