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Fall 2009
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THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

HIS 336 – THE AGE OF THE DEMOCRATIC REVOLUTION, 1764-1789

This course seeks to introduce students to the politics, social structure, warfare, and ideology of the American Revolution set against the background of early modern European thought and modern American constitutional development.

COURSE OBJECTIVES:

Upon successful completion of this course students will be able to:

1. Recall significant events, historical documents and persons influential during the Democratic Revolution.
2. Discuss different approaches that historians take in interpreting the American Revolution and the historiography that encompasses the study.
3. Examine the impact of intellectual influences on society and the role they play on stimulating social upheaval.
4. Compare and contrast historical works, both primary and secondary, in order to formulate a more critical understanding of the complex relationships between different geographic settlements and those existing on the periphery.
5. Assess the validity of the historiographical debate that open-ended study of the nation's past weakens the ties of citizenship by raising critical issues about the distribution of power and respect.

STUDENT RESPONSIBILITIES:

1. Required Text/Readings/References:

Ellis, Joseph J. *Founding Brothers: The Revolutionary Generation*. New York: Vintage Books, 2000.

Gross, Robert A. *The Minutemen and Their World*. New York: Hill and Wang, 2001.

McDonald, Forrest. *The Presidency of George Washington*. Lawrence, Kansas: University Press of Kansas, 1974.

Ulrich, Laurel Thatcher. *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812*. New York: Vintage Books, 1991.

Wood, Gordon S. *The American Revolution: A History*. New York: Modern Library, 2002.

I reserve the right to place additional readings on electronic reserve that will be made available to you through your Blackboard account. I will make every effort to inform you of the documents that will be required for in-class discussion as a means to assist you in reducing printing costs.

2. Attendance Policy:

Attendance is mandatory because the class is designed to be highly interactive and depends on your participation. It is not possible to recreate class discussions! I recognize that there exists the possibility that you may not be able to attend a given lecture. That said, you own the responsibility to inform me *prior* to class or within 24 hours after an emergency. Personal and family illness, as well as serious emergencies, represents absences that I *may* excuse. Any absence that does not fit within the above criteria will be considered unexcused. I reserve the right either to drop students for more than three unexcused absences, or to fail students based on inadequate attendance.

3. UNCG Academic Integrity Policy:

All students are expected to abide by the UNCG Academic Integrity Policy. Students are required to include the Academic Integrity Pledge on all major work submitted to the instructor. A student's work will not be graded until he/she signs the statement.

For more information about the university's academic integrity policy, please visit these links:

Academic Integrity -- <http://academicintegrity.uncg.edu/complete/>

Student Code of Conduct -- <http://studentconduct.uncg.edu/policy/code/index.html>

COURSE DESIGN:

The course will consist of lecture, class discussion, student presentations and structured debate. Electronic resources will be utilized to augment the class so all students will need to be familiar with Blackboard. The use of Blackboard may include online discussion as well as reading quizzes.

COURSE REQUIREMENTS:

1. Attendance and Participation: I expect you to attend class and to actively participate. In order to actively participate students must be prepared prior to coming to class and this includes the completion of the assigned reading material. I reserve the right to assign quizzes to determine if students comprehend the reading material. In the event a Blackboard discussion is assigned, then students are expected to post at least five threads with a minimum of 100 words per post. These posts will be graded according to the following measures: quality of input, ability to generate a reasoned response among your peers, and an ability to integrate and synthesize what others in the class have contributed.

2. Etiquette:

a. Email – If I need to contact the class, I will use the Blackboard account. If I need to contact a student individually then I will utilize your UNCG e-Spartan account. Students are welcome to correspond with me via email. I will make my best effort to respond to queries as soon as possible. My policy is to respond within 48 hours of the query. If it takes longer than this, I will try to alert you ahead of time. If you do not receive a response then you should assume that I

did not receive the message. If you are going to email me, please identify yourself in the message and include the course number in the subject line.

b. Cell phones – Cell phones must be turned off at all times during the class.

COURSE ASSIGNMENTS & GRADES:

1. Assignments:

Participation ^a :	50%
Annotated Bibliography:	10%
Comparison Studies ^b :	24%
Critical Book Review:	16%

(Note: If assigned, reading quizzes & online discussions will be included in the participation grade)

^aIt is my desire to assess progress in the course based on students participation. If I deem that students are not participating, either because of lack of attendance or lack of active engagement in class discussion then I will assess via a Mid-Term and/or a Final exam. In this case, they will be weighted equally at 25% of your overall grade.

^bA total of eight papers will be assigned throughout the course. Each will be weighted three percentage points of your overall grade.

2. Grading Scale:

A+	=	99-100
A	=	93-98
A-	=	90-92
B+	=	88-89
B	=	83-87
B-	=	80-82
C+	=	78-79
C	=	73-77
C-	=	70-72
D+	=	68-69
D	=	63-67
D-	=	60-62
F	=	59 and below

3. Course Organization:

The course will examine the American Revolution period from two thematic points. The first is American Independence and the second will be American Nationhood. The intent will be to expose students to a number of historical works; both primary and secondary. This course will introduce students to a wide array of historical works that explore social, cultural, economic and intellectual perspectives.

4. Group Assignments:

All students will be assigned into one of four small groups, each representing a major regional area (northern, middle and southern colonies) or groups on the periphery (slaves, sailors, indentured servants, and indigenous peoples). Throughout the course students will work within these groups to develop ideas central to their identity and then present them either in opposition or in support of ideas developed from other groups.

5. Assignments: Assignments are due in accordance to the dates listed on the Course Calendar. **I will not accept late work.** I am aware that there may be times when you may not be able to be in-class because of other priorities. This said, since it is my expectation that you will attend class and participate in course assignments you must obtain permission from me, *prior* to an absence, in order to schedule an alternate due date for assignments or to reschedule a quiz.

All written assignments should be turned in to me no later than the end of class on the assigned date and they should be in a hard copy format. I do not accept electronic submissions so students must print their work. I expect papers to be in a standard 12-point font, 1" margins, and double-spaced (unless otherwise noted). Failure to follow these basic formatting instructions will negatively impact graded assignments.

a. Annotated Bibliography: "A bibliography is a list of books and articles on a specific topic; it may include both primary and secondary sources. An annotated bibliography begins with the information included in a bibliography and then expands on it by including a brief summary of each book or article and assessing its value for the topic under discussion. An annotated bibliography, then, demonstrates your ability to gather, examine, and evaluate materials pertaining to a particular subject." Students will pick a prominent historical figure, within the scope and period of the course, to collect resources in order to develop an annotated bibliography. Students must submit a short prospectus on the chosen topic for approval (See schedule for due date). Once approved, students will conduct the necessary research to create a 5-8 page annotated bibliography. This bibliography will need to include a scope and a listing of sources with annotations. This assignment is the only exception to my policy on electronic submission and double-spaced work. As such, it needs to be single-spaced and the final product will need to be submitted electronically. Students should follow Turabian's *Manual of Style* in citing your materials.

b. Comparison Papers: The goal of this assignment is two-fold. First, you will demonstrate your ability to read a text critically and analytically and apply the knowledge gained in the form of a comparative summary. Students will write eight papers, of which four will focus on comparisons between in-class discussion and assigned reading. The additional four papers will focus on comparisons between the assigned reading and its relevancy as compared to contemporary life. The second goal of this assignment is designed to assist students in being more concise and authoritative in their communication and as such the summaries are limited to two pages in length, double spaced, 12-point font and one-inch margins.

c. Critical Book Review: You will write a 5-10 critical book review of Forrest McDonald's *The Presidency of George Washington*. You will treat this paper as an analytical review. It is essential that you dissect the argument of the book and the major interpretive themes that support the author's thesis. You should incorporate your understanding of how this monograph fits into the broader historiography. **Do not merely summarize the content of the book!**

d. Participation: Little needs to be added about my expectations for class participation. All students must participate in class discussions and during all exercises. Due to the nature of the

technological environment, it is imperative that everyone works in a timely manner if a discussion is going to be beneficial using Blackboard. If a Blackboard discussion is assigned all students must participate within the given timeframe. It will not be possible to go back at a later time and recreate the conversation so failure to participate will equate to a zero for the exercise. Bb provides an excellent opportunity for a class discussion to continue outside the confines of our scheduled lecture and I offer students the opportunity to utilize this tool as an expansion of the classroom as well as a means to discuss course material. As a matter of etiquette, I do not expect to see anyone put in an anonymous entry. Since this is an extension of the academic environment, students should be able to conduct a scholarly debate while refraining from rhetoric that impedes the pursuit of knowledge.

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COURSE CALENDAR
Fall 2009

Week 1

25 Aug 09: Class Introduction
27 Aug 09:

Week 2

1 Sep 09: Wood (1-29)
3 Sep 09: Wood (30-46)

Week 3

8 Sep 09: Wood (47-90) **(Prospectus Due)**
10 Sep 09: Gross (1-41) **(Comparison Paper I Due)**

Week 4

15 Sep 09: Gross (42-108)
17 Sep 09: Gross (109-170) **(Comparison Paper II Due)**

Week 5

22 Sep 09: Gross (171-204)
24 Sep 09: Wood (91-112) **(Comparison Paper III Due)**

Week 6

29 Sep 09: Wood (113-138)
1 Oct 09: Wood (139-166) **(Comparison Paper IV Due)**

Week 7

6 Oct 09: Assigned Reading TBA
8 Oct 09: **(Bibliography Due)**

Week 8

13 Oct 09: **Fall Break – No Class**
15 Oct 09: Ellis (1-47)

Week 9

20 Oct 09: Ellis (48-119)
22 Oct 09: Ulrich (1-71) **(Comparison Paper V Due)**

Week 10

27 Oct 09: Ulrich (72-133)
29 Oct 09: Ulrich (134-161) **(Comparison Paper VI Due)**

Week 11

3 Nov 09: Ulrich (162-203)
5 Nov 09: McDonald (1-22) **(Comparison Paper VII Due)**

Week 12

10 Nov 09: McDonald (23-46)
12 Nov 09: McDonald (47-66)

Week 13

17 Nov 09: McDonald (67-88)

19 Nov 09: Ellis (120-161) (**Comparison Paper VIII Due**)

Week 14

24 Nov 09: Ellis (162-248)

26 Nov 09: No class – Thanksgiving Break

Week 15

1 Dec 09: No Assigned Reading

3 Dec 09: Conclusion – Last Day of Class
(Critical Book Review Due)