

The American Revolution

Professor Denver Brunzman

Spring 2024

Course Description

This course will explore the American Revolutionary era, defined broadly. Participants will gain insight into new scholarly approaches to traditional subjects, including American resistance to British rule, the decision for independence, and America's victory in the Revolutionary War. In addition, participants will consider marginalized figures and groups, including loyalists, women, African Americans, and American Indians, whose roles challenge conventional interpretations of the Revolution. Finally, the course will examine how the Revolution gave birth to a new—and fractious—style of politics under the Articles of Confederation and US Constitution.

This dramatic range of people and events is not for the faint of heart. Participants will engage in a project as timeless as the Revolution itself: interpreting what exactly American independence meant for the inhabitants of North America and the world.

Course Readings

1. Brunzman, Denver, and David S. Silverman, eds. *The American Revolution Reader*. New York: Routledge, 2014.
2. Taylor, Alan. *American Revolutions: A Continental History*. New York: W.W. Norton, 2016. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

Course Requirements

- Contribute to nine discussion boards
- Complete five short papers (1–2 pages)
- Participate in at least three Q&As
- Complete a 15-page paper or project of appropriate rigor

Learning Objectives

1. Describe the key events, themes, and debates of American Revolution history and historiography
2. Explain how historians use primary and secondary evidence to support their arguments

3. Identify and critique various schools and approaches to the American Revolution
4. Analyze and interpret a significant problem, theme, or category in the field of American Revolution history in writing that meets professional historical style and citation standards

Class Schedule

Week One: February 8: Provincial America

Readings

- Taylor, *American Revolutions*, 1–53.
- Brunsman and Silverman, *The American Revolution Reader*, ix–xi.
- Ned Landsman, “Liberty Province, and Empire,” in *The American Revolution Reader*, 3–22.
- Aaron S. Fogleman, “From Slaves, Convicts, and Servants to Free Passengers: The Transformation of Immigration in the Era of the American Revolution,” in *The American Revolution Reader*, 393–412.
- Gordon S. Wood, “How the American Revolution Worked against Blacks, Indians, and Women,” *New York Times*, September 6, 2016. ([A link to this reading can be found in the Week One module.](#))
- Eric Herschthal, “America’s First Civil War,” *Slate*, September 6, 2016. ([A link to this reading can be found in the Week One module.](#))
- Adam Gopnik, “We Could Have Been Canada: Was the American Revolution Such a Good Idea?” *The New Yorker*, May 8, 2017. ([A link to this reading can be found in the Week One module.](#))
- Mark Hemingway, “The American Revolution Was a Great Idea,” *Washington Examiner*, May 8, 2017. ([A link to this reading can be found in the Week One module.](#))

Assignments

- Discussion Board One
 - o First post due: Sunday, February 11
 - o Second post due: Wednesday, February 14

Week Two: February 15: War and Empire in the Mid-Eighteenth Century

Readings

- Taylor, *American Revolutions*, 55–89.
- Eliga H. Gould, “The Nation Abroad: The Atlantic Debate over Colonial Taxation,” in *The American Revolution Reader*, 23–49.

- Fred Anderson, "George Washington Enters the World Stage," in *Colonial America: Essays in Politics and Social Development*, 6th ed., ed. Stanley N. Katz et al. (New York: Routledge, 2011), 579–584. (A link to this reading can be found in the Week Two module.)
- George Washington, letter to John Augustine Washington, May 31, 1754, accessed on Founders Online. ([A link to this reading can be found in the Week Two module.](#))
- Benjamin Franklin, "Join or Die" political cartoon, May 9, 1754. ([A link to this reading can be found in the Week Two module.](#))
- The Albany Plan of Union, 1754, accessed on the Avalon Project, Yale Law. ([A link to this reading can be found in the Week Two module.](#))
- Benjamin Franklin, letter to Peter Collinson, December 29, 1754, accessed on Founders Online. ([A link to this reading can be found in the Week Two module.](#))
- Benjamin Franklin, *The Interest of Great Britain Considered, with Regard to Her Colonies, and the Acquisitions of Canada and Guadaloupe . . .* (London: Printed for T. Becket, 1760), accessed on Founders Online. ([A link to this reading can be found in the Week Two module.](#))
- The Royal Proclamation of 1763. ([A link to this reading can be found in the Week Two module.](#))

Assignments

- Discussion Board Two
 - First post due: Sunday, February 18
 - Second post due: Wednesday, February 21
- Short Paper One due: Wednesday, February 21
 - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.

Week Three: February 22: The First Imperial Crises: The Stamp Act and Townshend Acts

Readings

- Taylor, *American Revolutions*, 91–128.
- T. H. Breen, "'Baubles of Britain': The American and Consumer Revolutions of the Eighteenth Century," in *The American Revolution Reader*, 53–75.
- John M. Murrin, "1776: The Countercyclical Revolution," in *The American Revolution Reader*, 76–91.
- "Virginia Stamp Act Resolutions," May 30, 1765, accessed on Encyclopedia Virginia. ([A link to this reading can be found in the Week Three module.](#))
- "Resolutions of the Stamp Act Congress," October 19, 1765, accessed on *Teaching American History*. ([A link to this reading can be found in the Week Three module.](#))
- "Declaratory Act," March 18, 1766, accessed on the Avalon Project, Yale Law. ([A link to this reading can be found in the Week Three module.](#))

- John Dickinson, "Letters from a Farmer in Pennsylvania 1767–68," Letters 2 and 12, accessed on Delaware Historical & Cultural Affairs. ([A link to this reading can be found in the Week Three module.](#))
- Paul Revere, "A View of Part of the Town of Boston in New-England and British Ships of War Landing their Troops!," May 1770, accessed on Adam Matthew Digital, The Gilder Lehrman Institute, GLC02873. ([A link to this reading can be found in the Week Three module.](#))
- Paul Revere, "The Bloody Massacre," 1770, accessed on Adam Matthew Digital, The Gilder Lehrman Institute, GLC01868. ([A link to this reading can be found in the Week Three module.](#))
- "Resolves of the First Continental Congress," October 14, 1774, accessed on the Avalon Project, Yale Law. ([A link to this reading can be found in the Week Three module.](#))
- "Resolves of the Ladies of Edenton, North Carolina," October 25, 1774. (A link to this reading can be found in the Week Three module.)

Assignments

- Discussion Board Three
 - First post due: Sunday, February 25
 - Second post due: Wednesday, February 28
- Final Project/Paper Question due: Wednesday, February 28
 - In roughly 1–2 pages, outline the question your final project or paper will attempt to answer. This should include a description of the paper or project you are proposing, some background information and historical context on your topic, a brief description of your research plan, and a justification for why your particular project or paper is worth pursuing.

Week Four: February 29: The Final Imperial Crisis: Independence

Readings

- Taylor, *American Revolutions*, 131–173.
- Woody Holton, "'Rebel against Rebel': Enslaved Virginians and the Coming of the American Revolution," in *The American Revolution Reader*, 92–113.
- Robert G. Parkinson, "Twenty-seven Reasons for Independence," in *The American Revolution Reader*, 114–119.
- Edward Larkin, "What Is a Loyalist? The American Revolution as Civil War," *Common-Place* 8, no. 1 (Oct. 2007). ([A link to this reading can be found in the Week Four module.](#))
- Benjamin Franklin, letter to William Strahan, July 5, 1775, accessed on Founders Online. ([A link to this reading can be found in the Week Four module.](#))

- “Lord Dunmore’s Proclamation,” November 14, 1775, accessed on the Gilder Lehrman Institute of American History. ([A link to this reading can be found in the Week Four module.](#))
- Thomas Paine, *Common Sense* (Philadelphia: W. & T. Bradford, 1776), accessed on Project Gutenberg. ([A link to this reading can be found in the Week Four module.](#))
- Thomas Jefferson, “Original Rough Draught of the Declaration of Independence,” 1776, accessed on The National Archives. ([A link to this reading can be found in the Week Four module.](#))
- Thomas Hutchinson, *Strictures upon the Declaration of the Congress at Philadelphia, in a Letter to a Noble Lord, &c.* (London, 1776), accessed on OLL. ([A link to this reading can be found in the Week Four module.](#))

Assignments

- Discussion Board Four
 - First post due: Sunday, March 3
 - Second post due: Wednesday, March 6
- Short Paper Two due: Wednesday, March 6
 - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.

Week Five: March 7: The War in the North: Defining a Revolutionary Conflict

Readings

- Taylor, *American Revolutions*, 175–209.
- John Shy, “The Military Conflict Considered as a Revolutionary War,” in *American Revolution Reader*, 123–138.
- Michael A. McDonnell, “Class War?: Class Struggles during the American Revolution in Virginia,” in *American Revolution Reader*, 139–165.
- Denver Brunsman, “Executioners of Their Friends and Brethren’: Naval Impressment as an Atlantic Civil War,” in *The American Revolution Reborn*, eds. Patrick Spero and Michael Zuckerman (Philadelphia: University of Pennsylvania Press, 2016), 82–104. ([A link to this reading can be found in the Week Five module.](#))
- George Washington, “Address to the Continental Congress,” June 16, 1775, accessed on Founders Online. ([A link to this reading can be found in the Week Five module.](#))
- George Washington, letter to Martha Washington, June 18, 1775, accessed on Founders Online. ([A link to this reading can be found in the Week Five module.](#))
- George Washington to Martha Washington, June 23, 1775, accessed on Founders Online. ([A link to this reading can be found in the Week Five module.](#))
- Mercy Otis Warren, letter to Catherine Macaulay, August 24, 1775, accessed on The Gilder Lehrman Institute. ([A link to this reading can be found in the Week Five module.](#))
- George Washington, letter to John Hancock, September 8, 1776, accessed on Founders Online. ([A link to this reading can be found in the Week Five module.](#))

- Thomas Paine, *The American Crisis (No. 1)*, (Boston, 1776), accessed on Library of Congress. ([A link to this reading can be found in the Week Five module.](#))

Assignments

- Discussion Board Five
 - First post due: Sunday, March 10
 - Second post due: Wednesday, March 13
- Revised Question and Proposed Bibliography due: Wednesday, March 13
 - Revise your initial proposal to incorporate your section professor's feedback AND
 - Create an annotated bibliography containing at least five sources. Each of these sources should be followed by a short paragraph describing the source and what it will contribute to your final project/paper.

Week Six: March 14: The War in the South and Winning the Peace

Readings

- Taylor, *American Revolutions*, 211–249.
- Wayne E. Lee, "Restraint and Retaliation: The North Carolina Militias and the Backcountry War of 1780–1782," in *American Revolution Reader*, 185–206.
- John Ferling, "'Little Short of a Miracle': Accounting for America's Victory," in *Almost a Miracle: The American Victory in the War of Independence* (New York: Oxford University Press, 2007), 562–575. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Edward G. Lengel, "First in War?" in *General George Washington: A Military Life* (New York: Random House, 2005), 365–371. (A link to this reading can be found in the Week Six module.)
- J.R. McNeil, "Mosquitoes Helped Americans Defeat British in Revolutionary War," *Seattle Times*, October 21, 2010. ([A link to this reading can be found in the Week Six module.](#))
- *The Annual Register* (London, 1778). (A link to this reading can be found in the Week Six module.)
- "The Treaty of Alliance between the United States and France," February 6, 1778, accessed on the Avalon Project, Yale Law. ([A link to this reading can be found in the Week Six module.](#))
- George Washington, letter to John Banister, April 21, 1778, accessed on Founders Online. ([A link to this reading can be found in the Week Six module.](#))
- "George Washington Circular to the States," June 8, 1783, accessed on Founders Online. ([A link to this reading can be found in the Week Six module.](#))
- George Washington, "Resignation Address to the Continental Congress," December 23, 1783, accessed on Founders Online. ([A link to this reading can be found in the Week Six module.](#))

Assignments

- Discussion Board Six
 - First post due: Sunday, March 17
 - Second post due: Wednesday, March 20
 - Short Paper Three due: Wednesday, March 20
 - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.
-

Week Seven: March 21: Defeated Groups: Loyalists, African Americans, and American Indians

Readings

- Taylor, *American Revolutions*, 251–311.
- Ira Berlin, "The Revolution in Black Life," in *American Revolution Reader*, 323–345.
- Colin G. Calloway, "The Continuing Revolution in Indian Country," in *American Revolution Reader*, 346–363.
- Maya Jasanoff, "The Other Side of the Revolution: Loyalists in the British Empire," in *American Revolution Reader*, 415–436.
- Timothy Pickering Jr., letter to Timothy Pickering Sr., February 23, 1778, accessed on the Gilder Lehrman Institute of American History website. ([A link to this reading can be found in the Week Seven module.](#))
- Slaves' petitions for freedom to the Massachusetts Legislature, 1777, accessed on *History Matters*. ([A link to this reading can be found in the Week Seven module.](#))
- James G. Basker, "A Poem Links Unlikely Allies in 1775: Phillis Wheatley and George Washington," ReadWorks, accessed on the Gilder Lehrman Institute of American History. ([A link to this reading can be found in the Week Seven module.](#))
- Boston King, "*Memoirs of the Life of Boston King, a Black Preacher*," in *The Methodist Magazine* 21, 1798, accessed on Latin American Studies. ([A link to this reading can be found in the Week Seven module.](#))
- Peter Kiteredge, statement to the selectmen of Medfield, April 26, 1806, accessed on the Gilder Lehrman Institute of American History. ([A link to this reading can be found in the Week Seven module.](#))
- "Oneida Declaration of Neutrality," June 19, 1775, accessed on the American Yawp Reader. ([A link to this reading can be found in the Week Seven module.](#))
- "Joseph Brant to Lord George Germain," 1776, accessed on HistoryMatters. ([A link to this reading can be found in the Week Seven module.](#))
- George Washington, letter to John Sullivan, May 31, 1779, accessed on Founders Online. ([A link to this reading can be found in the Week Seven module.](#))
- Seneca Chiefs, letter to George Washington, December 1, 1790, accessed on Founders Online. ([A link to this reading can be found in the Week Seven module.](#))

Assignments

- Discussion Board Seven
 - First post due: Sunday, March 24
 - Second post due: Wednesday, March 27
- Short Paper Four due: Wednesday, March 27
 - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.

Week Eight: March 28: Women: An Ambiguous Revolution

Readings

- Mary Beth Norton, "Eighteenth-Century American Women in Peace and War: The Case of the Loyalists," in *American Revolution Reader*, 166–184.
- Rosemarie Zagarrri, "The Rights of Woman," in *American Revolution Reader*, 364–392.
- Francis Cogliano, "American Women in the Age of Revolution," in *Revolutionary America, 1763–1815: A Political History*, 3rd ed. (New York: Routledge, 2017), 242–261. (A link to this reading can be found in the Week Eight module.)
- Abigail Adams, letter to John Adams, March 31, 1776, accessed on Founders Online. ([A link to this reading can be found in the Week Eight module.](#))
- John Adams, letter to Abigail Adams, April 14, 1776, accessed on Founders Online. ([A link to this reading can be found in the Week Eight module.](#))
- Abigail Adams, letter to Mercy Otis Warren, April 27, 1776, accessed on Founders Online. ([A link to this reading can be found in the Week Eight module.](#))
- Abigail Adams, letter to John Adams, May 7, 1776, accessed on Founders Online. ([A link to this reading can be found in the Week Eight module.](#))
- John Adams, letter to James Sullivan, May 26, 1776, accessed on Founders Online. ([A link to this reading can be found in the Week Eight module.](#))
- Lucy Flucker Knox, letter to Henry Knox, 23 August 1777, accessed on The Gilder Lehrman Institute of American History, GLC02437.00638. ([A link to this reading can be found in the Week Eight module.](#))
- Judith Sargent Murray, "On the Equality of the Sexes," March 1790, accessed on Teaching American History. ([A link to this reading can be found in the Week Eight module.](#))
- Elizabeth Cady Stanton, "Declaration of Sentiments," *Report of the Woman's Rights Convention, Held at Seneca Falls, New York, July 19 and 20, 1848*, accessed on Library of Congress. ([A link to this reading can be found in the Week Eight module.](#))

Assignments

- Project/Paper Preview due: Wednesday, April 3

- Project: Submissions of the project preview will differ from project to project according to type. Determine an appropriate portion of your final project to turn in with your section professor.
 - Paper: Turn in a rough draft of the first five pages of your final paper
-

Week Nine: April 4: From the Articles to the Constitution

Readings

- Taylor, 313–393.
- Gary B. Nash, "Writing on a Clean Slate: The Struggle to Craft State Constitutions, 1776–1780," in *American Revolution Reader*, 209–235.
- Gordon S. Wood, "Interests and Disinterestedness in the Making of the Constitution," in *American Revolution Reader*, 236–261.
- Continental Congress, "Articles of Confederation," 1777, accessed on National Archives. ([A link to this reading can be found in the Week Nine module.](#))
- George Washington, letter to James Madison, November 5, 1786, accessed on Founders Online. ([A link to this reading can be found in the Week Nine module.](#))
- James Madison, "Vices of the Political System of the United States," April 1787, accessed on Founders Online. ([A link to this reading can be found in the Week Nine module.](#))
- George Washington, letter to Henry Knox, April 2, 1787, accessed on Founders Online. ([A link to this reading can be found in the Week Nine module.](#))
- James Madison, "Virginia Plan," Constitutional Convention 1787, accessed on National Archives. ([A link to this reading can be found in the Week Nine module.](#))
- William Paterson, "New Jersey Plan," Constitutional Convention 1787, accessed through Library of Congress. ([A link to this reading can be found in the Week Nine module.](#))
- Alexander Hamilton, "Alexander Hamilton Plan," Constitutional Convention, June 18, 1787, accessed on Teaching American History. ([A link to this reading can be found in the Week Nine module.](#))
- George Washington, letter to Alexander Hamilton, July 10, 1787, accessed on Founders Online. ([A link to this reading can be found in the Week Nine module.](#))
- James Madison, "The Last Day of the Convention." (A link to this reading can be found in the Week Nine module.)
- US Constitution, accessed on National Archives. ([A link to this reading can be found in the Week Nine module.](#))

Assignments

- Discussion Board Eight
 - First post due: Sunday, April 7
 - Second post due: Wednesday, April 10
- Short Paper Five due: Wednesday, April 10

- Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.
-

Week Ten: April 11: Antifederalists, Ratification, and the Bill of Rights

Readings

- Frank Lambert, "Constitutional Recognition of a Free Religious Market," in *American Revolution Reader*, 262–281.
- Saul Cornell, "Aristocracy Assailed: The Ideology of Backcountry Anti-Federalism," in *American Revolution Reader*, 282–303.
- George Mason, "Objections to the Constitution," September 13, 1787, accessed on Teaching American History. ([A link to this reading can be found in the Week Ten module.](#))
- Mercy Otis Warren, letter to Catharine Macaulay, September 28, 1787, accessed on the Gilder Lehrman Institute of American History. ([GLC 01800.03 in Adam Matthew GLI Collection; a link to this reading can be found in the Week Ten module.](#))
- Patrick Henry, "Speech to the Virginia Ratifying Convention," June 5, 1788, accessed on Teaching American History. ([A link to this reading can be found in the Week Ten module.](#))
- James Madison, "Speech to the Virginia Ratifying Convention," June 6, 1788, accessed on Founders Online. ([A link to this reading can be found in the Week Ten module.](#))
- James Madison, "Federalist #10," November 22, 1787, accessed on the Avalon Project, Yale Law. ([A link to this reading can be found in the Week Ten module.](#))
- James Madison, "Federalist #51," February 8, 1788, accessed on the Avalon Project, Yale Law. ([A link to this reading can be found in the Week Ten module.](#))
- Bill of Rights, accessed on National Archives. ([A link to this reading can be found in the Week Ten module.](#))

Assignments

- Rough Draft due: Wednesday, April 17
 - Project: Submissions of the project rough draft will differ from project to project according to type. Determine an appropriate portion of your final project to turn in with your section professor.
 - Paper: Turn in a rough draft of the first ten pages (at minimum) of your final paper.
-

Week Eleven: April 18: Washington, Hamilton, and the Federalist Era

Readings

- Taylor, *American Revolutions*, 395–434.
- Gordon S. Wood, "The Greatness of George Washington," in *American Revolution Reader*, 437–457.
- Denver Brunsman and George R. Goethals, *Leading Change: George Washington and Establishing the Presidency*, (Mount Vernon, Virginia: George Washington's Mount Vernon, 2017). (A link to this reading can be found in the Week Eleven module.)
- George Washington, letter to Catharine Sawbridge Macaulay Graham, January 9, 1790, accessed on Founders Online. ([A link to this reading can be found in the Week Eleven module.](#))
- George Washington, letter to the Hebrew Congregation in Newport, Rhode Island, August 21, 1790, accessed on Founders Online. ([A link to this reading can be found in the Week Eleven module.](#))
- Thomas Jefferson, "Jefferson's Account of the Bargain on the Assumption and Residence Bills," [1792?], accessed on Founders Online. ([A link to this reading can be found in the Week Eleven module.](#))
- George Washington, letter to Alexander Hamilton, February 16, 1791, accessed on Founders Online. ([A link to this reading can be found in the Week Eleven module.](#))
- Alexander Hamilton, "Opinion on the Constitutionality of an Act to Establish a Bank," February 23, 1791, accessed on Founders Online. ([A link to this reading can be found in the Week Eleven module. Skim as necessary.](#))
- Thomas Jefferson, letter to George Washington, May 23, 1792, accessed on Founders Online. ([A link to this reading can be found in the Week Eleven module.](#))
- Thomas Jefferson, letter to Philip Mazzei, April 24, 1796, accessed on Founders Online. ([A link to this reading can be found in the Week Eleven module.](#))
- George Washington, "Farewell Address," September 19, 1796, accessed on Founders Online. ([A link to this reading can be found in the Week Eleven module.](#))
- George Washington, letter to Jonathan Trumbull Jr., July 21, 1799, accessed on the Gilder Lehrman Institute of American History. ([GLC05787 in Adam Matthew GLI Collection; a link to this reading can be found in the Week Eleven module.](#))
- Lin-Manuel Miranda, "The Hamilton Mixtape," May 12, 2009, lyrics accessed on Genius. ([A link to this video can be found in the Week Eleven module.](#))
- "Hamilton," *Hamilton: An American Musical*, music and lyrics by Lin-Manuel Miranda, dir. Thomas Kail, Grammys, Los Angeles, California, February 15, 2016, accessed on YouTube. ([A link to this video can be found in the Week Eleven module.](#))
- "One Last Time," *Hamilton: An American Musical*, music and lyrics by Lin-Manuel Miranda, dir. Thomas Kail, Washington Prize Dinner, December 14, 2015, accessed on YouTube. ([A link to this video can be found in the Week Eleven module.](#))
- Jennifer Schuessler, "'Hamilton' and History: Are They in Sync?" *New York Times*, April 10, 2016. ([A link to this reading can be found in the Week Eleven module.](#))
- Jason Frank and Isaac Kramnick, "What 'Hamilton' Forgets about Hamilton," *New York Times*, June 10, 2016. ([A link to this reading can be found in the Week Eleven module.](#))

Assignments

- Discussion Board Nine

- First post due: Sunday, April 21
 - Second post due: Wednesday, April 24
-

Week Twelve: April 25: The Jeffersonian Triumph and the Legacies of the Revolution

Readings

- Taylor, *American Revolutions*, 437–480.
- Denver Brunsman, "De-Anglicization: The Jeffersonian Attack on an American Naval Establishment," in *Anglicizing America: Empire, Revolution, Republic*, eds. Ignacio Gallup-Diaz, Andrew Shankman, and David J. Silverman (Philadelphia: University of Pennsylvania Press, 2015), 205–225. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- David Armitage, "The Declaration of Independence in World Context," *OAH Magazine of History* 18, no. 3 (April 2004): 61–66. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Philipp Ziesche, "Exporting American Revolutions: Gouverneur Morris, Thomas Jefferson, and the National Struggle for Universal Rights in Revolutionary France," *Journal of the Early Republic* 26, no. 3 (Fall 2006): 643–674. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Robin Blackburn, "Haiti, Slavery, and the Age of the Democratic Revolution," *William and Mary Quarterly* 63, no. 4 (Oct. 2006): 643–674. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Caitlin Fitz, "Introduction: An Age of American Revolutions," in *Our Sister Republics: The United States in an Age of American Revolutions* (New York: W.W. Norton, 2016), 1–16. (A link to this reading can be found in the Week Twelve module.)
- Alexander Hamilton, letter to Harrison Gray Otis, December 23, 1800, accessed on Adam Matthew Digital, The Gilder Lehrman Institute, GLC00496.028. ([A link to this reading can be found in the Week Twelve module.](#))
- Thomas Jefferson, "First Inaugural Address," March 4, 1801, accessed on The Avalon Project, Yale Law. ([A link to this reading can be found in the Week Twelve module.](#))
- National Assembly of France, "Declaration of the Rights of Man and Citizen," August 26, 1789, accessed on The Avalon Project, Yale Law. ([A link to this reading can be found in the Week Twelve module.](#))
- Haitian Declaration of Independence, January 1, 1804, accessed on Duke.edu. ([A link to this reading can be found in the Week Twelve module.](#))
- Venezuela Declaration of Independence, July 5, 1811, accessed through Rice University. ([A link to this reading can be found in the Week Twelve module.](#))
- Abraham Lincoln, "The Gettysburg Address," November 19, 1863, accessed on Abraham Lincoln Online. ([A link to this reading can be found in the Week Twelve module.](#))
- Declaration of Independence of the Democratic Republic of Vietnam, September 2, 1945, accessed on HistoryMatters. ([A link to this reading can be found in the Week Twelve module.](#))

Assignments

- Final Project/Paper due: Wednesday, May 1
-

Course and Program Policies

It is the responsibility of students to know, understand, and abide by course and program policies.

For a full overview of program policies, review the Gettysburg College–Gilder Lehrman Institute Student Handbook.

Course correspondence

Correspondence with faculty and administrators should be formal. Include a subject line, addressee, and closing. Put the name and number of your course in the subject line.

Plagiarism and AI

This program uses Turnitin to check for instances of plagiarism and AI. Plagiarism and papers composed fully or in part by AI will not be tolerated. This includes self-plagiarism. A student caught plagiarizing or composing papers with AI for the first time may receive a zero on the assignment. A student caught plagiarizing or composing with AI for a second time may be permanently removed from the program.

Your section professor will set the policies for use of AI for research or purposes other than composing your papers.

Late work

Assignments should be submitted no later than 11:59 p.m. Pacific Time on the due date unless otherwise specified by your section professor. If you think you will be unable to submit an assignment on time, it is your responsibility to contact your section professor to ask for an extension before the assignment's due date. Late assignments will be docked 5% if less than a week late, 10% if one week late, and an additional 10% for each subsequent week.

Grading scale

Letter Grade	Number Grade	Grade Points
A	95%–100%	4
A-	90%–94%	3.67

B+	87%–89%	3.33
B	84%–86%	3
B-	80%–83%	2.67
C+	77%–79%	2.33
C	74%–76%	2
C-	70%–73%	1.67
D+	67%–69%	1.33
D	64%–66%	1
D-	60%–63%	.67
F	0%–59%	0

Assignment Descriptions

Short Papers (25% of grade – 5% per short paper)

Students will complete five short papers. Each should be approximately 500 words long. The purpose of these papers is not to merely summarize weekly readings but to demonstrate that you have read them analytically and contextually. Students have the option of responding to a prompt created by their section professor or to one of their own design. Prompts should reflect the themes discussed in course readings. If you need help getting started, you can complete one of the options listed below.

Complete a thesis identification - Select one of your assigned readings and focus on identifying the thesis as well as the evidence the authors use to support that thesis.

Complete a primary source evaluation - Evaluate a primary source from the Gilder Lehrman Collection or elsewhere. Primary sources must be relevant to that week's readings. Keep the following questions in mind:

- Who is the author of this document?
- Who was their intended audience?
- How might both author and audience impact the content of the document?
- For what reason was this document created?

Complete a book review - Focus on one of the secondary sources assigned in this course and critique it. Keep the following questions in mind:

- What is the author's argument?
- Does the author adequately support their argument?
- Are you convinced of their argument? If not, why not?
- How does this source fit into the larger discussion of its topic?

Discussion Board Posts (18% of grade – 2% per discussion board)

Students will interact in 9 discussion boards in this course. Discussion boards are led by section professors, who will provide specific instructions for participation in their section. You are required to make at least one post to each discussion board and respond to **at least two other students**.

Question-and-Answer Sessions (15% of grade – 5% per reaction)

Throughout the semester the lead professor of each course will conduct five Q&As. Students **MUST** attend at least three of these sessions for each course they are taking. **In order to receive credit for attending each Q&A, you must complete a 1–2-paragraph Q&A Reaction within 24 hours of participation.** Note: If you cannot attend three of the five Q&As, you may receive credit by viewing archived Q&As and completing a 500-word review of topics covered for each missed Q&A. **Makeup assignments must be completed within two weeks of the missed Q&A.**

Final Project/Paper (42% of grade)

For the final assignment of each course, you will choose to complete either a research project or 15-page research paper. Research projects are a public-education tool designed for the general population, teachers, and/or students of varying ages. Sample projects include (but are not limited to) vodcasts and podcasts, documentary editing and transcription, websites, annotated readers, walking tours, or museum exhibits. Lesson plans *will not* be accepted. A 5-page paper narrative must accompany the project. Your section professor must approve research projects.

The research paper can be a traditional position paper that uses original research to prove a thesis statement or a historiography paper that critically examines how American historians have interpreted the same event differently and why shifts in historical debates may have occurred.

Both final assignment options require you to ask an open-ended historical question (something that does not have an easy yes or no answer) that you do not yet know the answer to. You will then use the research process (pulling from a variety of resources, mostly primary source documents) to explore that question and create a thesis-driven answer. Regardless of whether you choose to pursue a project or paper, finals are scaffolded throughout the semester. This method breaks up a large grade into smaller constituent grades and allows time to incorporate instructor feedback into assignments.

Scaffolded Assignments

- Final Project/Paper Proposal (2%)

In roughly 1–2 pages, you should outline the main question, topic, or purpose of your final project or paper. This should include a description of the project or paper you are proposing, some background information and historical context on your topic (answer the questions who, what, where, and when), a brief description of your research plan (this does not need to be super specific, but should outline how many weeks you plan to research, if you need to schedule research trips or if your sources are published or available digitally, and when you plan to begin writing) and a justification for why your particular project or paper is worth pursuing (what is the significance of this topic? What does it add to our historical knowledge? Are you filling a gap that other historians have overlooked such as considering race, ethnicity, or gender?)

- Revised Proposal and Annotated Bibliography (3.5%)

This assignment will give you the opportunity to incorporate the feedback you received on the first draft of your proposal. In addition to incorporating your section professor's comments, you will also submit a proposed bibliography listing five sources you plan on utilizing in your research for your final product. Each of these sources should be followed by a brief summary (3–5 sentences) of the source and what it will contribute to your research process.

- Project or Paper Preview (5%)

This will give you the opportunity to show the progress you have made on your final project or paper and get some early-stage feedback from your section professor. For a final project, determine with your section professor an appropriate portion of your final submission to turn in. For a final paper, this should be roughly the first five pages of what will ultimately be your final submission.

- Rough Draft (10.5%):

For a final project, determine with your section professor an appropriate portion of your final submission to turn in. For a final paper, this should be, at minimum, the first ten pages of what will ultimately be your final submission.

- Final Product (21%):

Final Project: Much like the final paper option, a final project is meant to prove that you have mastered the content covered by this course. We encourage you to be creative in your approach to this project, though it should be equivalent in rigor and workload to a final paper.

Final Paper: Final papers should be at least fifteen pages in length. These can take the form of research papers or historiography papers.

