

History 100.02 The United States in the Age of Transatlantic Revolution
Spring 2012

Prof. Sarah J. Purcell

MWF 9:00-9:50

Mears 115

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Office Hours: Monday and Wednesday 3-4 p.m. and by appointment (I strongly recommend appointments, as I have an irregular schedule because of the Rosenfield Program). I am here to help you learn this semester. Please come see me during office hours or make an appointment, so I can speak with you one-on-one. Call or e-mail me anytime with questions or problems. I am available!

Course Outline and Objectives:

This course provides an introduction to issues of historical causation, argumentation, and evidence, through the lens of U.S. History in the age of the American, French, and Haitian Revolutions. We will consider how historians have formed and changed their interpretations over time as we also discover how and why historical change took place.

One of our main tasks in this class will be to learn to analyze U.S. history in a transnational context. How did the American, French, and Haitian revolutions influence one another? How did their social implications differ? What do we gain by viewing the United States in relationship to other countries, rather than in isolation? How does the narrative of U.S. history relate to British, French, and Caribbean history? How did these revolutions help to form the modern definition of human rights?

Students in this class will also learn to become better historians themselves (and, hopefully, to fall in love with the process of history). You will hone your reading, writing, speaking, and thinking skills. We are not *only* interested in the facts of history, but also in how the past becomes meaningful.

Required Books:

John H. Arnold, *History: A Very Short Introduction* (2000)

Susan Branson, *These Fiery Frenchified Dames* (2001)

Laurent Dubois and John D. Garrigus, *Slave Revolution in the Caribbean, 1789-1804* (2006)

Lynn Hunt, *The French Revolution and Human Rights* (1996)

Cynthia A. Kierner, *Revolutionary America, 1750-1815: Sources and Interpretation* (2003)

Roger Wilkins, *Jefferson's Pillow: The Founding Fathers and the Dilemma of Black Patriotism* (2002)

Gordon S. Wood, *The American Revolution: A History* (2003)

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th ed. (2007)

Alfred F. Young, *The Shoemaker and the Teaparty* (1999)

*Articles for this class can be found on e-reserve through the library catalogue.

Student Responsibilities and Evaluation:

This course will consist of a mixture of lecture, discussion, small-group work, and other in-class exercises. From time to time you will need to meet with a small group or to view a film outside of class. Students are expected to attend all classes having done the reading and ready to discuss it. Learning is a collaborative process, so speak up and share your ideas with your class-mates! Engage with the sources, and share your ideas.

All assignments must be turned in on time and good order. Papers must be typed, double-spaced, with normal fonts and margins. All citations must be in footnotes or endnotes in University of Chicago style. Further guidelines for papers will be handed out in class. Extensions (for sickness or other emergency) will not be granted unless they are approved ahead of time. Late assignments will receive a deduction of one-half letter grade per day and will not be accepted more than two days late. Please familiarize yourself with the Student Handbook guidelines about academic dishonesty at Grinnell, and abide by the rules. Please check your email regularly, since I will use email to make class announcements.

Students in this course will complete a film review, a short document analysis paper, a book review, a French Revolution research assignment, one 3-4 page paper, a 7-10 page annotated bibliography, and a final exam. Everyone will also do an oral presentation on the topic of his/her annotated bibliography. Other in-class assignments will count towards class participation.

Please note, poor attendance will seriously hurt your grade in this class. You cannot participate if you are not in class. If you must miss class for an activity or athletic event, please arrange your absence with me at least one week in advance.

Please turn off your cell phone, and do not check email or text messages during class.

If you require accommodation for any diagnosed disability, please let Prof. Purcell during the first week of class.

Grading:

Film review	3%
Document analysis	5%
Book review	10%
Research assignment	5%
3-4 page paper	12%
Annotated bibliog.	20%
Oral Presentation	10%
Final exam	20%
Class participation	15%

What is History?

Mon. (Jan. 23) Course Introduction

Wed. (Jan. 25) History: lies and truths

Reading Due: Arnold, Chapters 1-3

Wednesday Jan. 25 7:30-9:00 p.m. & Monday Jan. 30 4:15-5:45 p.m. "Midwife's Tale" showings

Film is also on reserve at Burling Media Room (in the basement)

Fri. (Jan. 27) Sources and Arguments

Reading Due: Arnold, Chapters 4-5; Denver Brunsman, "The Knowles Anti-Impressment Riots of the 1740s," Early American Studies 5 (Fall 2007): 324-366

Mon. (Jan. 30) Is the Past a Foreign Country?

Reading Due: Arnold, Chapters 6-7

Wed. (Feb. 1) Visit Grinnell College Archives *meet in Burling Library basement

Fri. (Feb. 3) Discuss "Midwife's Tale"

Assignment Due: Film Review

Mon. (Feb. 6) Atlantic History and Transatlantic History

Reading Due: Kierner, Chapter 1;

The American Revolution as a Transatlantic Crisis

Wed. (Feb. 8) Colonial Context

Reading Due: Kierner, pp. 49-53

Fri. (Feb. 10) Imperial Crisis

Reading Due: Wood, pp. 3-44

Mon. (Feb. 13) Interpreting the Imperial Crisis

Reading Due: Kierner, Chapters 3-4

Assignment Due: Document Analysis paper

Wed. (Feb. 15) Revolutionary Ideology, Revolutionary Politics

Reading Due: Wood, Preface and pp. 47-74

Fri. (Feb. 17) Declarations of Independence

Reading Due: Kierner, Chapter 5; David Armitage, "The Declaration of Independence in World Context," QAH Magazine of History 18 (2004): 61-66 (on reserve).

Mon. (Feb. 20) The Revolutionary War

Reading Due: Wood, pp. 74-117; Kierner, pp. 141-152; 170-180; 186-191

Wed. (Feb. 22) Women and the American Revolution

Reading Due: Kierner, pp. 166-168, 191-193, 326-329

Fri. (Feb. 24) What is an Annotated Bibliography?

Mon. (Feb. 27) Race and Power

Reading Due: Roger Wilkins, Jefferson's Pillow

Wed. (Feb. 29) Crisis of the 1780s

Reading Due: Wood, pp. 117-166; Kierner, pp. 218-221, 227-243

Fri. (Mar. 2) Creating the Constitution

Reading Due: Kierner pp. 243-285

Mon. (Mar. 5) Revolutionary Legacies

Reading Due: Young, Shoemaker and the Tea Party

Wed. (Mar. 7) Eighteenth-Century News and Print Culture

Assignment Due: Book Review

Fri. (Mar. 9) The French Revolution

*Reading Due: website Liberty, Equality, Fraternity: Exploring the French Revolution
<http://chnm.gmu.edu/revolution/> "Social Causes of the Revolution" "Monarchy Falls" "War, Terror, and Resistance to the Revolution"*

Mon. (Mar. 12) The French Revolution

*Reading Due: website Liberty, Equality, Fraternity: Exploring the French Revolution
<http://chnm.gmu.edu/revolution/> "How to Read Images"*

The French Revolution and Human Rights

Wed. (Mar. 14) The Revolutionary Origins of Human Rights

Reading Due: Hunt, pp. 1-32

Fri. (Mar. 16) Searching and Researching the French Revolution

Assignment Due: Research assignment due in class

SPRING BREAK March 17-April 1

Mon. (Apr. 2) Defining Rights before 1789

Reading Due: Hunt, pp. 35-70

Wed. (Apr. 4) Declaration of the Rights of Man and Citizen

Reading Due: Review U.S. Constitution; Hunt, pp. 71-79

Fri. (Apr. 6) Debates over Citizenship and Rights

Reading Due: Hunt, pp. 80-139

The United States in the Era of the French Revolution

Mon. (Apr. 9) Politics and Society in the Early American Republic

Reading Due: Kierner, pp. 286-302, 305-323

Wed. (Apr. 11) Debates over Citizenship and Rights

Reading Due: Kierner, pp. 211-225

Fri. (Apr. 13) The United States and The French Revolution

Reading Due: Kierner, pp. 303-305; Matthew Rainbow Hale, "On Their Tiptoes: Political Time and Newspapers during the Advent of the Radicalized French Revolution, circa 1792-1793," Journal of the Early Republic 29 (2009): 191-218 (on reserve).

Mon. (Apr. 16) Philadelphia Women

Reading Due: Branson, Introduction-Chapter 2

Wed. (Apr. 18) Philadelphia Women

Reading Due: Branson, Chapter 3-Conclusion

Fri. (Apr. 20) No Class Meeting **5:00 p.m. 3-4 page paper due on PioneerWeb**

Mon. (Apr. 23) The Election of 1800

Reading Due: Kierner, pp. 345-347, 355-362

Slave Revolution in the Caribbean & Slave Rebellion in the U.S.

Wed. (Apr. 25) Revolution, Emancipation, Independence

Reading Due: Dubois and Garrigus, Preface-pp. 46

Fri. (Apr. 27) Slave Revolution and Emancipation

Reading Due: Dubois and Garrigus, Ch. 1-3

Mon. (Apr. 30) Emancipation, 1794-1798

Reading Due: Dubois and Garrigus, Ch. 4

Wed. (May 2) War and Independence

Reading Due: Dubois and Garrigus, Ch. 6

Annotated Bibliography Draft Due

Fri. (May 4) The Haitian Revolution and the United States

Reading Due: Dubois and Garrigus, Ch. 5; James Alexander Dun, "'What Avenues of Commerce, Will You, Americans, Not Explore!': Commercial Philadelphia's Vantage onto the Early Haitian Revolution," William and Mary Quarterly 63 (2005): 473-505 (online at the History Cooperative; on reserve); Douglas Egerton, "Gabriel's Conspiracy and the Election of 1800," Journal of Southern History 156 (1990): 191-214 (on reserve).

Mon. (May 7) Oral Presentations

Annotated Bibliographies Due

Wed. (May 9) Oral Presentations

Fri. (May 11) Oral Presentations

FINAL EXAM DUE FRIDAY, MAY 18 NOON at Prof. Purcell's office Macy House 201