

History 336
The Age of the Democratic Revolution
Spring 2004
Robert M. Calhoon

Required Reading:

Cynthia A. Kierner, *Revolutionary America, 1750-1815: Sources and Interpretation*

John Shy, *A People Numerous and Armed: Reflections on the Military Struggle for American Independence*

Jack P. Greene, *Understanding the American Revolution: Issues and Actors* (graduate students only)

Goals, Purposes, and Structure of the Course:

Undergraduates: As a Writing Intensive Course, this class will emphasize written interpretation of events and primary documents. Each week of the semester will be devoted to a chapter in Kierner.

*In preparation for Mondays, read Kierner's narrative.

*For Wednesday classes, select any SIX of her documents and divide them into related pairs, i.e. cause and effect, generalization and evidence, male-female, rational-intuitive, etc. Write a 300 word statement placing one pair of documents in historical context. During the Wednesday class members of the class, on a rotating basis, will present their draft statements for discussion. Those not presenting should seek feedback from a fellow class member, or from the instructor, or both.

*On Fridays, turn in a revised and expanded 500 word evaluation of the two documents and, in a paragraph, compare the unfinished business of the week's chapter with the earliest events in the chapter for the next week.

If you miss class on a Monday, submit during the week a full-sentence outline of the topic for the week based on Kierner and on material from ONE of her "Suggested Readings." (See the Reserve Room list for the course).

If you miss class on a Wednesday, evaluate FOUR documents in a 500 word statement.

If you miss class on a Friday, construct a verbal bridge between this week's chapter and next week's by identifying Kierner's statements

anticipating the next chapter or echoing the preceding chapter.

During the final full week of the course (April 26-30), select your three best 500 papers and shape them into a unified 1000-1200 words paper.

Graduate Students: This course prepares students for one field in the Comprehensive Examination. Students should identify and solve a major historiographical problem and write a 7 to 10 page paper describing that problem and its solution.

Course Schedule:

Jan. 12-16 The Empire. Kierner, ch.1; Shy, ch. 3.

Jan. 21-23 Liberty. Kierner, ch. 2; Shy, ch. 1-2.

Jan. 26-30 Resistance. Kierner, ch. 3.

Feb. 2-6 Rebellion. Kierner, ch. 4; Shy, ch. 4.

Feb. 9-11 Revolution. Kierner, ch. 5; Shy, ch. 5.

Feb. 13 First Examination (undergraduates only; graduate students submit proposals for their papers).

Feb. 16-20 War for Independence. Kierner, ch. 6, Shy, ch. 6-7.

Feb. 23-27 The Price of Victory. Kierner, ch. 7, Shy, ch. 8-10.

Mar. 1-5 The Meaning of Liberty. Kierner, ch. 8, Shy, ch. 11.

Mar. 15-19 Organizing the Polity. Kierner, ch. 9.

Mar. 22-26 Constitutionalism. Kierner, ch. 10.

Mar. 29-31 The Crisis of the late 1790s, Kierner, ch. 11.

April 2 Second Examination (undergraduates only; graduates submit first drafts of papers).

April 5-7 Democratic Republicanism, Kierner, ch.12

April 12-16 Securing the Revolution, Kierner, ch. 13

April 19-23 Remembering the Revolution, Kierner, ch. 14; Shy, ch. 12.

April 26-30 Discussion of revised undergraduate papers and graduate papers.

May 3 Final Examination

Recommended Reserve Room Reading:

Jack P. Greene, *Negotiated Authorities: Essays in Colonial Political and Constitutional History*

-----, *Interpreting Early America: Historiographical Essays*

-----, *Imperatives, Behaviors, & Identities: Essays in Early American Cultural History*

Robert M. Calhoon, *The Loyalists in Revolutionary America, 1760-1781*

-----, *The Loyalist Perception and Other Essays*

-----, *Evangelicals and Conservatives in the Early South, 1740-1861*

-----, *Dominion and Liberty: Ideology in the Anglo-American World, 1660-1801*

Fred Anderson, *Crucible of War: The Seven Years' War and the Fate of British North America, 1754-1766*

-----, *A People's Army: Massachusetts Soldiers and Society in the Seven Years' War*

Bernard Bailyn, *The Ideological Origins of the American Revolution*

Edmund S. and Helen M. Morgan, *The Stamp Act Crisis: Prologue to Revolution, 1764-1766*

Pauline Maier, *From Resistance to Revolution: Colonial Radicals and the Development of American Opposition to Britain, 1765-1776*

Gary B. Nash, *The Urban Crucible: Social Change, Political Consciousness, and the Origins of the American Revolution*

Gary Wills, *Inventing America: Jefferson's Declaration of Independence*

Ira D. Gruber, *The Howe Brothers and the American Revolution*

Sylvia R. Frey, *Water from the Rock: Black Resistance in a Revolutionary Age*

Colin G. Calloway, *The American Revolution in Indian Country: Crisis and Diversity in Native American Communities*

Thomas E. Buckley, *Church and State in Revolutionary Virginia, 1776-1787*

Jack N. Rakove, *The Beginnings of National Politics: An Interpretive History of the Continental Congress*

-----, *Original Meanings: Politics and Ideas in the Making of the Constitution*

Stanley Elkins and Eric McKittrick, *The Age of Federalism: The Early American Republic, 1788-1800*

Joyce Appleby, *Liberalism and Republicanism in the Historical Imagination*

-----, *Inheriting the Revolution: The First Generation of Americans*

Michael Kammen, *Mystic Chords of Memory: The Transformation of Tradition in American Culture*