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College of Liberal Arts and Sciences_HTY 462 American Revolution_Revised Syllabus

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The American Revolution
Online course modification for Week 9-14
(final version, March 24, 2020)

History 462
Spring 2020

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The final six weeks of our course (like all UMS classes) will be conducted online. The HTY 462 Blackboard site (<https://bb.courses.maine.edu/>) will be our major platform. To allow maximum flexibility, we will have an “asynchronous” class (i.e., we will not meet virtually at the same time), but there are requirements that must be met each week.

A schedule of required readings and activities follows that modifies what appeared on the original course syllabus. Most weeks will include the following elements:

1. begin required reading and online activities
2. view overview lecture video(s) posted to Blackboard about the week’s subject
3. participate in class discussion via Blackboard
4. submit Research List to professor via Blackboard by 10:00 pm Wednesday most weeks
5. continue class discussion on Blackboard after submitting your Research List

Additional modifications may be added as we go forward. I welcome your suggestions about how HTY 462 can be completed in a way that is most meaningful to you. Please send private questions or suggestions to my UMaine email (riordan@maine.edu). I should respond within 24 hours.

Grading

I have sent you comments and a grade for Paper #1 via Blackboard, which also includes a letter and number grade for Part I of the course from Week 1-8. The Part I grade was calculated as:

Research Lists	15%	Prelim Exam	25%
Paper 1	45%	Participation/Attendance	15%

For Part II of the course (the online portion in Week 9-14), your grade will be calculated as:

Research Lists	30%	Open Book Final Exam	45%
Discussion	25%		

Your final course grade will be the average of the two parts of the course (50% each). All written work must be submitted in order to pass this course.

Two Pass-Fail Options

1) The university has extended the deadline to May 1 (!) to choose a pass/fail option for one (or more) of your courses this semester (see PDF explaining its terms).

2) I recently heard a podcast about how grades lower curiosity and engagement in learning. A partial pass-fail option for HTY 462 experiments with an alternate approach to learning and teaching. If you decide to take the Week 9-14 portion of HTY 462 pass/fail, and you complete all of the work for the second half of the semester at a satisfactory (or better) level, I will give you the grade that you earned for Week 1-8 as your final course grade. Under either pass/fail option, you still must do all required discussion and written assignments. I will send you comments on your Research Lists and Final Exam Essay, but you will not get a letter grade for these items. What does the Part II pass/fail option mean in a practical sense? If you got an 85 for the first part of the course and fail the second part, your course grade would be 70 (a C-, which means the course would not count toward the History major). I might also give a grade of “low pass” for the second half of the class. A grade of 85 for Part I with a low pass for Part II would lead to a final course grade of 75.

If you are feeling overwhelmed by our very unusual semester, I encourage you to consider one of these pass-fail options as a way to earn course credit for HTY 462 in a manner that lowers your stress level. If you choose to do Part II of the course on a pass-fail basis, you must indicate this on the student survey that must be submitted via Blackboard no later than Friday, March 27.

Discussion

The Discussion area on Blackboard (BB) will now be central to HTY 462, and I will track your participation there. Use the Discussion area to share your opinions with the whole class and to read and respond to your classmates' posts. Please plan to submit at least three posts each week: something early (perhaps in response to the video lecture), something late (after you have submitted your Research List), and at least one response to a classmate's post. It is great to disagree and to express differences of opinion, of course, we need to do so in a respectful manner that aims to learn and grow.

Research Lists

A one-to-two page (no more!) typed list of quotes from the assigned reading (with exact page or website citation) is required most weeks. These lists should inform your online BB discussion and are ideal to use for your final exam essay. Include the author's name and the original date of all quotes. Submit your Research List via BB by Wednesday of the week it is assigned. I will grade and return it via BB with comments.

How do I get the Required Readings?

You can access digital copies of all required readings for Part II of our course. In most cases I will provide PDFs of the required reading via Blackboard. One exception is Rosemary Zagarri's book Revolutionary Backlash. It was previously available for purchase at the UMaine bookstore and can be accessed as an e-book on URSUS:

https://qq4nm4zz3u.search.serialssolutions.com/ejp/?libHash=QQ4NM4ZZ3U#/search/?searchControl=title&searchType=title_code&criteria=TC0000544782&language=en-US&titleType=JOURNALS

Weekly Schedule

Week 9 (March 25-27) Smallpox and the American Revolution

Reading: Elizabeth Fenn, Pox Americana (2001), Intro and Epilogue
(28 pp. available via BB as PDF)

Examine smallpox epidemic GIS map: <http://pox.ehistory.org/>

Use the search term "small pox" to explore the National Archives' *Founders*

Online database: <https://founders.archives.gov/>

Activities:

1. view lecture online and begin reading
2. participate in Blackboard Discussion (additional prompts on BB)
How does Fenn's assessment of the North American smallpox epidemic of 1775-1782 inform your thinking about COVID-19 today?
3. complete and submit your student survey via Blackboard no later than March 27

Week 10 (March 30-April 3) The Federal Constitution, Ratification, and the Bill of Rights

Reading: Morgan, Birth of the Republic, Chap 10 (15 pp. available via BB as PDF)
 Rakove, Rights, Chaps 7-9, 12, and Epilogue (47 pp. available via BB as two PDFs)
 Use *Founders Online* to locate and read relevant primary sources for this week:
<https://founders.archives.gov/>

Activities:

1. view lecture(s) online and begin reading
2. participate in Blackboard Discussion (additional prompts on BB)
 Would you have been a Federalist or an Anti-Federalist in the key years from 1787 to 1791? Why?
3. submit 4-quote Research List by April 1 at 10:00 pm
 List one quote by Morgan and a related primary source from *Founders Online* as well as a quote by Rakove and from one of the primary sources that he reprints. How do they inform your assessment of the Constitution and Bill of Rights? What are some of the ways that the Federal government was designed to balance liberty and government power? What is your evaluation of that balance, then and today?

Week 11 (April 6-10) Post-War Insurgencies: Rural Whites and African Americans

Reading: Taylor, "Agrarian Independence" (22 pp. available via BB as PDF)
 Holton, Black Americans, Docs 25-28, 31-32, 35 (21 pp. available via BB as PDF)
 Use interactive map to examine the spread of U.S. slavery after 1790. Also, locate specific population data for the locations of the Holton doc authors this week:
<https://lincolnmullen.com/projects/slavery/>

Activities:

1. view video lecture(s) online and begin reading
2. participate in Blackboard Discussion
3. submit 2-quote and 2-map Research List by April 8 at 10:00 pm
 List a quote from two different Holton Docs and a screenshot from the online map about where each author lived (zoom in for county-level data). How do textual and demographic evidence help you to evaluate the situation of African Americans in the new United States? What was the Revolution's legacy for slavery?

Week 12 (April 13-17) Women and Politics in the Early Republic

Reading: Zagari, Revolutionary Backlash, Intro-Chapter 3 (114 pp.) URSUS e-edition
 Read complete issue of a newspaper cited by Zagari this week. Access via "Early American Newspapers" database on the Fogler Library website:
<http://libraries.maine.edu/mariner/marindexesdb/alphalist.asp?Loc=oro#E>

Activities:

1. view lecture(s) online and begin reading
2. participate in Blackboard Discussion
3. submit 3-quote Research List by April 15 at 10:00 pm
 List two quotes from Zagari that help you to explain the opening for women in politics in the early republic (e.g., "female politicians" as partisans). Also, include a screen shot (or quote) from your primary source newspaper research. How does looking at a complete issue of a newspaper inform your view of Zagari?

Week 13 (April 20-24) The Limits of Revolutionary Change

Reading: Zagarri, Revolutionary Backlash, Chapter 4-Epilogue (71 pp.) URSUS e-edition
 Read complete newspaper issue cited by Zagarri this week from the “Early American Newspapers” database on Fogler’s website (see link in Week 12)

Activities:

1. view lecture(s) online and begin reading
2. participate in Blackboard Discussion
3. submit 3-quote Research List by April 22 at 10:00 pm
 List two quotes from Zagarri that help you to explain her attention to the “backlash” against women in politics in the book’s final chapters. Also, provide a quote (or screen shot) from your newspaper research. Are you able to identify a change-over-time between this week’s newspaper and the one from last week?

Week 14 (April 27-May 1) How do you assess the American Revolution?

Reading: Zagarri, “Scholarship on the Am. Rev. since Birth of the Republic”
 (17 pp. PDF on BB. Also, at end of Birth [4th edition], pp. 193-209)
 Book review of Birth of the Republic in *William & Mary Quarterly* (1957)
 (10 pp. PDF on BB)
 Holton, Black Americans, Docs 36-38 (10 pp. PDF on BB)

Activities:

1. view lecture(s) online and begin reading
2. participate in Blackboard Discussion
3. prepare for cumulative final exam essay by reviewing your Research Lists from the entire semester

Final Exam: Open-Book Final Exam Essay (5-8 pp.) due to Blackboard, Weds., May 6, 10:00 pm

How should we understand the American Revolution today? Assess Zagarri’s book and her essay at the end of Birth of the Republic to reflect on the full parameters of our course. Your essay should include at least 6 direct quotes that you explain and analyze. These required quotes should be drawn from the following sources:

- 1) Zagarri, Revolutionary Backlash
- 2-3) two additional historians assigned this semester in books or essays
- 4-6) three assigned primary source quotes one from before, during, and after the Revolutionary War (that is, pre-1775, 1775-83, and 1784 or later)

Return to the Research Lists that you submitted throughout the course to select the evidence that you found most compelling this semester. Engaging secondary source authors at an interpretive level and explaining the specific perspective of primary source authors should be a priority as you offer your own interpretation of the American Revolution. Complete and accurate footnote citations should be provided for all of your direct quotes (consult the format guidelines for Paper #1).