Course Introduction: The primary purpose of this course is to discuss the close connections between slavery and the Revolutionary Era. The American Revolution is the most pivotal moment in American History as it created the United States. During the American Revolution an Englishman, Dr. Samuel Johnson posited the question: “How is it that we hear the loudest yelps of liberty from the drivers of Negroes?” This quote suggests the close relationship between slavery and the push for revolution against Great Britain. For many Southerners during this period, the push for independence and their participation in the creation of state and national governments was an effort to secure and protect slavery as an economic, political, and social institution. Blacks, both enslaved and free, also played a crucial role in the conflict for both sides and their participation had a profound impact on the southern states.

General Education Historical Perspectives (GHP):
1. Students will apply a historical approach to analyze and contextualize primary and secondary sources.
2. Students will use evidence to interpret the past coherently, orally, and/or writing.

Course Objectives/Learning Outcomes:
1. Students will be able to recognize slavery as a political issue.
2. Students will learn to identify the connections between slavery and the American Revolution.
3. Students will be able to think critically and analytically through primary and secondary source analysis.

Course Layout: This course is divided into four separate sections or historical eras.

Class structure: Each class will consist of two sections. The first will consist of a lecture component. The purpose of the lecture is to provide a contextual coherency to the course material. Lectures will provide key information relating to that day’s particular topic listed on the syllabus. The second half of the class will consist of a class discussion relating to the primary sources and the secondary reading assigned for that particular day. This discussion is vital to understanding the material relating to the course and class participation formulates a crucial part of your grade. Therefore, YOU ARE EXPECTED TO COME TO CLASS PREPARED TO DISCUSS THE READINGS. Quizzes maybe given and will count towards your participation grade.
Grading: The grade breakdown is as follows:

1. Class Participation/Attendance (30%)
2. Analytical Essays (70%)

Assignments:

1. **Class Participation/Attendance:** History is a continuous dialogue between the past and the present. This makes participation an essential part of any college history course and, therefore, a large portion of your grade. Although there maybe opportunities for you to answer questions during lecture, a large portion of your participation grade will come from the discussion portion of the course. I am not interested in how often you participate, instead I am interested in the quality of your response. *(GHP SLO1, SLO2)*

2. **Analytical Essays:** During the semester each student will write four analytical essays based on the material covered in class and in the readings. For these assignments, I will provide you with a question and you are required to answer it using evidence from the lectures and course readings to support your argument. Each essay will be 5-7 double-spaced pages, Times New Roman 12pt Font. All of your source material must be cited utilizing the Chicago Style Format *(https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html)*

Due dates for these assignments are listed on the course syllabus. You are required to hand in a hard copy of your paper in class on the respective due dates. **YOU ARE NOT TO USE ANY OUTSIDE MATERIALS SUCH AS WEBSITES (except American Yawp). FAILURE TO ADHERE TO THE ABOVE INSTRUCTIONS WILL RESULT IN A ZERO FOR THE ASSIGNMENT. (GHP SLO1, SLO2)**

**Due Dates:**
First Paper: September 16, 2019
Second Paper: October 23, 2019
Third Paper: November 11, 2019
Fourth Paper: December 4, 2019

**PLEASE NOTE:** Plagiarism is a very serious issue and will be dealt with accordingly. Akin to theft, plagiarism falls into two broad categories: intentional and unintentional. Intentional plagiarism constitutes the willingness of an individual to claim sole authorship of another individual’s written work. Unintentional plagiarism occurs when an author disregards proper citing procedures. The best piece of advice regarding avoiding plagiarism is to quote and cite everything, especially if you are unsure whether or not it should be cited. The following websites provide additional information with regards to plagiarism and how to avoid it: Duke University Plagiarism Tutorial *(https://plagiarism.duke.edu/def)*, UNCG Defines Plagiarism:
https://osrr.uncg.edu/academic-integrity/violations-and-sanctions/plagiarism/, UNCG’S Academic Integrity Policy: https://osrr.uncg.edu/academic-integrity/

3. There will be no exams given in this course.

Course Materials:

1. **Readings**: These are listed on the course syllabus and are available through Canvas. If you have any trouble accessing this material, please let the instructor know *ASAP*.

2. **Notetaking**: Successful navigation of this course requires accurate note taking both during the lectures and the readings. Successfully passing this course requires the ability to differentiate between extraneous information and key concepts and ideas. Therefore, you are expected to come to class with a notebook, or laptop, and a writing utensil to take notes.

   Please note, although there is a no assigned text for this course, a well written overview of the major events of the period is found at *The American Yawp*. Viewing this site will help further contextualize the materials covered in the course. [http://www.americanyawp.com/text/05-the-american-revolution/](http://www.americanyawp.com/text/05-the-american-revolution/)

Course Policies:

1. **Electronics**: This course follows the old school philosophy of learning in a college course. Cell Phones are expected to be turned off and stowed away for the duration of the course. You may utilize a laptop for note taking only and you must sit in the front of the classroom. If you are caught once surfing the web, or sending messages during class, I will revoke this privilege as it is a distraction and a disruption to your fellow students and rude to the instructor.

2. **Attendance/Tardiness**: Since this is a lecture and discussion-based course, it is imperative that you attend class each week at the scheduled time. Attendance will be taken every time class meets. You are allowed three unexcused absences over the course of the semester. Anything after these will have an adverse effect upon your participation grade. If you are not in class, then you cannot participate. If you have an excused absence, you must let the instructor know at least an hour before the class is scheduled to meet. You will be allowed to arrive to class ten minutes after the course has begun. After ten minutes the doors will be shut and you will not be allowed to enter as it is disruptive to your fellow students.
3. **Contact:** The instructor can be reached either through email or Canvas as well as during the posted office hours. If you would like to meet with me to discuss aspects of the course material and cannot meet at the appointed times, please send me an email so that we can work out a time that works. Though I check my email frequently, please allow 24-48 hours for a response to your inquiry. (Most emails will be answered well before this time.)

4. **Late Work:** Late work will not be accepted without approved arrangement made ahead of time. You are expected to get your work completed and turned in on time.

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Duke University Plagiarism Tutorial [https://plagiarism.duke.edu/def/](https://plagiarism.duke.edu/def/), UNCG Defines Plagiarism: [https://osrr.uncg.edu/academic-integrity/violations-and-sanctions/plagiarism/](https://osrr.uncg.edu/academic-integrity/violations-and-sanctions/plagiarism/), UNCG’S Academic Integrity Policy: [https://osrr.uncg.edu/academic-integrity/](https://osrr.uncg.edu/academic-integrity/)

**Academic Accommodations:** All disabilities should be registered with the Office of Accessibility Resources and Services (OARS). The friendly and knowledgeable staff will work with you to ensure that you receive the necessary accommodations. The following link provides information regarding the services offered by OARS as well as way to contact them: [https://ods.uncg.edu/](https://ods.uncg.edu/)

Further readings: If you are interested at any point in the semester about learning more about some of the people, places, and events discussed in this course, please feel free to send me an email and I will provide you with a list of books to further your interest.
Class Schedule

Class 1-August 21, 2019- Course Logistics/Introduction: How is slavery relevant to the American Revolution? Readings: Matthew Mason “Slavery And Politics To 1808” (Canvas);

Slavery in the Colonies

Class 2-August 26, 2019-Slavery in the Northern and Middle Colonies Readings: Wendy Warren pgs. 83-153 (Canvas); “Agreement of Joseph Warren with Joshua Greene Regarding Payment of a Slave, 28 June 1770” (Canvas)

Class 3-August 28, 2019- “Slavery in the Southern Colonies” Readings: Winthrop Jordan “Anxious Oppressors Freedom and Control in a Slave Society” (Canvas); “Georgia Settlers Demand Slaves” (Canvas); “The Maryland and Virginia Slave Codes” (Canvas)

Class 4-September 2, 2019-No Class (Labor Day)

The Imperial Crisis 1765-1775

Class 5-September 4, 2019-The Stamp Act-the Southern Response Readings: “The Resolves of the Southern Colonial Legislatures,” Alan Taylor pgs. 420-443 (Canvas); “Reverend Peter Fontaine’s Defense of Slavery in Virginia, 1757” (Canvas); Edmund and Helen Morgan “The Stamp Act” (Canvas)
Class 6-September 9, 2019-The Townshend Acts Readings: “Colonials Respond to the Townshend Duties: Charleston, 22 July 1769” (Canvas); Maryland Gazette (Canvas)

Class 7-September 11, 2019- The Boston Tea Party Readings: “John Adams to James Warren, December 17, 1773” (Canvas); “The Maryland Tea Party” (Canvas); “Chestertown Resolves” (Canvas); Maryland Gazette (Canvas);

Class 8-September 16, 2019-The Coercive Acts-Readings: “The Nonimportation Agreement” (Canvas); Journals of the Continental Congress (Canvas); “Janet Schaw on the Mistreatment of North Carolina Loyalists” (Canvas) Jack Rakove “The First Continental Congress” (Canvas); (First Paper Due)

Independence and War

Class 9-September 18, 2019-Norfolk, the South’s Lexington and Concord? Readings: McDonnel “The Burning of Norfolk” (Canvas);

Class 10-September 23, 2019- Dunmore’s Proclamation and Southern Calls For Independence Readings: Virginia’s Reaction to the Proclamation,” Maryland’s Committee of Safety Letter to Governor Eden (Canvas);” Maryland Gazette July 25 and August 22, 1776 (Canvas);” “Pennsylvania Gazette, July 17, 1776” (Canvas); (Canvas); “A White Virginian’s Response to Dunmore’s Proclamation” (Canvas); Pauline Maier “The ‘Other’ Declarations of Independence”
Class 11—September 25, 2019-Slavery and the Second Continental Congress: The Debates for Independence
Readings: Journals of the Continental Congress (Canvas); Winthrop Jordan “Self-Scrutiny in the Revolutionary Era” (Canvas);

Class 12—September 30, 2019-Slavery and the Declaration of Independence (Part I)
Readings: “Jefferson’s Rough Draft of the Declaration of Independence” (Canvas); Journals of the Continental Congress Pauline Maier “Mr. Jefferson and His Editors” (Canvas)

Class 13—October 2, 2019-Slavery and the Declaration of Independence (Part II)
Readings: The Declaration of Independence (Canvas); Journals of the Continental Congress (Canvas); Letters of the Delegates to the Continental Congress (Canvas);

Class 14—October 7, 2019-October 11, 2019-The Revolutionary War in the South (Part I)
Readings: Maryland Council of Safety, “Council to G. Christie February 16, 1778,” Roger Middlekauf “The War in the South” (Canvas); “Maryland Journal and Baltimore Advertiser May 27, 1777” (Canvas); “Maryland Journal and Baltimore Advertiser January 8, 1778” Canvas);

Class 15—October 14, 2019-No Class (Fall Break)

Class 16—October 16, 2019-The Southern Strategy in the South: The Southern Impact on Slavery (Part II)
Readings: “Maryland Council of Safety to the Maryland Congressional Delegates Annapolis May 20, 1779” (Canvas); Philipsburg Proclamation (Canvas);
Robert Parkinson pgs. 448-476 (Canvas); “The Maryland Gazette July 12, 1781” (Canvas); “Maryland Gazette January 7, 1780” (Canvas); “Maryland Journal and Baltimore Advertiser June 1, 1779” (Canvas); George Dashiell, “George Dashieill to His Excellency Thomas Sim Lee September 30, 1780,” (Canvas); Maryland State Legislature, “Chapter XLV. An ACT to seize, confiscate and appropriate, all British property within this state”

Class 17-October 21, 2019-The War in the South (Part III: Towards Yorktown) Readings: State Council of Maryland, “Council to Colonel Joseph Wilkinson or the Commanding Officer of the Calvert Militia Wednesday November 8, 1780,” (Canvas); State Council of Maryland, “Council to Andrew Buchanan Esq. Thursday November 9, 1780,” (Canvas); Robert Parkinson “This Class of British Heroes” (Canvas)


Class 19- October 28, 2019-The Experience of Black Patriot Soldiers and Slaves During the Revolutionary War Readings: “Richard Smith’s Diary September 25-26” (Canvas); “Henry Laurens to John Laurens February 6, 1778” (Canvas);“ Maryland Journal and Baltimore
Advertiser July 14, 1778” (Canvas) “Maryland Recruitment List,” “George Washington to John Hancock Cambridge December 31, 1775 (Canvas) (Second Paper Due) 

Class 20- October 30, 2019-Towards Gradual Abolition in the North Readings: “Four Petitions Against Slavery (1773-1777)” (Canvas); “Benjamin Rush, An Address to the Inhabitants of the British Settlements in America on the Slavery of Negroes in America (1773)” (Canvas); “Pennsylvania’s Gradual Emancipation Law (1780)” (Canvas); Rhode Island’s Gradual Abolition Law” (Canvas) “Chief Justice William Cushing, Notes on Quok Walker v Nathaniel Jennison,” Benjamin Carp “Sugar, Slaves, and the Shadow of the Tea Party” (Canvas)

Class 21-November 4, 2019-The South Fails to End Slavery (Third Paper Due) Readings: “Richard Nisbet, Slavery Not Forbidden by Scripture, Or a Defense of the West Indian Planter (1773),” “Patrick Henry, Letter to Robert Pleasants (January 18, 1773),” “Methodist Petition to Abolish Slavery in Virginia (November 1785),” Amelia County Pro-Slavery Petition (November 10, 1785),” George Washington, Letter to Robert Morris (April 12, 1786);

Slavery and The Foundational Texts of American Government

Class 22-November 6, 2019-The Drafting and Eventual Ratification of the Articles of Confederation: Readings: Elliot’s Debates (Canvas); Journals of the Continental Congress (Canvas); Robin Einhorn “The Origin of the Tariff (Canvas); Dickinson’s Draft of the Articles of Confederation (Canvas); Letter of the Delegates of the Continental Congress (Canvas); Edmund S. Morgan “The Incautious Revolution” (Canvas)
Class 23-November 11, 2019-Part I: Slavery and Politics during the Confederation
Readings: “Thomas Jefferson, Notes on the State of Virginia,” George Van Cleve “Abolition, Slavery Reform, and the Climate of Opinion” (Canvas); Letters to the Delegates in Congress (Canvas);


Class 26-November 18, 2019-Failure of the Annapolis Convention, A Blessing in Disguise?/Impact of Shay’s Rebellion in the South: Readings: Annapolis Convention Address September, 1786” (Canvas); “Washington to John Jay (1786)” (Canvas); Letters of the Delegates to Congress (Third Paper Due)

Class 27-November 20, 2019-Debating and Drafting the Constitution: Part I Readings: “Notes Of Debates In The Federal Convention Of 1787 Reported by James Madison (Canvas); Max Ferrand “The Records of the Federal Convention of 1787 (Canvas); George William Van Cleve “Founding A Slaveholders’ Union 1770-1790” (Canvas) Edmund S. Morgan “Inventing an American People” (Canvas);

Class 28-November 25, 2019-Debating and Drafting the Constitution Part II: Madison’s Debates (Canvas) Ferrand’s Records (Canvas); Constitution (Canvas); Don E. Fehrenbacher pgs. 28-47 (Canvas);

Class 29-November 21, 2019--Debating and Drafting The Constitution Part III
Readings: Ferrand (Canvas); Madison’s Debates (Canvas); The Constitution

Class 30-December 2, 2019-The Ratification of the Constitution Readings: James Wilson, “Speech in the Pennsylvania Ratifying Convention” (Canvas); Charles Cotesworth Pinckey, Speech in the South Carolina House of Representatives over the Calling of a State Ratifying Convention (January 17, 1788)” (Canvas); Robin L. Einhorn “Patrick Henry’s Case Against the Constitution: The Structural Problem with Slavery” (Canvas) Elliot’s Debates (Canvas)

Class 32-December 4, 2019-Course Evaluation and Conclusion Readings: T. Stephen Whitman “Slavery and the American Revolution” (Canvas); (Final Paper Due)