History 341-000/American Studies 385-007  
Era of the American Revolution  
Spring 2017  
TuTh 11:30am-12:45pm

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Office Hours: Tu, Th 12:45pm-2:00pm

1. Rather than providing a broad overview of the Era of American Revolution, we will focus on the political, social and economic forces that led to revolutionary ideology, the impetus for Constitutional government, and the evolution of slavery through lectures and the study of four monographs. For our discussion of the broad history of the period and revolutionary ideology, two monographs place white colonists at the center of the narrative. Taylor’s *American Revolutions*, however, employs a broad lens that also places native peoples and African slaves at the center of the story. Taylor also expands our focus geographically, away from the Atlantic seaboard to the trans-Appalachian west and French island of Saint-Domingue. Taylor often focuses on the dreams of common white men who achieved independence, but Taylor reminds us that these dreams were realized often at the expense of blacks, Indians and women. Wood’s *The Radicalism of the American Revolution* has a much narrower focus than Taylor, by examining the radical change in ideology from 1760-1810, which transformed a society governed by monarchical assumptions, patronage, and hierarchical dependencies into one making, Wood claims, “the interest and prosperity of ordinary people” the goal of society and government.

For our study of slavery, we will examine Ira Berlin’s *Generations of Captivity*. Using a broad geographic perspective, Berlin describes the changing agency, initiative and negotiation skills of the “Charter Generation,” the “Planter Generation” and the “Revolutionary Generation,” while reminding us that the characteristics typically associated with American slavery—cotton cultivation, residence in the Deep South and African-Christian spirituality—were not yet present in North America during the Era of the American Revolution.

For our examination of the Constitution, we will discuss and critique Woody Holton’s contention, set forth in *Unruly Americans and the Origins of the Constitution*, that the Constitution was a reactionary power grab from the states and the people in order to make the new nation safe for bondholders, creditors and international investment.

2. Although there are no formal prerequisites for this course, students who lack a basic knowledge of early United States history, or a good command of the English language may find the course difficult.
3. The following texts are required and should be available at the Emory bookstore or via amazon.com.

I recommend full bibliographic info (and be it only to teach them to do it themselves)


4. Grading Scale—The following grading scale will be used to calculate your final course letter grade for the class. There will be no rounding. For example, an 89.99 is a B+.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93.0-100</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-92.99</td>
</tr>
<tr>
<td>B+</td>
<td>87.0-89.99</td>
</tr>
<tr>
<td>B</td>
<td>83.0-86.99</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.99</td>
</tr>
<tr>
<td>C+</td>
<td>77.0-79.99</td>
</tr>
<tr>
<td>C</td>
<td>73.0-76.99</td>
</tr>
<tr>
<td>C-</td>
<td>70.0-72.99</td>
</tr>
<tr>
<td>D+</td>
<td>67.0-69.99</td>
</tr>
<tr>
<td>D</td>
<td>60.0-66.99</td>
</tr>
<tr>
<td>F</td>
<td>0.0-59.99</td>
</tr>
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5. Grading Standards—The following standards will be applied to the evaluation of assignments in the class:

A Exceptional Performance—Consistently outstanding work on all course-related tasks at a level that distinguishes the student from other members of the class. A comprehensive and incisive command of the issues, readings and substantive information relevant to the course. A frequently demonstrated exceptional capacity for original, creative, critical, and logical thinking. The ability to master and integrate large amounts of factual material and abstract theories. An
outstanding ability to effectively discuss course subject matter using both written and oral communication skills.

A- Excellent Performance—Consistently strong work on all course-related tasks. A comprehensive command of the issues, literature and substantive information relevant to the course. A clearly demonstrated capacity for original, creative, critical, and logical thinking. Understands well and can integrate the relevant factual and theoretical material central to the course. A strong ability to effectively discuss course subject matter using both written and oral communication skills.

B+ Very Good Performance—Consistently above average work on all course-related tasks. A very good grasp of the issues, literature, and substantive information relevant to the course. A generally demonstrated capacity for original, creative, critical, and logical thinking. A very good command of factual and theoretical material, and some capacity to integrate the two. A solid ability to effectively discuss course subject matter using both written and oral communication skills.

B Good Performance—Good and generally consistent work on all course-related tasks. A general understanding of the issues, literature, and substantive information relevant to the course. Modest evidence of the capacity for original, creative, critical, and logical thinking. A good understanding of factual and theoretical material, but limited evidence of the capacity to integrate the two. A basic ability to effectively discuss course subject matter using both written and oral communication skills.

B- Satisfactory Performance—Satisfactory work on course-related tasks. A reasonable understanding of the issues, literature, and substantive information relevant to the course. An infrequently demonstrated capacity for original, creative, critical, and logical thinking. Understands at basic level the facts and theories related to the course, but demonstrates weak integration skills. A limited or inconsistent ability to effectively discuss course subject matter using both written and oral communication skills.

C+/C/C- Adequate Performance—Adequate performance on course-related tasks. An understanding of the basic elements of the issues, literature, and substantive information relevant to the course. A rarely demonstrated capacity for original, creative, critical, and logical thinking. An inability to go beyond a recitation of basic factual material related to the class. Demonstrated weaknesses in the ability to effectively discuss course subject matter using both written and oral communication skills.

D+/D Minimal Passing Performance

Barely acceptable work on course-related tasks. A generally superficial and often inconsistent familiarity with the issues, literature, and substantive information relevant to the course. A failure to demonstrate the capacity for original, creative,
critical, and logical thinking related to course content. An uneven understanding of basic factual material related to the course; no evidence of fact/theory integration. Demonstrates significant gaps in the ability to discuss effectively course subject matter using both written and oral communication skills.

F  Unacceptable Performance/Class Fail

Fails to meet minimum course expectations. Unable to understand even the most basic elements of the issues, literature, and substantive information relevant to the course. Demonstrates an inability to engage in coherent written or oral discussion of course material. Does not satisfy specific course expectations with respect to attendance, deadlines, participation, etc.

6. Evaluation Criteria—Student performance will be evaluated on the following factors:

<table>
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<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Assigned Questions on Readings</td>
<td>25% of grade</td>
</tr>
<tr>
<td>Mid-Term Examination</td>
<td>30% of grade</td>
</tr>
<tr>
<td>Final Examination</td>
<td>35% of grade</td>
</tr>
<tr>
<td>Professionalism:*</td>
<td>10% of grade</td>
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*Professionalism includes attendance, preparation for each class, class participation, civility, etc., consistent with the “Course Policies” described immediately below.

7. Course Policies

Preparation. This class is designed primarily as a lecture but questions during the lectures are encouraged, especially with respect to the assigned readings. It is incumbent upon students to attend all class meetings and to complete the readings in advance in order to promote a successful class experience. In addition, in-lecture questions will be used to assess your comprehension of the materials assigned for each class. Be sure to prepare for lectures by completing the assigned readings and questions before class.

Punctuality. Please be on time to class. The noise and distraction of late arrivals is inconsiderate to your classmates.

Late assignment/absences. You will be penalized for late assignments or missed exams, unless the absence/delay is due to documented serious illness or is otherwise excused by the instructor in advance (such as for certain official Emory-sponsored activities). The penalty for unexcused late papers is one “minus” each day late, e.g., A to A-, etc.

Doing well in this class will require daily attendance and preparation. Unexcused absences from class will negatively affect your course grade for attendance and participation. The attendance/participation component of a student’s grade will be
based on the frequency with which a student comes to class prepared to discuss the day’s material and on the student’s actual participation. The quality of a student’s participation will be more important than the number of comments made.

We will adhere to the University’s policy on inclement weather. Bad weather will only result in cancelling class if the college is closed. Should the college close on the day when we have an examination scheduled, the exam will be held on the next class day the college is officially open.

Academic advising. The academic counselors at Emory College’s Office of Undergraduate Education are invaluable resources for all academic-related questions during your time at Emory (e.g., choice of major, distribution requirements, resources for coping with personal problems interfering with academic progress, etc.). The main office is White Hall, Suite 300, but there are two other locations as well, in the SAAC (Suite 310, Clairmont Campus) and the Woodruff Residential Center (Suite 337). Email college@emory.edu or telephone 404-727–6069 to make an appointment with Office of Undergraduate Education staff at any of those locations.

Class conduct. The use of laptop computers and cell phones are prohibited in class, without special permission from the instructor. Please silence and put away all electronic devices prior to the start of class.

Disabilities. Emory University is committed under the Americans with Disabilities Act and its Amendments and Section 504 of the Rehabilitation Act to providing appropriate accommodations to individuals with documented disabilities. If you have a disability-related need for reasonable academic adjustments in this course, provide the instructor(s) with an accommodation notification letter from Access, Disabilities Services and Resources office. Students are expected to give two weeks notice of the need for accommodations. If you need immediate accommodations or physical access, please arrange to meet with instructor(s) as soon as your accommodations have been finalized.

Honor code. The honor code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher’s instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the teacher is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council. http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html

Blackboard and course communication. There is a Blackboard site for this course. This syllabus and additional reading assignments will be posted on that site. I will normally post course announcements on that site as well, but you are responsible for any and all announcements made during class regardless of whether
they are subsequently posted on Blackboard. It is a good idea to check with classmates if you have missed class. Otherwise, contact me during office hours or by email if you have questions or concerns. The best way to reach me outside of office hours is by email at jmorr30@emory.edu.

Office hours. Most students only attend office hours immediately before papers or exams are due or after grades are returned. These are the times when the longest lines form, and consequently at such times instructor availability may be limited. I am very happy to answer questions about exams or papers up until the due dates, where availability permits, but I strongly urge you to use office hours throughout the rest of the semester to discuss the course and your progress. Because the course covers a broad range of material in a relatively short time, there may be topics that you wish were covered in more detail. It is important that this course enriches your educational experience and fosters your curiosity and interest in the field. I hope that you will visit during office hours, or at other times by appointment, whenever you think discussion on an individual basis would be helpful. Take responsibility for your learning and do not hesitate to ask for individual attention when you need or desire it.

COURSE SCHEDULE AND READING ASSIGNMENTS

Every effort will be made to adhere to the course schedule. However, circumstances may arise that will require schedule adjustments during the semester. For example, the dates for particular topics may vary by a day or two depending on how rapidly we are able to cover the material. The examination dates, however, should be considered firm, and you should plan your academic and social obligations accordingly.


15. February 27. LECTURE 14: Revolutionary Ideology: Patronage; Political Authority; Republicanization of Monarchy. Readings: Wood, 57-92; 95-109.


17. March 7. No Class; Spring Break

18. March 9. No Class; Spring Break


31. May 1. Final Examination 8:00am — 10:30am