



History 422
Prof. Eva Sheppard Wolf
Fall 2009

Founding of the American Nation

Office Location: SCI 267

Office Hours: Office Hours: M/W 3:15-4:00; F 1:10-2:00, and by appointment

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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 period of Jefferson's presidency. 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 me if you have not taken these courses.

Email: 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 but inexpensive and worth having—go ahead and buy it]
- Carol Berkin, *Revolutionary Mothers*
- Douglas Egerton, *Death or Liberty: African Americans and Revolutionary America*
- 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

Additional for Graduate Students to purchase at a local bookstore or online:

- Gordon S. Wood, *The Creation of the American Republic*

Assignments and Weights of Grades for Undergraduates

<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.	17.5%	10/2 (draft) and 10/7
Midterm Exam, Essay and IDs.	20%	10/19
Inform Instructor of Sources to be Used for 2 nd paper	(participation)	10/30
Essay Analyzing Revolutionary-Era Newspapers, 4-5 pages.	17.5%	11/13
Federalist-Antifederalist Debate, Including Notes for Debate.	10%	11/20
Cumulative Final Exam, Essay, IDs, and Quotation Analysis.	25%	12/21

Assignments and Weights of Grades for Graduate Students

<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%	10/2 (draft) and 10/7
Midterm Exam.	15%	10/19
Inform Instructor of Research Paper Topic	(participation)	10/28
Federalist-Antifederalist Debate, Including Notes for Debate.	10%	11/20
Book Review of Wood, <i>Creation of the American Republic</i> , 3-4 pages. Please consult separate reading schedule for the book.	10%	12/2
Research Paper Due, 10-12 pp.	20%	12/14
Cumulative Final Exam	20%	12/21

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 8/26	Introduction. Discussion: What is a Revolution? What made the American Revolution distinctive?
F 8/28	Lecture: How did the English Civil War and Glorious Revolution affect American political development? Read: Tindall and Shi, ch. 2 (skim) and ch. 3 (colonial America).
M 8/31	Lecture: What were the distinctive characteristics of mid 18th-century American politics?
W 9/2	<u>Discussion</u> : Butler, <i>Becoming America</i> , chaps. 1-2. What was the nature of colonial society?
F 9/4	NO CLASS. CAMPUS-WIDE FURLOUGH DAY DUE TO STATE BUDGET CUTS .
M 9/7	NO CLASS. LABOR DAY.
W 9/9	Lecture: What was the nature of the imperial relationship between the colonies and mother country? Read Tindall and Shi, ch. 4 (imperial perspective).
F 9/11	Lecture: How did the French and Indian War alter colonial and British ideas about the imperial relationship?
M 9/14	<u>Discussion</u> : Bailyn, <i>Ideological Origins</i> , chaps. 1-2; Butler, <i>Becoming America</i> , ch. 3.
W 9/16	Discussion of Pamphlet Essay Assignment and in-class analysis of a primary source. Also, discussion of what constitutes plagiarism.
PART TWO	A CRISIS ENSUES
F 9/18	Lecture: What were the origins and consequences of the Stamp Act Crisis?
M 9/21	Pamphlet for essay must be photocopied or printed by class time. <u>Discussion</u> : Bailyn, <i>Ideological Origins</i> , ch. 1-3; Butler, ch. 3, 5.
W 9/23	Lecture: How did the imperial crisis continue and change through the passage of the Townshend duties?
F 9/25	Lecture: What caused the escalation of hostility from the Boston Massacre through to the Coercive Acts?
M 9/28	NO CLASS. YOM. KIPPUR. If you are not observing Yom Kippur, work on your essay.
W 9/30	<u>Discussion</u> : Bailyn, <i>Ideological Origins</i> , chaps. 4-5.

F 10/2	Draft of primary source essay due Lecture: How did the Continental Congresses represent changing American views?
M 10/5	Students return peer-reviewed drafts and discuss essays.
W 10/7	Primary source essay due, including draft and peer review. Lecture: What caused the outbreak of war and how did it proceed?
F 10/9	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.
M 10/12	Lecture: What happened to those who remained loyal to England? IDs to study for midterm handed out.
W 10/14	<u>Discussion</u> : Paine, <i>Common Sense</i> ; and Butler, <i>Becoming America</i> , ch. 6.
F 10/16	<u>Discussion and Review for Midterm</u> : What caused the American Revolution? Read Tindall and Shi, ch. 5, as a review (from empire to independence).
M 10/19	IN-CLASS MIDTERM
PART THREE	MAKING A NEW NATION
W 10/21	Lecture: How did the war proceed in the North in 1776? Read Tindall and Shi, ch. 6 (the war and social effects of the Revolution). Read Egerton, <i>Death or Liberty</i> , prologue, chaps. 1-2; Berkin, <i>Revolutionary Mothers</i> , Intro.-ch. 3.
F 10/23	NO CLASS. CAMPUS-WIDE FURLOUGH DAY DUE TO STATE BUDGET CUTS .
M 10/26	NO CLASS. CAMPUS-WIDE FURLOUGH DAY DUE TO STATE BUDGET CUTS .
W 10/28	Graduate students inform instruction of research topic. Lecture: How did the war proceed in the North in 1777? Read: <i>Revolutionary Mothers</i> , chaps. 4-6; Egerton, <i>Death or Liberty</i> , chap. 3. Discussion of newspaper analysis assignment.
F 10/30	Undergraduates inform instructor of newspaper sources. Lecture: How did the War Affect Native Americans? Read: Berkin, <i>Revolutionary Mothers</i> , ch. 7.
M 11/2	Lecture: How did the war proceed in the South, 1779-81? Read: Berkin, <i>Revolutionary Mothers</i> , ch. 8-10
W 11/4	Lecture: How did the American Revolution affect slavery and race in the South? Read: Egerton, <i>Death or Liberty</i> , chaps. 5-6.
F 11/6	Lecture: How did the American Revolution affect slavery and race in the North? Read Egerton, <i>Death or Liberty</i> , chaps. 4,7. Optional reading: Bailyn, <i>Ideological Origins</i> , ch. 6

M 11/9	<u>Discussion</u> : How did the Revolution affect women, African Americans, and Native Americans? Berkin, <i>Revolutionary Mothers</i> ; Egerton, <i>Death or Liberty</i> , chaps. 1-6; and your newspapers!
W 11/11	Lecture: How did the Articles of Confederation shape American political life? Read: Rakove, <i>James Madison</i> , chaps. 1-4
F 11/13	Undergraduate paper analyzing newspapers due. Lecture: Did the crisis of the 1780s threaten the success of the Revolution?
M 11/16	Federalist-Antifederalist debate assignment handed out. 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; Egerton, <i>Death or Liberty</i> , chap. 9. Read: Tindall and Shi, ch. 7 (Confederation to Constitution)
W 11/18	<u>Discussion</u> : Federalists vs. Antifederalists (see assignment handout)
F 11/20	Debate : Federalists vs. Antifederalists (see assignment handout). Turn in notes for debate.
Nov. 23-27	Thanksgiving Break.
PART FOUR	TOWARD A DEMOCRATIC REPUBLIC?
M 11/30	Lecture: How did ideological battles between Federalists and Antifederalists shape the politics 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)
W 12/2	Graduate book review of <i>Creation</i> due. 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
F 12/4	<u>Discussion</u> : Rakove, <i>James Madison</i> , ch. 1-9.
M 12/7	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 12/9	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).
F 12/11	Lecture: To what extent did Jefferson's presidency reflect Revolutionary ideals? Read: Rakove, <i>James Madison</i> , ch. 13. Final exam info. handed out.
M 12/14	Graduate research paper due. <u>Discussion</u> : Appleby, <i>Inheriting the Revolution</i> , ch. 8 (on e-reserve; password is TJ1800); and Revolutionary legacies.

M 12/21, 10:45-1:15

FINAL EXAM held in our regular classroom. No make-ups or rescheduling allowed. See note below.

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 1/3 letter grade for EVERY day past the due date*, up to one week; thereafter, late work will be accepted at *half credit*, up to two weeks late. *Work turned in more than two weeks 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.

Final Exam: If you will not be able to attend the final exam, you must drop the course. In accordance with university policy, the final examination will be offered **ONLY** at the time designated.

Grading scale: 93-96 A

90-92 A-

87-89 B+

etc.