

HIST XXXX

The American Revolution



Vaughn Scribner
Sample Syllabus

The American Revolution is one of the most dynamic—and misunderstood—events in American history. Just as colonists tried to come to terms with this incredibly disruptive incident, so too are historians continuously arguing over various facets of the Revolutionary Period. In many ways, then, the American Revolution is still an unclosed book. Historians Alfred F. Young and Gregory H. Nobles recently used a volume of essays to ask “Whose American Revolution Was It?” This course will tackle this question at its core, investigating the myriad causes, events, and consequences of this world-changing rupture. It will examine the Revolution as a colonial war for independence and as a struggle for reform within America. It will also follow through, briefly, with some of the immediate results of the American Revolution.

The Revolutionary War was a civil war on a grand scale. It pitted subject against king, son against father, slave against master, and “native” against imperial intruder. It brought Hessian and French troops across the Atlantic Ocean to fight in a place many would never have otherwise ventured. The Revolution, then, cannot be understood in simple or objective terms. Delving into this period raises more questions than answers, and pushes us to challenge our understanding of American history. This war spilled over into the rest of the world, sparking an “age of Revolution” and redefining the controversial—often-conflicting—notions of “democracy” and “republicanism.” As will become more apparent during this course, there was no one cause of the American Revolution, and there was no simple effect. This was a conflict with local and global ramifications—it was a conflict that meant freedom for some, but continuing conflict and inequality for far more.

Newspapers were especially important conveyers of news and opinion in the second half of the eighteenth century. Colonists rich and poor, black and white, loyalist and patriot sought out these papers to both challenge and confirm pre-existing ideas and opinions. So will you. You will

follow the American Revolution through rag linen, scouring the *Virginia Gazette* (fully accessible and indexed via the Colonial Williamsburg Foundation's website) for various insights and breaking news. While this course will offer various other primary documents to understand the American Revolution, newspapers will be an ongoing document. Thus, you will investigate different primary documents each week, and through doing so will not only learn how to critically analyze primary sources, but also how to use these sources to develop our own opinions of the past. Every assigned primary document will be accessible online or in your course reader.

Course Goals:

- Engage with Revolutionary America's history on a critical level, taking into account the diverse peoples, places, and ideas that constantly clashed during this ongoing period of change
- Understand the Revolutionary War as a complicated, conflicting event that had myriad causes and huge implications for the early American republic and the rest of the world.
- Investigate the early national period as one of instability as much as success. Reflect on the uncertainty of this era and the ongoing changes that lower and upper class citizens inflicted on the early republic.
- Gain a fuller understanding of historians' changing perception of the past through thorough reading and discussion of secondary sources.
- Investigate how historians craft their arguments by analyzing important, eye-opening primary documents.
- Become better, more critical writers and speakers. I am putting a heavy emphasis on helping you to express yourself, both through the written and spoken word.
- Become more effective readers. I will teach you how to "gut" a book's content (i.e. take out the most important material for your purposes). Not only will this save you time, but it will also help you to hone in on the author's overarching argument(s).
- Ultimately, this course is directed not only at expanding your knowledge and understanding of Revolutionary America, but is also centered around making you more active, engaged thinkers. I want you to question the past, and to *develop your own opinion* on various subjects, issues, and ideas that still affect us today.

Required Texts:

- Alfred F. Young and Gregory H. Nobles, ed. *Whose American Revolution Was It?: Historians Interpret the Founding* (New York: New York University Press, 2011).

- Woody Holton, *Forced Founders: Indians, Debtors, Slaves, & the Making of the American Revolution in Virginia* (Chapel Hill: University of North Carolina Press, 1999).

- Reading Packet, available in the bookstore.

Points Break Down:

Weekly Reaction Papers- 20%

Participation- 25%

Book Review- 15%

Book Review- 15%

Final Paper- 25%

Assignments:

Weekly Reaction Papers (Fifteen Total):

Each week (Friday) a short writing assignment will be due. The two-page reaction paper will show that you have a thorough understanding of the week's reading assignments. I expect you to briefly explain the content of the secondary and primary readings, and how both the secondary and primary readings helped you to more fully understand various factors of Revolutionary America and the early Republic.

In each reaction paper, I want you to clearly define:

- 1) The secondary source authors' argument(s).
- 2) Praise and/or criticisms of the secondary source's effectiveness.
- 3) How the secondary source changed or reinforced what you already knew or thought.
- 4) What are the primary sources? Why are the primary sources important? What are potential biases in them? How did they change or reinforce your pre-existing beliefs?

Beyond showing me your understanding of the documents in writing, this will also help you prepare for discussion on Friday, which leads me to the next portion of your grade...

Class Attendance/Participation:

Although lecture will be an important part of this class, the fifty-minute class period will also be devoted to class-wide discussion and critical analysis of primary documents.

Fridays, in particular, will be devoted exclusively to discussion and analysis of assigned

readings, etc. For this reason, your participation grade will not be simply determined by attendance. Rather, I will grade you on how well you participate upon arriving at class. This means you need to come prepared and ready to contribute to discussion with well-informed opinions. Therefore, even if you come to class everyday, if you do not talk you will not receive an “A” for participation. Finally, we are all adults, and I expect you to treat me—and each other—accordingly. Disrespectful behavior towards your classmates or me will not be tolerated.

Final Paper:

Students will complete a six-to-eight page paper addressing the question I provide, due at the end of the semester. A successful paper will show a solid argument and proficient knowledge of colonial North America and those people, places, and ideas that shaped it. This question will be open-ended, without a clear-cut “right” or “wrong” answer. I want you to reflect on what *you* think about the past, and make this clear in your well-developed, concise, argumentative answer. Utilize the secondary and primary sources we have analyzed throughout the semester to support your contentions.

The paper should be typed (double-spaced), with one-inch margins, a title page, and footnotes/citations. Please use the Chicago Manual of Style. A letter grade will be subtracted for every day late.

Book Reviews (2):

You will each choose two of the following (listed) books to review. Your first book review will be due one month into the semester, while the second book review will be due two months into the semester. I expect these book reviews to be more than a simple explanation of the book’s argument and trajectory. I expect you to engage with the material, and analyze the book’s argument(s), scope, and effectiveness with a critical eye. Point out where you think the book succeeds in its goals—and where it does not. How effective was the author’s argument? How well did he/she follow through on what they set out to do? Where is there room for improvement? Read this book with a *critical eye*. A letter grade will be subtracted for every day late.

Books:

- T.H. Breen, *The Marketplace of Revolution: How Consumer Politics Shaped American Independence* (New York: Oxford University Press, 2004).

- Benjamin L. Carp, *Rebels Rising: Cities and the American Revolution* (New York: Oxford University Press, 2007).

- Richard L. Bushman, *The Refinement of America: Persons, Houses, Cities* (New York: Alfred A. Knopf, 1992).

- Gary B. Nash, *The Forgotten Fifth: African Americans in the Age of Revolution* (Cambridge, MA: Harvard University Press, 2006).
- Don E. Fehrenbacher, *The Slaveholding Republic: An Account of the United States Government's Relations to Slavery* (New York: Oxford University Press, 2002).
- Philip D. Morgan, *Slave Counterpoint: Black Culture in the Eighteenth-Century Chesapeake & Lowcountry* (Chapel Hill: The University of North Carolina Press, 1998).
- John W. Blassingame, *The Slave Community: Plantation Life in the Antebellum South* (New York: Oxford University Press, 1979).
- Elizabeth A. Fenn, *Pox Americana: The Great Smallpox Epidemic of 1775-82* (New York: Hill and Wang, 2002).
- Pekka Hämäläinen, *The Comanche Empire*. (New Haven: Yale University Press, 2008).
- Ramón A. Gutiérrez, *When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1500-1846* (Palo Alto: Stanford University press, 1991).
- Gregory Evans Dowd, *A Spirited Resistance: The North American Indian Struggle for Unity, 1745-1815* (Baltimore: Johns Hopkins University Press, 1993).
- Anthony F.C. Wallace, *The Death and Rebirth of the Seneca* (New York: Vintage Books, 1972).
- James F. Brooks, *Captives and Cousins: Slavery, Kinship, and Community in the Southwest Borderlands* (Chapel Hill: University of North Carolina Press, 2002).
- Patrick Griffin, *American Leviathan: Empire, Nation, and Revolutionary Frontier* (New York: Hill and Wang, 2008).
- Kathleen DuVal, *The Native Ground: Indians and Colonies in the Heart of the Continent* (Philadelphia: University of Pennsylvania Press, 2007).
- Linda K. Kerber, *Women of the Republic: Intellect and Ideology in Revolutionary America* (Chapel Hill: University of North Carolina Press, 1997).
- Mary Beth Norton, *Liberty's Daughters: The Revolutionary Experience of American Women, 1750-1800* (Cornell University Press, 1996).
- Carol Berkin, *Revolutionary Mothers: Women in the Struggle for America's Independence* (New York: Vintage, 2006).
- Jennifer L. Morgan, *Laboring Women: Reproduction and Gender in New World Slavery*

(Philadelphia: University of Pennsylvania Press, 2004).

- Gordon S. Wood, *The Creation of the American Republic, 1776-1787* (Chapel Hill: University of North Carolina Press, 1998).

- David Armitage, *The Declaration of Independence: A Global History* (Cambridge, MA: Harvard University Press, 2009).

- Judith L. Van Buskirk, *Generous Enemies: Patriots and Loyalists in Revolutionary New York* (Philadelphia: University of Pennsylvania Press, 2002).

- Maya Jasanoff, *Liberty's Exiles: American Loyalists in the Revolutionary World* (New York: Vintage, 2012).

- Gary B. Nash, *The Unknown American Revolution: The Unruly Birth of Democracy and the Struggle to Create America* (New York: Penguin Books, 2005).

- Peter Thompson, *Rum Punch and Revolution: Taverngoing and Public Life in Eighteenth-Century Philadelphia* (Philadelphia: University of Pennsylvania Press, 1999).

- Woody Holton, *Unruly Americans and the Origins of the Constitution* (New York: Hill and Wang, 2007).

- Joyce Appleby, *Inheriting the Revolution: The First Generation of Americans* (Cambridge, MA: Harvard University Press, 2000).

- Phillip Ziesche, *Cosmopolitan Patriots: Americans in Paris in the Age of Revolution* (Richmond: University of Virginia Press, 2010).

- Alan Taylor, *William Cooper's Town: Power and Persuasion on the Frontier of the Early American Republic* (New York: Alfred A. Knopf, 1995).

- Paul E. Johnson, *A Shopkeeper's Millennium: Society and Revivals in Rochester, New York, 1815-1837* (New York: Hill and Wang, 1978).

- David Waldstreicher, *In the Midst of Perpetual Fetes: The Making of American Nationalism, 1776-1820* (Chapel Hill: University of North Carolina Press, 1997).

- Jeffrey L. Pasley, *"The Tyranny of Printers": Newspaper Politics in the Early American Republic* (Charlottesville: University of Virginia Press, 2001).

- James Roger Sharp, *American Politics in the Early Republic: The New Nation in Crisis* (New Haven: Yale University Press, 1993).

- Saul Cornell, *The Other Founders: Anti-Federalism & the Dissenting Tradition in America, 1788-1828* (Chapel Hill: University of North Carolina Press, 1999).

- Alan Taylor, *The Civil War of 1812: American Citizens, British Subjects, Irish Rebels, and Indian Allies* (New York: Vintage Books, 2011).

- Jon Butler, *Awash in a Sea of Faith: Christianizing the American People* (Cambridge, MA: Harvard University Press, 1992).

Schedule of Classes

Week One: Imperial Prosperity—Colonial American Society before the Revolution

Class One: The Urban Crucible: Cities, Consumerism, and Sociability in Colonial America

Class Two: Britons Abroad: Colonists' Connections to the British Empire

Class Three: Discussion of Readings/Lectures

Secondary Readings:

- T.H. Breen, "An Empire of Goods: The Anglicization of Colonial America, 1690-1776," *The Journal of British Studies* 25 (Oct. 1986): 467-499 (Available online at JStor).
- Richard L. Bushman, *The Refinement of America: Persons, Houses, Cities* (New York: Alfred A. Knopf, 1992), Chapter 11: City and Country, pg. 353-402. (Packet).

Primary Readings:

- Dr. Alexander Hamilton, "Excerpts from *Itinerarium* (1744)." First seventy paragraphs:
http://mith.umd.edu/eada/html/display.php?docs=hamilton_itinerarium.xml
- Newspapers: Here's your first chance to use colonial newspapers to understand the past. Find at least three examples of how colonists (pre-1763) connected to the British Empire in the *Virginia Gazette*. Be creative—this could be an advertisement, column, news story, etc.
Link to VG: <http://research.history.org/DigitalLibrary/BrowseVG.cfm>

Week Two: Those Without—Lower Class Colonists before the Revolution

Class One: Lower Class Whites: The Rising Tide

Class Two: Blacks and Indians: Fear and Force

Class Three: Discussion of Readings/Lecture

Secondary Readings:

- Alfred F. Young, "George Robert Twelves Hewes (1742-1840): A Boston Shoemaker and the Memory of the American Revolution." *William and Mary Quarterly* 38 (Oct., 1981): 561-623. (JStor)
- Eric W. Plaag, "New York's 1741 Slave Conspiracy in a Climate of Fear and Anxiety," *New York History* 84 (2003): 275-299.
- *Whose Revolution*, 192-208.

Primary Readings:

- Dr. Alexander Hamilton, "Excerpts from *Itinerarium* (1744)."
Paragraphs 70-140.

http://mith.umd.edu/eada/html/display.php?docs=hamilton_itinerarium.xml

- Daniel Horsmanden, *Journal of Trial Proceedings of the New York Slave Conspiracy of 1741*:

<http://law2.umkc.edu/faculty/projects/ftrials/negroplot/journalplot.html>

- Newspaper: Find three references to lower class colonists—black, white, or Native American—in the *Virginia Gazette* (pre-1763). What does this tell us about society at the time?

Week Three: The War that Made America?—The Seven Years' War

Class One: A Truly Global War: Barriers Broken

Class Two: Hurt Feelings: An Emerging American Identity

Class Three: Discussion of Readings/Lecture

Secondary Readings:

- Paul Kelton, "The British and Indian War: Cherokee Power and the Fate of Empire in North America," *The William and Mary Quarterly* 69 (2012): 763-792. JStor.

- Stephen S. Webb, "Army and Empire: English Garrison Government in Britain and America," *William and Marty Quarterly* 34 (1977): 1-31.

Primary Readings:

- Excerpts from James Kenny's "Journal," 1761-63:

http://hsp.org/sites/default/files/attachments/frontier_traders_journal_0.pdf

- "The Treaty of Paris (1763)":

http://avalon.law.yale.edu/18th_century/paris763.asp

- Newspaper: Find two interesting *Virginia Gazette* stories about the Seven Years War, and two stories about the effects of the war on the colonies (especially the effects of Indian attacks). What do the stories during the war tell us about colonial America? How did this change in the years after the war (1763-68)?

Week Four: Sliding into Dissolution and Coming Together—Northeastern Cities, Non-Importation, and Popular Politics

Class One: Acts of Anger: British Colonial Policy and Reactionary Behavior

Class Two: Binding Together: Colonial Consumerism and Revolutionary Tumult

Class Three: Discussion of Readings/Lecture

Secondary Readings:

- Ralph Frasca, "Benjamin Franklin's Printing Network and the Stamp Act," *Pennsylvania History* 71 (2004): 403-419.
- T.H. Breen, *The Marketplace of Revolution: How Consumer Politics Shaped American Independence* (New York: Oxford University Press, 2004), Chapter Six. Packet.

Primary Readings:

- "A Poem on the Stamp Act, 1765"
<http://nationalhumanitiescenter.org/pds/makingrev/crisis/text3/poeticaldram1765.pdf>
- Parliament Debates the Stamp Act, February 1765:
<http://nationalhumanitiescenter.org/pds/makingrev/crisis/text3/parliamentarydebate1765.pdf>
- Newspaper: Find three instances of colonial consumerism and activism through that consumerism in the lead-up to the revolution in the *Virginia Gazette*. Also, find at least one instance of a riot.

Week Five: The "Backcountry"—Virginia, Native Americans, and the "West"

Class One: Land Troubles: The Proclamation Line of 1763

Class Two: Forced Founders: Virginia Elites React to Pressure From Below and Without

Class Three: Discussion of Readings/Lecture

Secondary Readings:

- Holton, *Forced Founders*, 1-75.

Primary Readings:

- "The Proclamation of 1763":
<http://www.ushistory.org/declaration/related/proc63.htm>
- "George Washington to William Crawford, September 21, 1767":
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/britref/crawford.html>
- Newspaper: Find one reaction to or reference to the Proclamation Line in the *Virginia Gazette*.

Week Six: Rupture and Revolution—From Imperialism to Republicanism

Class One: Violence: The Boston Massacre and the Boston Tea Party

Class Two: Ideology: Shifting Allegiances—Patriots and Loyalists

Class Three: Discussion of Readings/Lecture

Secondary Readings:

- Benjamin Carp, *Defiance of the Patriots: The Boston Tea Party & the Making of America* (New Haven: Yale University Press, 2010), Introduction and Chapter One. Packet.
- Mary Beth Norton, "The Loyalists' Image of England. Ideal and Reality," *Albion: A Quarterly Journal Concerned with British Studies* 3 (1971): 62-71.

Primary Readings:

- Captain Thomas Preston, "An Account of the Boston Massacre (1770)": <http://www.let.rug.nl/usa/documents/1751-1775/captain-prestons-account-of-the-boston-massacre-march-5-1770.php>
- George Robert Twelves Hewes, "An Account of the Boston Tea Party" http://ahp.gatech.edu/tea_party_account_1773.html
- Newspaper: Find accounts of both the Boston Massacre and the Boston Tea Party in the *Virginia Gazette*.

Week Seven: "We must all hang together, or assuredly we shall all hang separately": Declaring Independence...and Treason

Class One: For Whom? By Whom?: The Declaration of Independence

Class Two: A Tract for the World: The Global Importance of the Declaration of Independence

Class Three: Discussion of Readings/Lecture

Secondary Readings:

- David Armitage, "The Declaration of Independence in World Context," *OAH Magazine of History* 18 (2004): 61-66. JStor.
- Gary B. Nash, *The Unknown American Revolution: The Unruly Birth of Democracy and the Struggle to Create America* (New York: Penguin Books, 2005), Chapter Five. Packet.

Primary Readings:

- *The Declaration of Independence* (1776) http://www.archives.gov/exhibits/charters/declaration_transcript.html
- Thomas Paine, *Common Sense* (1776) http://www.pbs.org/wgbh/amex/adams/filmmore/ps_common.html
- John Adams' "Thoughts on Government Letter" (1776) http://www.pbs.org/wgbh/amex/adams/filmmore/ps_thoughts.html

- Newspaper: Find whatever you can about the Declaration of Independence in the *Virginia Gazette*. What does this tell you about the Declaration's effect on colonists?

Week Eight: The War for Independence—A Struggle at Home and Abroad

Class One: Untrained and Outnumbered: The Military Struggle

Class Two: Without Bread or Cloth: War and Gender in the Home

Class Three: Discussion of Readings/Lecture

Secondary Readings:

- Elizabeth A. Fenn, "Biological Warfare in Eighteenth-Century North America: Beyond Jeffery Amherst," *The Journal of American History* 86 (2000): 1552-1580. JStor.
- *Whose American Revolution*, 224-246.

Primary Readings:

- Abigail Adams, "Remember the Ladies" Letter (1776)
http://www.pbs.org/wgbh/amex/adams/filmmore/ps_ladies.html
- Selections from the *Diary* of Joseph Plumb Martin.
<http://www.ushistory.org/march/other/martindiary.htm>
- Find three instances of news regarding the Revolutionary War. What does this tell you about how ordinary people perceived the war?

Week Nine: Whose Revolution?—Blacks' and Indians' Revolutionary War

Class One: The Forgotten Fifth: Blacks in the American Revolution

Class Two: Invaluable Allies: Native Americans' Ongoing Struggles

Class Three: Discussion of Readings/Lecture

Secondary Readings:

- Judith Van Buskirk, "Crossing the Lines: African-Americans in the New York City Region during the British Occupation, 1776-1783," *Pennsylvania History* 65 (1998): 74-100. JStor
- Holton, *Forced Founders*, 189-221.
- *Whose American Revolution*, 144-181.

Primary Readings:

- Portrait of a Black Revolutionary Soldier:
<http://www.pbs.org/wgbh/aia/part2/2h81b.html>
- Lord Dunmore's Proclamation:

<http://www.pbs.org/wgbh/aia/part2/2h42t.html>

- Journals of the Continental Congress, “Speech to the Six Nations (July 13, 1775)”:

http://avalon.law.yale.edu/18th_century/contcong_07-13-75.asp

- “Joseph Brant,” Painting By George Romney, 1776

http://upload.wikimedia.org/wikipedia/commons/b/bc/Joseph_Brant_painting_by_George_Romney_1776.jpg

-Newspaper: Find two accounts of blacks either helping with or supposedly hurting the Revolutionary efforts in the *Virginia Gazette*. Do the same with Native Americans. How does this show us their effects on the war?

Week Ten: Now What?—Framing the Federal Constitution

Class One: Overarching Ideologies and Elite Political Struggles

Class Two: The Other Founders: The Lower Classes Push Back

Class Three: Discussion of Readings/Lecture

Secondary Readings:

- Charles Beard, *An Economic Interpretation of the Constitution of the United States* (Toronto: Collier Macmillan Canada, Ltd., 1913), Conclusion. Packet.

- Woody Holton, *Unruly Americans and the Origins of the Constitution* (New York: Hill and Wang, 2007), Chapters One and Two. Packet.

Primary Readings:

- U.S. Constitution, 1787:

http://www.archives.gov/exhibits/charters/constitution_transcript.html

- The Bill of Rights, 1789:

http://www.archives.gov/exhibits/charters/constitution_transcript.html

- Newspaper: How can newspapers at the time tell us how colonists reacted to the Constitution and the Bill of Rights? Find two examples of each in the *Virginia Gazette*.

Week Eleven: America in the Age of President Washington—Towards Imperialism

Class One: Federal Funding: Following Washington’s Presidential Tour of 1789

Class Two: Looking Inward: Washington’s Plan for America’s Future

Class Three: Discussion of Readings/Lecture

Secondary Readings:

- A.K. Sandoval-Strausz, "A Public House for a New Republic: The Architecture of Accommodation and the American State, 1789-1809," *Perspectives in Vernacular Architecture* 9 (2003): 54-70. JStor.

Primary Readings:

- George Washington's Diary, 1789-1791:
<https://archive.org/stream/diaryofgeorgewas02wash#page/n3/mode/2up>
- George Washington's Farewell Address, 1796:
http://avalon.law.yale.edu/18th_century/washing.asp

Week Twelve: The American Empire—Jefferson, Jackson, and Inequality

Class One: Empire of Liberty?: Jeffersonianism and Expansion

Class Two: Jackson's Contradictions: Indian Policy and the Downfall of the Southeastern Tribes

Class Three: Discussion of Readings/Lecture

Secondary Readings:

- Thomas N. Baker, "'A Slave' Writes Thomas Jefferson," *The William and Mary Quarterly* 68 (2011): 127-154.
- David L. Ghere, "Indian Removal: Manifest Destiny or Hypocrisy?," *OAH Magazine of History* 9 (1995): 32-37.

Primary Readings:

- Thomas Jefferson, *Notes on the State of Virginia* (1783), Query XIV, "Laws."
http://www.gilderlehrman.org/sites/default/files/inline-pdfs/Document%20_From%20Notes%20on%20the%20State%20of%20Virginia.pdf
- Thomas Jefferson, "Confidential Letter to Congress," (1803):
<http://www.monticello.org/site/jefferson/jeffersons-confidential-letter-to-congress>
- Andrew Jackson, "On Indian Removal," December 6, 1830:
http://www.nps.gov/museum/tmc/manz/handouts/andrew_jackson_annual_message.pdf

Week Thirteen: Democracy's Struggles—The Revolution's Ongoing Ramifications

Class One: The Age of Revolution: Americans Come to Terms with the Haitian and French Revolutions

Class Two: A New American Identity: The War of 1812

Class Three: Discussion of Readings/Lecture

Secondary Readings:

- Wim Klooster, *Revolutions in the Atlantic World: A Comparative History* (New York: New York University Press, 2009), Introduction, Chapter Six. Packet.
- Phillip Ziesche, *Cosmopolitan Patriots: Americans in Paris in the Age of Revolution* (Richmond: University of Virginia Press, 2010), Chapter Six. Packet.

Primary Readings:

- Toussaint L'Ouverture, *Memoir*:
<http://www.marxists.org/reference/archive/toussaint-louverture/memoir/index.htm>
- Thomas Paine, *The Rights of Man*, Introduction, Parts One through Five:
<http://www.ushistory.org/PAINÉ/rights/index.htm>
- "Thomas Jefferson to the Marquis de Lafayette," (1791):
<https://www.gilderlehrman.org/sites/default/files/inline-pdfs/T-08063.pdf>

Week Fourteen: A Tiger by the Tail—Slavery, Conflict, and Expansion

Class One: Lines Drawn in the Sand: The Missouri Compromise of 1820

Class Two: North and South, Slave and Free: The West

Class Three: Discussion of Readings/Lecture

Secondary Readings:

- James Hijiya, "Why the West is Lost?" *The William and Mary Quarterly* 51 (April 1994): 276-292. & Responses: *The William and Mary Quarterly* 51 (Oct. 1994): 717-754.
- Frederick Jackson Turner, "The Significance of the Frontier in American History," *The Proceedings of the State Historical Society of Wisconsin* (1893): Chapter One.
<http://xroads.virginia.edu/~hyper/turner/chapter1.html>

Primary Readings:

- Missouri's Application for Admission into the Union as a Free State (1819):
<http://memory.loc.gov/cgi-bin/ampage?collId=llsp&fileName=038/llsp038.db&recNum=570>
- "Thomas Jefferson to John Holmes," April 22, 1820:

<http://memory.loc.gov/cgi-bin/ampage?collId=mtj1&fileName=mtj1page051.db&recNum=1237>
- "Thomas Jefferson to William Short," April 13, 1820:
<http://memory.loc.gov/cgi-bin/ampage?collId=mtj1&fileName=mtj1page051.db&recNum=1223>
- The Missouri Compromise (1820):
<http://www.ourdocuments.gov/doc.php?doc=22&page=transcript>

Week Fifteen: Reflections on the Revolutionary War

Class One: Whose Revolution was it? How have historians' interpretations of the Revolution changed over time?

Class Two: What was Republicanism? How has it changed?

Class Three: Discussion

Secondary Readings:

- Jeremy Adelman and Stephen Aron, "From Borderlands to Borders: Empires, Nation States, and Peoples in Between in North American History," *American Historical Review* 104 (June 1999): 814-841. JStor.
- *Whose American Revolution*, 13-114.