



History 422
Dr. Wolf
Fall 2017

Founding of the American Nation

Office Location: SCI 267

Office Hours: M 2:00-3:30; W 3:00-3:00; and by appointment

Email: shepwolf@sfsu.edu

Office Phone: 415.338.7544

Website: online.sfsu.edu/~shepwolf/

Course Description: This lecture-discussion course explores the origins, ideology, and consequences of the American Revolution, covering the period from the 1760s to the 1790s. 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.

Student Learning Outcomes: 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, readings, and primary sources.
- 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: Upper division standing and ENG 214 or equivalent. History 120 or equivalent and History 300 are recommended. Please see instructor 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. I answer email daily, usually in the afternoon. I do not check my work email on the weekends, starting about 3:30 on Friday.

Classroom Behavior: Please respect your peers and me by arriving on time, avoiding conversation and texting during class time, and keeping electronic devices quiet. Failing to observe these courtesies will affect your participation grade.

Required Books available for purchase at the SFSU bookstore and on reserve at the library:
 Norman Risjord, *Jefferson's America 1760-1815* (online access available through library)
 Thomas Paine, *Common Sense*
 Pauline Maier, ed., *Declaration of Independence and Constitution of the US* (bookstore only)
 Carol Berkin, *Revolutionary Mothers*

Optional:
 Kaminski and Leffler, eds., *Federalists and Antifederalists*

Additional for Graduate Students:
 Gordon S. Wood, *The Creation of the American Republic*

Assignments and Weights of Grades for Undergraduate Students

<u>Assignment</u>	<u>Weight</u>	<u>Due</u>
Class Discussion and Participation	15%	Every class
Quizzes on iLearn. Quizzes will be open at least 20 hours before they are due. I will send out email to remind you of quizzes.	15%	As noted in the calendar below.
Inform Instructor of Pamphlet to be Used for Paper and Bring Pamphlet to Class	(partic.)	9/18
Essay Analyzing a Pamphlet of the Revolution, 5-6 pages.	20%	Draft 10/4 Final 10/16
Inform Instructor of Sources to be Used for Newspaper Analysis	(partic.)	10/30
Essay Analyzing Revolutionary-Era Newspapers, 4-5 pages.	15%	Draft 11/8 Final 11/27
Debate Over Independence	7.5%	10/23
Debate Over the Constitution	7.5%	12/4
Cumulative Final Exam, part take-home and part in-class	20%	12/15

Assignments and Weights of Grades for Graduate Students

<u>Assignment</u>	<u>Weight</u>	<u>Due</u>
Class Discussion and Participation	15%	Every week
Inform Instructor of Pamphlet to be Used for Paper	(partic.)	9/14
Essay Analyzing a Pamphlet of the Revolution, 5-6 pages.	20%	Draft 10/4; Final 10/16
Inform Instructor of Research Paper Topic	(partic.)	10/25
Book Review of Wood, <i>Creation of the American Republic</i> , 3-4 pages. Please consult separate reading schedule for the book.	10%	11/29
Debate Over Independence	7.5%	10/23
Debate Over the Constitution	7.5%	12/4
Research Paper Due, 10-12 pp.	20%	12/6
Cumulative Final Exam	20%	12/15

iLearn: Quizzes, links to useful websites, and some assignment hand-outs will be available on iLearn. Please check it at least once weekly.

Class Discussion: I will grade your class discussion based on:

- 1) Participation in small-group discussions. Are you present? Prepared? Do you have a copy of the reading with you? Are you talking about relevant items? Listening to your peers? Building on what they say?
- 2) Participation in whole-class discussions. Are you present? Prepared? Do your comments show that you have been listening to others? Do they add to the discussion?
- 3) Participation in lectures. Do you ask and answer questions as they arise during class lectures? Are you listening actively and taking notes?

Course Schedule

- **All assigned reading should be *completed* by the time of the class meeting in which it is listed.**
- **All online quizzes will be open the day before they are listed and will close 10 minutes before class starts.**

	PART ONE	AMERICA IN THE MID-EIGHTEENTH CENTURY
Week 1	Aug. 23	Introduction and discussion: What is a Revolution? <u>Lecture:</u> How did the English Civil War and Glorious Revolution affect American political development?
Week 2	Aug. 28	<u>Read:</u> Risjord, <i>Jefferson's America</i> , Prelude and chap. 1 <u>Lecture, cont.:</u> How did the English Civil War and Glorious Revolution affect American political development? <u>Lecture:</u> What were the distinctive characteristics of mid-18th-century American politics?
	Aug. 30	<u>Read:</u> Risjord, <i>Jefferson's America</i> , chap. 2 and chap. 3 up to p. 79 <u>Quiz</u> on Risjord, pp. 1-79, due before class (iLearn) <u>Short discussion:</u> What was the nature of colonial society? <u>Bring copies of <i>Jefferson's America</i> to class.</u> <u>Lecture:</u> What was the nature of the imperial relationship between the colonies and mother country?
Week 3	Sept. 4	<u>No school—Labor Day</u>
	Sept. 6	<u>Lecture:</u> How did the French and Indian War alter colonial and British ideas about the imperial relationship?
	PART TWO	A CRISIS ENSUES
Week 4	Sept. 11	<u>Read</u> Risjord, <i>Jefferson's America</i> , pp. 79-97. <u>Lecture:</u> What were the origins and consequences of the Stamp Act Crisis? How did it reflect and help change American political

		ideology?
	Sept. 13	<u>Discussion</u> of Pamphlet Essay Assignment and in-class analysis of one of <u>Cato's Letters</u> . Discussion of plagiarism
Week 5	Sept. 18	<u>Read</u> Bailyn, chap. 3 (iLearn) <u>Quiz</u> on Bailyn, chap. 3 due before class <u>Assignment due</u> : Pamphlet for essay must be chosen and printed by today. Bring a print-out of your pamphlet to class (counts toward participation). <u>Discussion</u> of Bailyn chap. 3 and your pamphlets.
	Sept. 20	<u>Read</u> : Your pamphlet <u>Lecture</u> : How did the imperial crisis and American political ideology continue and change through the passage of the Townshend duties and the nonimportation movement?
Week 6	Sept. 25	<u>Read</u> : selections from Breen, <i>Marketplace of Revolution</i> , chap. 7 (iLearn) on non-importation; and Risjord, pp. 99-108 <u>Reread your pamphlet</u> <u>Lecture</u> : What caused the escalation of hostility from the Boston Massacre through to the Boston Tea Party? <u>Listen</u> : "My Shot" from <i>Hamilton</i> .
	Sept. 27	<u>Read</u> : Risjord pp. 108-115; <i>Marketplace of Revolution</i> , chap. 8 (iLearn) <u>Quiz</u> : on Breen chap. 7 selection and chap. 8, and Risjord pp. 79-115 <u>Discussion</u> : How did colonial ideology and identity change, 1763-1774? Where does your pamphlet fit into the narrative of events, 1763-74? <u>Bring copies of your pamphlet and of Breen's chaps. 7-8 to class</u> .
Week 7	Oct. 2	<u>Read</u> : Risjord, pp. 115-120 <u>Lecture</u> : How did the the British government and British American colonists react to the Tea Party?
	Oct. 4	Draft of primary source essay due. Students exchange drafts. <u>Lecture</u> : How did the Continental Congresses make a revolution?
Week 8	Oct. 9	We DO have school on Columbus/Indigenous People's Day Students return peer-reviewed drafts and discuss essays. <u>Read</u> Maier, <i>Declaration and Constitution</i> , pp. 4-16 & 53-58; Risjord, <i>Jefferson's America</i> , 115-126 <u>Lecture, cont.</u> : How did the Continental Congresses make a

		<p>revolution? What caused the outbreak of war and how did it proceed in 1775?</p> <p><u>Listen</u>: “Farmer Refuted” and “You’ll Be Back” from <i>Hamilton!</i></p>
	Oct. 11	<p><u>Read</u>: Risjord, <i>Jefferson’s America</i>, 121-126; Loyalist pamphlet excerpt (iLearn)</p> <p><u>Lecture</u>: What happened to those who remained loyal to England?</p>
Week 9	Oct. 16	<p>Primary source essay due, including draft and peer review.</p> <p><u>Read</u>: Paine, <i>Common Sense</i>; Risjord 126-136; Maier, 4-16 and 53-58</p> <p><u>Lecture/Discussion</u> of Declaration of Independence.</p> <p>Debate assignment handed out.</p>
	Oct. 18	<p><u>Quiz</u> on Risjord pp. 115-136, <i>Common Sense</i>, Loyalist Pamphlet, and Maier 4-16.</p> <p><u>Discussion</u>: Revolutionary rhetoric: <i>Common Sense</i> vs. loyalism vs. your pamphlet vs. the Declaration of Independence.</p>
Week 10	Oct.23	<p>Debate over Independence. <u>Bring your copies of relevant reading.</u></p> <p><u>Lecture</u>: How did the war proceed in the North in 1776?</p>
	PART THREE	MAKING A NEW NATION
	Oct. 25	<p><u>Read</u>: Berkin, <i>Revolutionary Mothers</i>, Intro.-ch. 3; and Risjord, <i>Jefferson’s America</i>, 136-143</p> <p><u>Lecture</u>: How did the war proceed in the North in 1776-77?</p> <p><u>Discussion</u>: Revolutionary-era newspapers and newspaper-analysis assignment.</p> <p>Graduate students inform instruction of research topic.</p>
Week 11	Oct. 30	<p><u>Read</u>: Berkin, <i>Revolutionary Mothers</i>, chaps. 4-6; and Risjord 143-161</p> <p><u>Quiz</u> on Berkin, intro.-chap. 6; Risjord 136-161; and Maier 4-16, 53-due before class (iLearn)</p> <p><u>Lecture</u>: How did the war proceed in the South in 1778-81?</p> <p>Undergraduate choice of newspaper essay topic and newspaper DUE.</p>
	Nov. 1	<p><u>Read</u> Berkin, <i>Revolutionary Mothers</i>, ch. 8; Risjord, 161-167; and your newspapers</p> <p><u>Lecture</u>: The war in the South, cont. And: How did Native Americans participate in the war and how did it affect them?</p>

Week 12	Nov. 6	<p><u>Read:</u> Berkin, <i>Revolutionary Mothers</i>, chap. 7; and your newspapers</p> <p><u>Lecture:</u> How did the American Revolution affect slavery and race in the South?</p>
	Nov. 8	<p><u>Read</u> Berkin, <i>Revolutionary Mothers</i>, chaps. 9-10; Risjord, chap. 7</p> <p><u>Lecture:</u> How did the American Revolution affect slavery and race in the North?</p> <p>Draft of newspaper analysis due. Students exchange drafts.</p>
Week 13	Nov. 13	<p><u>Read:</u> Egerton, chaps. 4, 7 (iLearn)</p> <p><u>Quiz</u> on Berkin chaps. 7-10; Risjord 161-67 and chap. 7; and Egerton chaps. 4, 7 due before class</p> <p><u>Discussion:</u> Berkin, <i>Revolutionary Mothers</i>, chaps. 1-10, Risjord chap. 7; Egerton, and lecture: How were the ways in which the American Revolution affected enslaved people, Native Americans, women, and poor whites similar, and how were they different? Which group(s) experienced a revolution?</p> <p>Students return drafts of papers.</p>
	Nov. 15	<p><u>Read:</u> Maier, <i>Declaration and Constitution</i>, pp. 17-34 & 59-77; Risjord, <i>Jefferson's America</i>, chap. 8.</p> <p><u>Lecture:</u> How did the Articles of Confederation shape American political life?</p>
	Nov. 20-24	THANKSGIVING BREAK
Week 14	Nov. 27	<p>Newspaper analysis due.</p> <p><u>Read:</u> Risjord, <i>Jefferson's America</i>,. 169-173, chap. 9</p> <p><u>Lecture:</u> Why did Americans make a new Constitution, and how did the proceedings of the Constitutional Convention shape our national government?</p> <p>Federalist-Antifederalist debate assignment handed out.</p>
	Nov. 29	<p><u>Read:</u> US Constitution; Federalist and AntiFederalist writings as assigned on handout; and Maier, <i>Declaration and Constitution</i>, pp. 34-46 & 78-80</p> <p><u>Quiz</u> on Risjord, <i>Jefferson's America</i>, chaps. 8-9; Maier 17-46 & 59-80.</p> <p><u>Discussion:</u> The Constitution of the United States, Federalist and Antifederalist Arguments</p> <p>Graduate book review of <i>Creation</i> due.</p>
Week 15	Dec. 4	<p><u>Read:</u> Federalist and Antifederalist writings as assigned on handout.</p> <p>Debate: Federalists vs. Antifederalists (see assignment handout).</p> <p><u>Lecture:</u> How did ratification of the US Constitution take place in real</p>

		life? Final exam handout.
	Dec. 6	<u>Read</u> : Risjord, <i>Jefferson's America</i> , chap., 10 (will be covered in final exam) <u>Lecture</u> : How did Washington and the gang start a new government? Graduate research paper due.
Week 16	Dec. 11	Discussion: What kind of revolution was it? Review for final exam.
	Dec. 15 (Friday)	Final Exam: 10:45 a.m.-1:15 p.m. No makeups!

ADDITIONAL POLICIES AND PROCEDURES:

Accommodation: Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email dprc@sfsu.edu. Their website is <http://www.sfsu.edu/~dprc/>

Attendance: Regular attendance is considered part of participation. You cannot participate if you are not in class. Poor attendance will be reflected in your participation grade.

Extra Help

Students are highly encouraged to seek help from the professor, teaching assistants, and free tutoring and writing assistance at the Learning Assistance Center, <http://www.sfsu.edu/~lac/> and from the Campus Academic Resource Program at <http://www.sfsu.edu/~carp1/>.

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.

Late work: Papers turned in late *will be marked down ½ of a letter grade for EVERY day past the due date*, up to 4 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. You may not take the quizzes after they have closed unless you have a serious, unexpected, documented problem that has prevented you from taking the quiz.

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.

Paper vs. Email. Please turn in all papers in hard copy. If your paper is late, you may send an electronic version, which I will count as “turned in” as of the email time-stamp, but you must then bring a hard copy for grading.

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.

Sexual Harassment or Sexual Violence: As Academic Senate policy #F14-257 states, “SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact:

- The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/
- Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu/>
- For more information on your rights and available resources: <http://titleix.sfsu.edu>

Important Dates and Deadlines for Fall 2017:

Labor Day; No Classes; Offices Closed	Monday, September 4
Last day for faculty to drop a student without a “W” grade.	Tuesday, September 12
<ul style="list-style-type: none"> • <u>Last day for students to drop a class without a “W” grade.</u> • Audit Deadline • Last day to add a class with a permission number 	Wednesday, September 13
Deadline to file graduation application	Friday, September 29
Last day for students to change grading option (to or from Credit/No Credit)	Wednesday, October 18
Veterans Day; No Classes; Offices Closed	Friday, November 10
Withdrawal from Classes or University with Serious and Compelling Reasons; see your instructor.	Sept. 14-Nov. 17
Fall Recess (Thanksgiving)	November 20-25
Last day of classes.	Tuesday, December 12
Final Examinations	December 13-19
<u>Withdrawal</u> from Classes or University by Exception for <u>Documented Serious and Compelling Reasons</u> ; see your instructor.	November 18 – December 12

Grades Due by Faculty	January 2, 2018
---------------------------------------	-----------------