**Syllabus**

History 3322-001/Spring 2018 The American Revolution and the Constitution

Professor: Dr. David E. Narrett Class: 08 Univ. Hall: TTh 9:30-10:50 a.m.

Office Hours: TTH 2:00-3:30 (and by appointment) Office: 345 UH

Email: narrett@uta.edu History Dept.: (817) 272-2861

**Themes:** This course will explore the character and meaning of the American Revolution. We will consider the origins of the conflict, the struggles of war, and issues of social change affecting diverse groups and individuals. We will address the role of leaders as well as the experiences of ordinary people. The course’s final stage will focus upon the foundations of American government, the Constitution and the Bill of Rights. Students will examine primary sources written during the Revolutionary era, in addition to exploring the writings of recent historians.

**Reading:**

Edward Countryman, *The American Revolution* (Revised edition, 2003)

Thomas Paine, Common Sense, edited by Isaac Kramnick (Penguin Classics, 1986) 978-0-14-039016-2.

James K. Martin and Mark Lender, *A Respectable Army* (Second edition)

Woody Holton, *Black Americans in the Revolutionary Era*

Colin G. Calloway, “We Have Always Been the Frontier: The American Revolution in Indian Country” <http://www.jstor.org.ezproxy.uta.edu/stable/1185604> (Library Database-JSTOR-article)

David Narrett, “Kentucky and the Union at the Crossroads” (Library E-Reserve)

Edith B. Gelles, “Abigail Adams” (JSTOR article)

Jack N. Rakove*, James Madison and the Creation of the American Republic* (3rd edition—but previous editions are fine, too)

David E. Narrett “A Zeal For Liberty” (JSTOR-article)

**See UTA BLACBOARD to access syllabus for this course.**

## ***Web documents****:* ***This online syllabus includes primary source selections to enhance your understanding of various topics. Web documents are required reading for this course and will be included in exams. Students should read web documents by the assigned date on this syllabus. We will review the documents in class****.*

**Grading:**

**Six Quizzes (Five Highest Grades) 25%**

**First Exam and Take-Home Essay 25% each**

**Final Exam 25%**

**Class attendance and participation are important to doing well in class.** (**Quizzes** are multiple choice covering particular readings as outlined below. The instructor will give make-ups for legitimate absences; written proof of students’ absences for doctor’s visits or other reasons may be required.

Make-up quizzes may be in written format. It is a student’s responsibility to inform the professor as soon as possible of a missed quiz or exam. **Exams** are in written format and will include at least one major essay questionexamining student understanding of major historical issues addressed in class lectures and in assigned reading.Exams may also brief answer questions testing student understanding of historical subjects.

 **Final Drop Date March 30 (before 4:00 p.m.)**

**Cell phones are to be turned off during class, though vibrating mode is permissible in special circumstances. No texting is permitted.**

**No internet use outside of this course should be accessed during class.**

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

**Student Support Services**: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**CALENDAR**

**Part One Origins of the American Revolution**

**Jan. 16** **Introduction**

**Jan. 18** **The Colonial Background**

 *The American Revolution*, Preface and pp. 3-33

**Jan. 23** **Britain and the Colonies**

**Jan. 25** **The Stamp Act Crisis**

*The American Revolution*, 34-66

Declaration of the Stamp Act Congress (Oct. 19, 1765)

<http://www.historyplace.com/unitedstates/revolution/stamp-res.htm>

<http://www.let.rug.nl/usa/documents/1751-1775/the-resolutions-of-the-stamp-act-congress-october-19-1765.php> (Extra copy of same document—useful website)

Patrick Henry’s Resolutions, May 29-30, 1765

<http://research.history.org/pf/declaring/henrysResolutions.cfm>

**Jan. 30 Sovereignty, Power, and Rights**

Declaratory Act

<http://avalon.law.yale.edu/18th_century/declaratory_act_1766.asp>

**Townshend Acts Crisis**

<http://www.masshist.org/revolution/index.html> **(Browse Topics)**

**This is a superior website for the entire period 1763-1775**

**Feb. 1 From Resistance to Revolution**

**QUIZ** **Quiz covers all reading listed below.**

 *The American Revolution*, 33-97

Boston Non-Importation Agreement (1768)

<http://avalon.law.yale.edu/18th_century/boston_non_importation_1768.asp>

Charleston Non-Importation Agreement (1769)<http://avalon.law.yale.edu/18th_century/charleston_non_impotation_1769.asp>

**Feb. 6 A Mounting Crisis**

*The American Revolution*, 98-104

Sons of Liberty, New York (1773)

<http://avalon.law.yale.edu/18th_century/assoc_sons_ny_1773.asp>

Boston Tea Party--Museum

<http://www.bostonteapartyship.com/museum>

Farmington, Conn. (1774)

<http://avalon.law.yale.edu/18th_century/proc_farm_ct_1774.asp>

First Continental Congress: Resolves and Articles of Association (1774)

<http://avalon.law.yale.edu/18th_century/resolves.asp>

<http://avalon.law.yale.edu/18th_century/contcong_10-20-74.asp>

**Feb. 8** **Towards Independence**

*The American Revolution*, 104-120

Charlotte Town Resolves (1775)

<http://avalon.law.yale.edu/18th_century/charlott.asp>

Thomas Paine, *Common Sense* (entire—including introduction)

**Feb. 13 Declaring Independence**

 Lee’s Resolution (1776)

 <http://avalon.law.yale.edu/18th_century/lee.asp>

 Declaration of Independence (1776)

 <http://avalon.law.yale.edu/18th_century/declare.asp>

**Feb. 15** **FIRST EXAM**

**Part Two War, Conflict, and Change (Take-Home Essay Assigned)**

**Feb. 20** **Revolutionary War, I**

 *A Respectable Army*, preface and chaps. 1-3

**Feb. 22** **Revolutionary War, II**

**QUIZ** *A Respectable Army*, chaps. 4-6

 **This quiz will cover the entire book.**

 Web: John André <http://www.clements.umich.edu/exhibits/online/spies/stories-arnold-4.html>

**Feb. 27** **African-American Experience**

 *Black Americans*, 1-19, 26-28, 35-56

**Mar. 1** *Black Americans*, 57-70. 75-79, 90-119, 127-130, 136-140

**QUIZ** **Quiz covers all assigned reading for this book entire book.**

**Mar. 6** Contested Frontiers: Indian Peoples and the U.S.

**Mar. 8** Shawnees and Frontier Conflicts

**QUIZ** Colin G. Calloway, “We Have Always Been the Frontier” <http://www.jstor.org.ezproxy.uta.edu/stable/1185604> (Library Database-JSTOR)

David Narrett, “Kentucky and the Union at the Crossroads” (E-reserve)

**Mar. 12-17 (Spring Break)**

Part Three A New Nation Takes Shape

**Mar. 20 Take-Home Essay Due**

**Mar. 20 Revolution in the States—New State Constitutions**

 *The American Revolution*, 132-166

 Virginia Declaration of Rights (1776)

 <http://avalon.law.yale.edu/18th_century/virginia.asp>

**Mar. 22 Revolution in the States (continued)**

Virginia Statute for Religious Freedom (1786)

 <http://www.vahistorical.org/sva2003/vsrf.htm>

**Mar. 27**  **The First Federal Government**

 *The American Revolution*, 167-176 (part of chapter)

Articles of Confederation (1781)

<http://avalon.law.yale.edu/18th_century/artconf.asp>

**Mar. 29** **U.S. Foreign Policy in War and Peace**

The Treaty of Paris (1782-1783)

<http://avalon.law.yale.edu/18th_century/prel1782.asp>

**Mar. 30** **Last Day to Drop Class (prior to 4:00 p.m.)**

**Apr. 3** **Problems of the 1780s--Shays’s Rebellion**

 <http://www.shaysrebellion.stcc.edu/index.html>

**Apr. 5** Assessing Founding Fathers—and Mothers

 Edith B. Gelles, “Abigail Adams”

 JSTOR: <http://www.jstor.org.ezproxy.uta.edu/stable/365755>

**Apr. 10 James Madison**

**QUIZ** Rakove,*James Madison***, pp. 1-93**

**Apr. 12** **The Constitution and a Federal Republic**

 *The American Revolution*, 176-182

 Virginia Plan (May 29, 1787)

<http://avalon.law.yale.edu/18th_century/vatextb.asp>

Election of Popular Branch (May 31, 1787)

<http://avalon.law.yale.edu/18th_century/debates_531.asp>

The Constitution of the United States (1787)

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

[**https://www.archives.gov/founding-docs/constitution-transcript**](https://www.archives.gov/founding-docs/constitution-transcript)

**Apr. 17** **The Constitution Takes Shape—The Slavery Issue**

Debate Over the Importation of Slaves (Aug. 22, 1787)

 <http://avalon.law.yale.edu/18th_century/debates_822.asp>

 William W. Freehling, “The Founding Fathers and Slavery”

 JSTOR: <http://www.jstor.org.ezproxy.uta.edu/stable/1856595>

 (Freehling’s article is a fascinating overview.)

**Apr. 19** **Debate Over the Constitution: The Federalist Persuasion**

**QUIZ** *The American Revolution*, 167-203 (Chapter: ”One Republic”)

 **Documents**: The Federalist

 Madison: Federalist No. 10

 <http://avalon.law.yale.edu/18th_century/fed10.asp>

**Apr. 24** **The Antifederalist Critique**

 Narrett, “A Zeal For Liberty”

 JSTOR: <http://www.jstor.org.ezproxy.uta.edu/stable/23177960>

 “Brutus,” no. 1, Oct. 18, 1787 (See below.)

<http://press-pubs.uchicago.edu/founders/documents/v1ch8s13.html>

 Federal Farmer, no. 1

<http://press-pubs.uchicago.edu/founders/documents/v1ch8s12.html>

**Apr. 26** **The Bill of Rights**

 Rakove, *James Madison*, 95-108

 Bill of Rights, 1791 (Amendments 1-10)

<http://avalon.law.yale.edu/18th_century/rights1.asp>

Amendments 11-27 (1775-1992)

<http://avalon.law.yale.edu/18th_century/amend1.asp>

**May 1** The Bill of Rights (continued)

 **Assessing the Constitution and Revolution**

 *The American Revolution*, 204-36

**May 3** **Conclusion**

**MAY 8** **FINAL EXAM Tuesday, May 11, 8:00.-10:30 a.m.**

**Important University Information.**

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located at the stairwell. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Useful Websites**:

Library Home Page <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

Subject Librarians <http://www.uta.edu/library/help/subject-librarians.php>

Database List <http://www.uta.edu/library/databases/index.php>

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Catalog <http://discover.uta.edu/>

E-Journals <http://liblink.uta.edu/UTAlink/az>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask A Librarian [http://ask.uta.edu](http://ask.uta.edu/)