

Dr. Kevin Gannon

Jensen 111

263-6102

kgannon@grandview.edu

faculty.grandview.edu/
kgannon

Office Hours:

MWF 9:00-9:50

TTh 8:00-9:20

**Or by appointment;
just ask!**

Course Description:

This course is an intensive survey of the period between 1763-1815, with particular emphasis on the origins and process of the American Revolution and the subsequent constitutional development of the United States. Themes covered include: The after-effects of the Seven Years' War, the fragmentation of Britain's colonial empire, independence and the course of the Revolutionary War; the difficulties of nation-building, early American society, culture, and economics, the impact of race and slavery, and the War of 1812 and its aftermath.

HIST 346

The Age of the American Revolution, 1763-1815

Course Goals

Welcome to History 346! I have several goals for this course which embrace not only specific content we'll cover, but the ways in which the class can serve as an significant experience in your liberal arts education here at GVU. To that end, the goals are broken down into six areas necessary for a *significant* learning experience.

This course will help you:

[Foundational Knowledge]

- Understand and remember key issues, events, and people from the history of North America and the larger Atlantic World during the Age of the American Revolution (1763-1815), and be able to articulate their significance.
- Identify and cogently discuss the ways in which Americans viewed the Revolution, and the impact of race, class, gender and citizenship upon those views.

[Application]

- Develop the critical thinking skills necessary to meaningfully analyze historical material and arguments.
- Achieve proficiency in academic communication by completing regular and varied writing assignments, written examinations, and a research project.

[Integration]

- Understand and appreciate the ways in which this era and its ideals continue to shape the present-day United States and other areas of the world.

[Human Dimension]

- Gain confidence in your academic ability and develop the focus and time management skills necessary to successfully complete the assignments in this course.

[Caring]

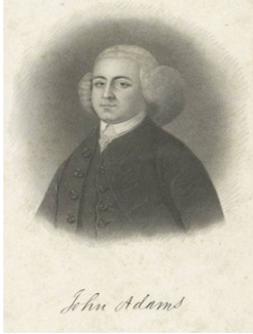
- Value the acquisition of historical knowledge and the maintenance of historical literacy.

[Learning How to Learn]

- Identify and develop the skills necessary for success in this course—and develop an understanding of how those skills will impact other areas of your academic and intellectual life.
- Be able to articulate how you will use the knowledge and skills acquired in this course in your academic and professional careers.

[GV Core: Information Literacy Outcome]

- You will analyze questions, theses, or problems and collect and evaluate related information for the purpose of producing evidence-based responses.



John Adams, 1766
Portrait by Benjamin
Blyth

Course Theme & Content: Whose Revolution?

“The American Revolution was not a common event. Its effects and consequences have already been awful over a great part of the globe. And when and where are they to cease? But what do we mean by the American Revolution? Do we mean the American war? The Revolution was effected before the war commenced. The Revolution was in the minds and hearts of the people; ... This radical change in the principles, opinions, sentiments, and affections of the people, was the real American Revolution.”

John Adams to Hezekiah Niles, 13 February 1818

History Dept. **Credo:**

All History courses at Grand View will help you accomplish the following:

- Value lifelong learning and engagement with History
- To think like a historian:
 - Understand causation
 - See the past and present as a continuum.
 - Foster global awareness and empathy for the other
 - Construct and critically approach narratives
- Proficiency in documentation and research.

John Adams wrote these lines thirty five years after the close of the Revolutionary War. But, as he points, out, the *war* was somewhat distinct from the *revolution*. That is, the war for independence was only a part of the larger “Revolution...in the minds and hearts of the people” that occurred in this era—what Adams called the “real American Revolution.”

Adams’ observation points to the principal reason for the complex and contested nature of the Revolution and its legacy. There were many different groups of people in the colonies which rebelled against Great Britain and eventually became the United States, and this diversity of peoples ensured that the Revolution and its ideals could take on a variety of meanings, depending upon one’s perspective. In other words, the Revolutionary promise of “liberty” meant something vastly different to Virginia planter George Washington than it did to the slaves on his plantation. Thomas Jefferson wrote the phrase “all men are created equal” in the Declaration of Independence, while at the same time claiming ownership of over 100 men and women as slaves. “Freedom” meant different things to, for example, a Boston shoemaker, a Pennsylvania farmer’s wife, a Cherokee Indian, and a New York merchant.

During this era, these different perspectives came into contact—and often conflict—with one another. Our goal in this course will be to examine the question, “whose Revolution?,” and understand the ways in which the answers to that question have continued to shape our society and its discourse ever since the eighteenth century. It is overly simplistic to speak of the “American Revolution” in just the singular; the reality of the period is that there were a number of “American Revolutions” occurring simultaneously, jostling and wrestling with one another, making this period one of the most dynamic and fascinating in American history. In the coming weeks, we will explore them.

What We'll Do & How We'll Do It

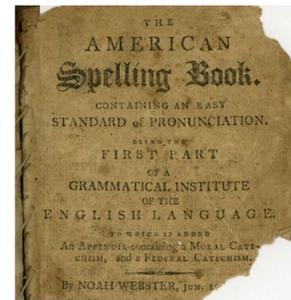
I hope that our class meetings will contain a substantial amount of discussion with one another. I will provide some "mini-lectures" to elaborate on particular issues, and we will also use audio-visual materials to augment the treatment of some subjects.

I do not plan on using class time merely to

"cover the content" and re-hash the readings. *This will not be a standard lecture course. In fact, the less lecture, the better, as far as I'm concerned.* I want this time to be a meaningful experience for learning and critical thinking.

For that to occur, it is important for you to come to class having

read the appropriate material and to be ready to engage with the texts and each other. To this end, engagement and participation (and I do not define these merely by the number of times one speaks in class) will be a significant component of your course grade.



Netiquette

"Netiquette" refers to the standards for appropriate interaction in an online environment. You are expected to display proper netiquette in their communications with me and with other students. This includes using proper written English, being polite by disagreeing agreeably when necessary, including your name and other necessary identifiers on any communication. If an email or discussion post ever concerns you, please notify me right away in a private manner.

Blackboard and E-Mail

Much of the work for this course will be done via GVU's campus network resources. Assignments will be posted on the Blackboard course page only; there will be no paper copies distributed in class. I will require the electronic submission of assignments via Blackboard (I'll demonstrate this in class), and you will receive my feedback and

evaluation that way as well. Announcements and other matters outside the classroom will be conducted via **GV email**. Please check your account regularly; **you are responsible for any material distributed in this manner**. You will be asked to place your research trail assignments and term project in your electronic portfolio, and I will

post my evaluation and feedback there as well. but we will collectively improve our technological proficiency, which is of vital importance in today's economic and intellectual climate. Please let me know if you need any assistance or support with these resources. They are meant to make life easier, not more complicated.

A Few Notes Regarding Technology (Campus-Wide Policy):

- It is essential that all students check their Grand View University e-mail account or set their account to forward to a preferred e-mail address. Students may set-up an e-mail auto forward from the myView web site ([myView](#) > [Campus Life](#) > [Technology Resources](#) > [myView Mail](#) > [myView Mail Forwarding](#)).
- The MyGrades tool of Blackboard is intended to be a communication tool and to facilitate information sharing between instructors and students. The grades and feedback posted on MyGrades are not to be interpreted as the final grade submitted by the instructor. Discrepancies and mistakes can be made

in using and interpreting the technology – by both student and instructor. Refer to the grade policy in the syllabus for a full understanding of how your grade is calculated. Students will find their final grade on myView > myTools > Academic Profile > Grades by Term.



Newspaper Protest of the Stamp Act, 1765

Learning Activities and Assessment:

I firmly believe that any requirements in a particular course should make sense within the course's overall framework, and that students are entitled to an explanation of how the time they will spend on assignments will help them be successful in the class.

All of the assignments in this course are designed to help you progress toward the course goals. Put simply, the assignments all have a point. The course readings are meant to not only provide important *foundational knowledge*, but to help you move toward the larger goals of *application* and *integration*—facets we will emphasize in our class discussions, as well. The reading response assignments are geared toward assessing your comprehension of the reading content, as well as building your proficiency in analysis, argument, and the mechanics of academic writing. The examinations are designed with similar goals in mind, but they add the component of *integration* and *synthesis* of the material in their essay portion. In addition, the final examination will contain a reflective component, where you will assess your progress toward all of the course goals; this will help you in the area of “*learning how to learn*” and assist you in discerning the value and significance of your own learning. The term project encompasses most of the areas of significant learning listed on page one: *foundational knowledge, application, integration, and learning how to learn*. It is also the principal area in which we will acquire the *Information Literacy* traits listed on page 1. Moreover, the *caring* and *human dimension* goals are integral parts of the research process throughout the semester; encompassing these dimensions of significant learning is what separates truly outstanding projects from the rest.

Required Texts

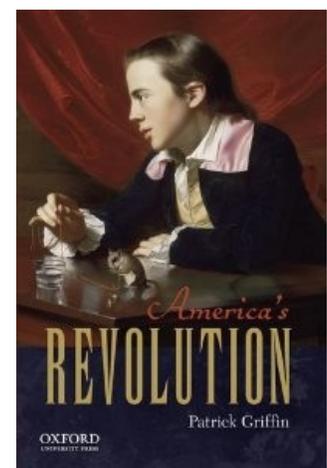
- Patrick Griffin, *America's Revolution* (Oxford, 2013).
- Melissa Walker, *The Battles of Kings Mountain and Cowpens* (Routledge, 2013).
- Rosemary Zagarri, *Revolutionary Backlash: Women and Politics in the Early American Republic* (North Carolina, 2008).
- David Waldstreicher, *Slavery's Constitution: From Revolution to Ratification* (Hill & Wang, 2009).
- Joyce Appleby, *Capitalism and a New Social Order: The Republican Vision of the 1790s* (NYU, 1984).
- David R. Edmunds, *Tecumseh and the Quest for Indian Leadership* (Pearson, 2007).
- Donald R. Hickey, *The War of 1812: A Short History* (Illinois, 1995).
- Additional Readings and Primary Sources available on our Blackboard Site.

All of these texts are available in the Grand View University Bookstore and online via the Bookstore's website (which also allows for comparison shopping with other online sellers, like Amazon). Moreover, most of them are available as e-books on platforms like Kindle and Nook. Please let me know ASAP if you have any problems getting access to any of these books.



Quaker antislavery medalion, designed 1787.

"Under the law of nature, all men are born free, every one comes into the world with a right to his own person, which includes the liberty of moving and using it at his own. This is what is called personal liberty, and is given him by the author of nature, because necessary for his own sustenance."
-Thomas Jefferson, (slaveowner), 1770.



Course Requirements

Grand View's Official Policies on:

Class Attendance

Students are responsible for adhering to the attendance policies as expressed by the instructor/department.

Furthermore, the Federal Government requires that students receiving financial aid attend classes. Students, who are identified by the instructor as not attending classes, will be reported. Students who fail to return to classes may lose all or a portion of their financial aid.

Classroom Conduct

Students should conduct themselves as responsible members of the University community respecting the rights of others. Any student behavior interfering with the professor's ability to teach and/or the student's ability to learn constitutes a violation of the Code of Student Conduct found in the Grand View Catalog. The professor may ask the student to leave the classroom and that student will be subject to disciplinary sanctions.

- I expect you to be in class, on time, and prepared. Please have the reading for each class completed before that day's session (consult the course schedule, below). Attendance will be taken regularly, and excessive absences will have a detrimental effect upon your grade.
- I encourage you to participate in class discussions, to ask questions whenever you feel necessary, and to be engaged with our material generally. This is the best way for you to get as much as you can out of this class, which—after all—is the whole point of our being here.
- I expect myself to treat you with respect and courtesy, and I expect you to reciprocate with both me and your classmates. To that end, I have some specific requirements. All cell phones need to be turned off (not "vibrate," but off) prior to entering class. I reserve the right to answer any phone that goes off during class time. Latecomers should enter quietly and take the seat nearest the door, so as not to distract the rest of the class.
- I understand that emergencies or unforeseen circumstances can arise. I will make allowances for

them if need be, and will work with you to help make up any material you might have missed should there be a legitimate problem that keeps you from class. Missed exams or assignments may only be made up if the absence is **excused** (illness, grievous loss, other emergencies, or an official university activity may be excused with proper documentation).



Benjamin Franklin's editorial cartoon supporting the Albany Plan of Union, 1754

Academic Accommodations

Grand View University prohibits unlawful discrimination and encourages full participation by all students within the university community. When a student requires any instructional or other accommodation to optimize participation and/or performance in this course, it is the responsibility of the student to contact both the instructor and the Associate Director of Student Success: Academic Support and Disability Services and apply for any requested accommodation. The associate director is [Ms. Joy Brandt](#) and she can be reached at 515/263-2971.

Academic Integrity

In accordance with its mission statement, Grand View University is dedicated to the development of the whole person, and committed to truth, excellence, and ethical values. The University strives to promote appreciation of the dignity and worth of each individual and open interaction between student, faculty and staff. Personal integrity and academic honesty are essential to building a campus of trust. Thus, honesty in all aspects of the college experience is the responsibility of each student, faculty, and staff member.

This is reflected in the Grand View University Code of Integrity, which states: **As a member of the Grand View University community, and in accordance with the mission of the university and its Lutheran identity, I agree to appreciate and respect the dignity and worth of each individual. I will honor and promote a community of open interaction, personal integrity, active and intellectual engagement, and academic honesty with students, faculty and staff.**

Assignments & Grading

Reading Responses (6)	25 points each (150 total)	Grading Scale:	
Midterm Examinations (2)	100 points each (200 total)	90-100%	A
Research Trail Components	50 points	80-89%	B
Term Project	150 points	70-79%	C
Final Examination	150 points	60-69%	D
Attendance/ Engagement/ Participation	150 points	Below 60%	F

**Total Available Points:
850**



**Mohawk Indian
Thayendanegea, also known
as Joseph Brant**

Examinations and Reading Responses

The examinations in this course will consist of short answer (and essay portions; they will all be the same format, including the final. The final examination will be cumulative in nature, and it will also have a reflective component that will be distributed well in advance of finals week. Re-

view material and additional information regarding the examinations will be available as the test dates approach. All examinations in this course are take-home, open-book, and open-note.

Reading Responses are short (2-3 pp.) writing assignments that directly address the readings for the day on which they are assigned. Specific questions and parameters for the reading responses will be posted on Blackboard at least two classes prior to their due date.

**"The war was
not about home
rule, but about
who would rule
at home."
- Carl Becker,
1909**

Term Project

You may choose any of these three options for your term project. These options are all tailored to fit the course goals given on page one by developing both content mastery ("foundational knowledge") and the "meta-skills" like proficient writing and critical thinking that are necessary for success in any academic endeavor ("application" and "learning how to learn"). Full descriptions of each assignment and its requirements can be found on Blackboard.

Term Paper: the "traditional" type of research assignment—a piece of original scholarship on your part, in which you research and write upon a particular topic germane to this era of US history. The paper should be at least 12-14 pages in length, consist of research in primary and secondary sources, and follow the guidelines given in the project description.

Historiographic Essay: all history majors should do one of these by the time you graduate; this project is also excellent preparation for those considering graduate education in history. The essay should consider *at least SIX* secondary works (either monographs or scholarly articles) on your topic, and should be at least 9-11 pages in length. More specifics can be found in the assignment guidelines; I will also make samples available on Blackboard.

Website: Don't worry; you don't need to know HTML code to do this option. Using Weebly (a free website building and hosting platform), you'll create a website that serves as a digital exhibition on your particular topic. Consult the project description on Blackboard for more details, including the use of multimedia, bibliography and research requirements, and overall website expectations.

Other Grand View Stuff You Should Know:

Appeal of Final Course Grade or Faculty Member's Final Academic Disciplinary Action

Students who wish to appeal a final course grade or other academic disciplinary action of an instructor must complete at least section I.A. of the Academic Appeal Form on-line within fourteen calendar days after the published due date for the final grade submission of the academic term in which the issue of disagreement occurred. Visit site below to complete first part of the form. <https://secure/grandview.edu/gradeappealform.html> This form must be submitted electronically to the Office of the Provost. Nursing Students appealing a grade in a

Assignment of Credit Hours

With successful completion of this course, Grand View University will award you a specified number of credit hours on your transcript. Our accrediting body, the Higher Learning Commission, as well as the US Department of Education have standards in the definition of what counts as a credit hour (see [GV Catalog for a full definition](#)) so that students receive the full educational experience we claim. This course will involve face-to-face class time and outside learning activities to fulfill credits awarded.

Course Schedule & Assignments

Week 1

8/27-29

Introduction to the Course & One Another

Insiders and Outsiders in the British Empire

Griffin, Part One: Introduction and Chapter 1.

Walker, Ch. 1.

James Otis, argument against the Writs of Assistance, 1761*

Items marked with an asterisk () are available on the Blackboard course site.*

Week 2

9/3-5

The Beginnings of Imperial Drift

Griffin, Chs. 2-3.

Walker, Ch. 2.

Eliga Gould, "The Nation Abroad: The Atlantic Debate over Colonial Taxation."*

Virginia House of Burgesses, Petition to House of Commons (Dec. 1764) *

Resolutions of the "Stamp Act Congress" (Oct. 1765)*

Massachusetts Circular Letter to Colonial Legislatures (1768)*

Reading Response #1 due 9/5

Week 3

9/10-12

The Revolution Before the Revolution

Griffin, Ch. 4.

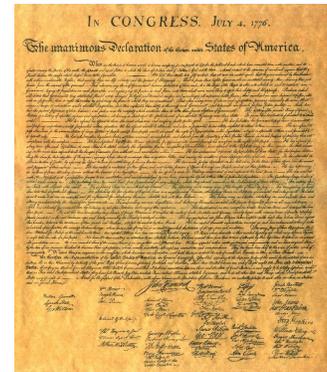
Proceedings of Farmington, Connecticut, on the Boston Port Act (1774)*

Declaration and Resolves of the First Continental Congress (1774)*

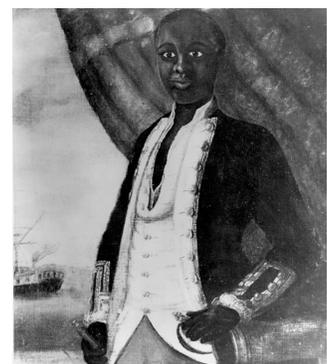
Term Project Proposal due 9/12

Course Schedule & Assignments

Week 4 9/17-19	<p>Independence and War</p> <p>Griffin, Ch. 5.</p> <p>Woody Holton, “‘Rebel against Rebel’: Enslaved Virginians and The Coming of the American Revolution.”*</p> <p>Declaration of Independence*</p> <p>Reading Response #2 due 9/19</p>
Week 5 9/24-26	<p>Revolutionary Violence</p> <p>Griffin, Ch. 6.</p> <p>Wayne E. Lee, “Restraint and Retaliation: The North Carolina Militias and the Backcountry War of 1780-1782.”*</p> <p>Term Project Working Bibliography due 9/24</p>
Week 6 10/1-3	<p>The Revolution in the South</p> <p>Walker, Chs. 3-7, documents</p> <p>Reading Response #3 due 10/3</p>
Week 7 10/8-10	<p>War’s End, Revolution’s Beginning?</p> <p>Griffin, Ch. 7.</p> <p>Alan Taylor, “‘To Man Their Rights’: The Frontier Revolution.”*</p> <p>Gannon, mss. chapter on Shays’s Rebellion*</p> <p>First Midterm Examination due 10/8</p>
Week 8 10/15-17	<p>The Constitutional Counterrevolution?</p> <p>Griffin, Ch. 8,</p> <p>Waldstreicher, all.</p> <p>Reading Response #4 due 10/17</p>
Week 9 10/22-24	<p>The Tumultuous 1790s</p> <p>Griffin, Ch. 9.</p> <p>Gannon, mss. chapter on Whiskey Rebellion*</p> <p>Term Project Outline and Summary due 10/24</p>



**“The
Declaration of
Independence I
always
considered as a
theatrical show.
Jefferson ran
away with all
the stage effect
of that... and all
the glory of it.”
—John Adams**



**Portrait of an unknown
African American
soldier, ca. 1780**

Course Schedule & Assignments

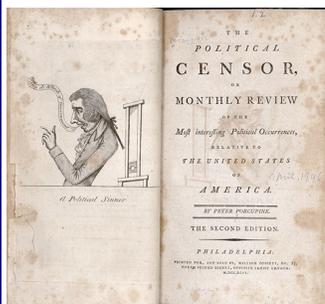


Pro-Jefferson campaign broadside, 1804



John Singleton Copley's portrait of Judith Sargent Murray, 1770-72

Week 10 10/29-31	The Political Economy of Early America Appleby, all. Reading Response # 5 due 10/31
Week 11 11/5-11/7	The "Revolution of 1800" Michael A. Bellesiles, " 'The Soil Will Be Soaked with Blood': Taking the Revolution of 1800 Seriously."* Hickey, Ch. 1. Begin Zagarri. Individual Research Conferences
Week 12 11/12-14	Women and Politics in the Early Republic Zagarri, all. Reading Response #6 due 11/14
Week 13 11/19-21	The Contested Ground of the West Edmunds, all. Second Midterm Examination due <u>Tuesday, 11/26 by 5:00 PM on Blackboard</u>
Week 14 11/26-28	Thanksgiving Holiday—No Classes
Week 15 12/3-5	The War of 1812 Finish Hickey. <u>Term Projects due 12/5</u>



One of the numerous partisan political journals of the 1790s

The Final Examination will be a take-home exam; it will be due **THURSDAY, DECEMBER 12 BY NOON**. Because of the University's deadline for submitting grades, this due date cannot be extended.