Course Number: HMN 125K
Unique Number: 39755
Instructor: Kyle Shelton
Office Hours: Mondays 12-3 at the Cactus Café
kylekshelton@gmail.com

Syllabus:
Arts, Sciences, and Social Science: Readings in the American Revolution
Fall 2010: Wednesdays, 12 pm to 1 pm, CAL 200

Course Description:
This course is a stand-alone, one-credit class, but is intended to be taken in tandem with Dr. George Forgie’s “American Revolution and the Foundation of the US, 1763-1800.” Our weekly meetings will consist of discussing additional readings linked either topically or temporally to Dr. Forgie’s lectures and will enrich students’ understanding of the larger lecture course.

The goal of the readings and discussion will be to delve into the topics covered in the main course by deeply examining the weekly documents. Through the readings, short writing assignments, and focused discussion we will attempt to add to the comprehensive understanding of the origins and effects of the American Revolution established in Dr. Forgie’s class.

Course Requirements:
This course relies heavily on student participation. Because of this, steady attendance is required and students will be expected to come to each discussion section having read the assigned reading and be prepared to discuss. Students will be required to write six, one-page responses to the weekly readings. In addition, students will be asked to come to two meetings with a set of three discussion questions to help spur that period’s conversation.

Reading Responses:
Students will write 6 one-page, single-spaced responses to the readings. The response should include a one-paragraph summary of the source; one to two paragraphs about the source’s connection to lecture material; and a final one to two paragraphs regarding reactions, questions, ideas, or concerns that are raised by the source. The responses should take the form of a short essay, not a bulleted answer.

Discussion Questions:
In the first class period a sign up sheet for discussion questions will be passed around. Each student will sign up for two sessions. When it is a student’s turn to come up with questions, they must post at least 3 and no more than 5 questions on blackboard by 8am on class day. There will be discussion topics created in which to post questions. Each class will begin with a student’s questions. The questions themselves should be conducive to discussion, not informational queries. For examples, rather than asking who wrote the Declaration of Independence, students could ask a question about if it mattered
that the author, Jefferson, was an educated, wealthy, and white man. The questions should stimulate conversation, not simply have a yes/no answer. Questions will be evaluated upon the evidence of work put into coming up with them.

Grade Breakdown:
- Attendance: 10%
- Participation: 20%
- Responses: 60%
- Discussion Questions: 10%

Grade Scale:
- A 93-100
- A- 90-92
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 73-76
- C- 70-72
- D+ 67-69
- D 63-66
- D- 60-62
- F Below 60

Students with Disabilities:
After receiving a letter from the Students with Disabilities Office, I will work with any student that requires reasonable accommodation for accomplishing the workload of this course.

**Assigned Readings**
Readings are subject to change. Assignments will be placed on blackboard.

9/1—**Placing Independence**
Readings: Declaration of Independence and the Introduction to David Armitage’s *Declaration of Independence*

9/8—**Increasing Conflict and Debate**
Readings: Testimony of Benjamin Franklin to the British Parliament
Response of Soame Jenyens to the complaints of the colonists
Account of the Boston Tea Party

9/15—**The Boston Massacre**
Readings: “Indictment for the Murder of Crispus Attucks”
“Anonymous account of the Boston Massacre of 1770”
“Summation of John Adams’ Defense”
Excerpt from the diary of John Adams regarding the trial
9/22—Final Overtures for Peace
Readings: The Olive Branch Petition
        British Proclamation of Rebellion

9/29—Rebellion/Neutrality/Loyalism
Readings: Excerpts from Thomas Paine, Common Sense
        Patrick Henry, “Give Me Liberty of Give Me Death” speech
        “New Jail. Philadelphia Jan’y. 1st. 1776.” From Milcah Mary Moore’s Book
        Hector St. Jean De Crevecoeur, “Letter XII: Distresses of a Frontier Man” in
        Letters from an American Farmer

10/6—Paul Revere’s Ride—Historic Memory and Myth
Readings: Henry Wadsworth Longfellow, Paul Revere’s Ride
        Excerpt from David Hackett Fischer, Paul Revere’s Ride
        Paul Revere’s Deposition on his Ride and the Battle of Lexington

10/13—Structuring a Confederacy
Readings: “Remember the Ladies” letter from Abigail Adams to John Adams
        Articles of Confederation

10/20—The War
Readings: Phillis Wheatley “To His Excellency General Washington” and Footnote
        Abigail Adams’ Account of the Battle of Bunker Hill
        John Burgoyne’s Account of the Battle of Bunker Hill
        Nathaniel Ober’s Account of the Battle of Bunker Hill
        Albigence Waldo’s Diary from Valley Forge
        Charles Cornwallis’ Letter Describing the British Surrender at Yorktown

10/27—Revolutionary Images (Exam 2 in Lecture Course)
Readings: Various Primary Images

11/3—Growing Pains
Readings: Northwest Ordinance
        The Virginia Act for Establishing Religious Freedom
        “Petition of an African Slave, to the Legislature of Massachusetts”
        Shay’s Rebellion Documents

11/10—Constitution Debates
Readings: Federalist Papers, #2, #10
        Anti-Federalist Papers, John Dewitt and Centinel #1
11/17—**Whose Constitution?**
Readings: Bill of Rights
   “Copy of a Letter From Benjamin Banneker to the Secretary of State, With His Answer.” 1791
   “Petition of Henry Quaquaquid and Robert Ashpo to the Connecticut State Assembly”

11/24—**Tests to the Constitution**
Readings: Washington’s Proclamation against the Whiskey Rebellion
   Washington’s Farewell Address
   The Kentucky Resolution to the Alien and Sedition Act
   Trail Transcript of David Brown’s Sedition Trial

12/1—**A Real and Lasting Revolution?**
   Tecumseh’s Speech to William Henry Harrison
   Frederick Douglass, “What to the Slave is the Fourth of July”