

AS.100.203
History, Spring 2025
Lectures 10:00-10:50 Monday and Wednesday
Discussion Section 1, 11:00-11:50am Friday
Discussion Section 2, 10:00am-10:50am Friday
Homewood Campus

The American Revolution in History and Memory



Dr. Blake Grindon (she/her)
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Office Hours: Gilman 338D, Wednesdays 1-4
and by appointment

Teaching Assistants:
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Spring term runs: January 21-April 28

Spring break: March 17-21

Reading days: April 29-May 2

Exam Days: May 5-13

As we approach the 250th anniversary of the American Revolution questions about the legacy and meaning of the revolutionary era circulate among both professional historians and the American public: How revolutionary was the American Revolution, and for whom? What did the diverse population of North America in the 1770s—including free and enslaved people of African descent, Native Americans, as well white women and men in the thirteen colonies—make of the political rupture between Britain and America? What type of nation did the founders envision and how does that continue to shape the United States today? How has the American Revolution been remembered and memorialized at different times in American history? In this course we will read current scholarship on the American Revolution and also visit museums and cultural sites to explore both the events of the American Revolution and their ongoing memorialization while investigating the answers to these questions.

Class Policies:

Electronics in Class:

Everyone learns differently, and electronic devices can be helpful for some of us and distracting to others. I trust you to make your own decisions on what is best for you. You may use computers and tablets in class, but please refrain from phone use and messaging or social media. Please be mindful of those around you and avoid distracting them. You must keep your phone out of the way and on silent—if you urgently need to use your phone during class, please step out of the classroom.

Absences:

Attendance at all lectures and discussions is required.

Absences due to illness, religious holidays, or family emergencies will never affect your grade and do not require a doctor's note or other confirmation. If you miss class because of illness or emergency please let Dr. Grindon know as soon as you are able. Otherwise we will assume it will count against your unexcused absences. Additionally, you each have three unexcused absences. You may take your three unexcused absences with no effects on your grade. After this, other unexcused absences will result in a lowering of your attendance grade by one third (for example from a B+ to a B) for each absence.

Absences due to sports events/practice or other campus activities are not counted as excused. If you have concerns about how other activities on your schedule may affect your attendance, please reach out to Dr. Grindon via email as soon as possible. We will do our best to work with you to accommodate.

If you feel sick, please stay home and rest! Feel free to reach out to Dr. Grindon, Broderick Dunlap, or Noah Kulick if you would like to discuss anything you may have missed in class due to absence.

Other Classroom Policies:

As we discuss the history of ideas and of the war that created the United States of America this semester, we will touch upon a number of difficult and disturbing, but important topics. Wartime violence, colonialism, racial violence, the trans-Atlantic slave trade, the development of modern concepts of race and racist ideology, and gendered and sexual violence.

Throughout this semester I may institute classroom policies on language especially around quoting from primary sources. Policies are intended to facilitate safe and respectful discussion for everyone, not to be punitive.

I believe that while some of the material we will be discussing is disturbing it is important to study these aspects of American history, to consider them thoughtfully, and to remember that even the worst violence and most abhorrent ideas were perpetrated by complex human beings who were as capable of thought and moral decision-making as we are today. We cannot understand the history of American without understanding the bad as well as the good. Please listen respectfully to your fellow students' opinions, even when they differ from your own, while also being mindful in that we each have different sensitivities to the materials being studied.

If you have any concerns around particular topics or issues that arise in class, please do not hesitate to email Dr. Grindon, Broderick Dunlap, or Noah Kulick or to discuss these issues with us during office hours.

Extensions and Late Work:

Extensions cannot be granted for exams.

For all other assignments, if you email Dr. Grindon asking for an extension before the assignment is due I will grant you an extension, no questions asked. If you need more time on an assignment please ask! You may also ask for additional extensions and I will do my best to accommodate.

Work turned in late without a request for an extension will be graded down a third of a letter grade (from a B+ to a B, etc.) for every day it is late. (Within the first 24 hours after work was due one third markdown, from 24-48 hours two thirds, from 48-72 hours a full letter grade, etc.).

Unexpected sickness or personal emergency resulting in late work will not result in a lowering of the grade.

Disability Accommodations:

I will work with you to make sure that all of you get the most out of this class, and I strongly encourage you to register with the Student Disability Office if you need (or suspect you may

need) accommodations for this course and/or other courses. Below is official information on the Student Disability Office, where you can obtain an accommodation letter:

Johns Hopkins University values diversity and inclusion. We are committed to providing welcoming, equitable, and accessible educational experiences for all students. Students with disabilities (including those with psychological conditions, medical conditions, and temporary disabilities) can request accommodations for this course by providing an Accommodation Letter issued by Student Disability Services (SDS). Please request accommodations for this course as early as possible to provide time for effective communication and arrangements.

For further information or to start the process of requesting accommodations, please contact Student Disability Services at Homewood Campus, Shaffer Hall #101, call: 410-516-4720 and email: studentdisabilityservices@jhu.edu or visit the website <https://studentaffairs.jhu.edu/disabilities/> .

Taking Care of Ourselves and Each Other:

This course is only one part of all of our lives. None of us, myself included, will remain unaffected by events outside the classroom, whether personal or in the world at large. With that in mind here are some principles for this semester.

- We are all allowed to have trouble or difficulty. I will not judge you or ask for justification if you tell me you are having a hard time in this course.
- You do not owe me or anyone else in this class any personal information. Johns Hopkins does not require any of us to disclose personal or health-related information in the classroom, or to take the course. You can make whatever choices you wish, and change them as need be, to take care of yourself.
- You are always welcome to talk to me about anything you might be going through and if I feel I can't help you I will suggest someone else or a resource who can.
- If you need extra help, you need to miss class, or need more time with something, please ask. I'll do my best to work with you.

Getting in Touch:

If you need to reach me, please email me (rather than using Canvas messaging, etc.) I check my email during regular work hours (M-F, 9-5). If you contact me outside those hours I will likely not respond, but I will honor the time of the email if you are requesting an extension for a deadline, alerting me to an absence, or turning in an assignment.

Office Hours:

If you would like to talk over something please come to my office hours! They are Wednesdays 1-4pm, in Gilman 338D. My office is located at the back of Gilman Hall, at the end of the elevated hallway across from the men's restrooms. You can always stop by, but I can't guarantee I will be free unless you schedule a meeting in advance. If you need to meet outside of my Wednesday office hours, or if you need to meet via zoom email me and I will set up a time. You may sign up here for my regularly scheduled office hours:

Academic Integrity:

Please review the following statement from Erin Rowe, Vice Dean for Undergraduate Education, on academic integrity:

“The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.”

Plagiarism in this class includes the use of text-generating and tone-correcting AI such as ChatGPT or Grammarly Writing Assistant.

Assignments and Grading:

With the exception of the research project and final exam, all papers and exams are due Thursday night at midnight (end of day). Assignments should be submitted as file uploads to Canvas. If you have an issue with Canvas please email assignments directly to your TA, (discussion section 1: Broderick Dunlap, bdunlap5@jhu.edu; discussion section 2: Noah Kulick, nkulick1@jhu.edu) and copy Dr. Grindon at bgrindo1@jhu.edu.

Written Assignments: The Basics

- Please put your name and basic course information to the top of the first page.
- Please include page numbers.
- Paper should be in 12 pt. font size, double-spaced, with standard margins (1 in) and fonts.
- File names should include your first and last name and assignment name.
- If you submit an assignment that is over the page-count listed in the assignment, we will return it to you ungraded and ask you to revise it to meet the page count and resubmit for grading.

Class Attendance and Participation 20%

You should come to lecture prepared to be attentive and engaged for in-class work (discussion of primary sources presented in lecture, etc.). For discussion sections, come prepared to discuss the readings for that day. Please have your notes and readings available to reference. Participation is graded based on quality as well as quantity. You should not feel pressure to talk a lot in every class! All of us have unique insights to bring to discussion, but speaking up in class is easier for some than for others.

You may not attend a different discussion section than the one you are assigned to without the prior written approval of Dr. Grindon.

Short Paper 1: Resolves of the Continental Congress 10% (3-5 pages)

Due February 6 at midnight

Choose one of the resolves of the First Continental Congress, and discuss why it was important in the context of the rest of the document. Your paper should answer at least one of the following questions: What prompted the inclusion of this resolve? What justifications, if any, are presented

in the document for the resolve? How was this resolve significant to the larger political project the Continental Congress was engaged in, in 1774?

Midterm Take-Home Exam 20%

Due March 6 at midnight

The midterm is a take-home, open-book exam. Though there will be some questions about specific factual information, the purpose of this exam is for you to think through what you have learned during the first six weeks of the semester. It is based on your ability to engage with the texts, objects and other materials we have studied, and to gather and contextualize information from multiple sources, not to recollect a series of names and dates. The midterm will include questions about both the history of the Revolutionary Era and the public memorialization of that era.

You should not consult with other people or do outside research for the exam, but you may draw on your lecture notes and readings from class. The only exception to the rule regarding outside consultation is that you have permission to bring your midterm to the Writing Center for assistance with argument and clarity of writing.

Exam questions will be released on Canvas 48 hours before the exam is due, and it should not take you more than two hours to complete.

Short Paper 2: The Constitution and Bill of Rights 10%

(3-5 pages)

Due March 27 at midnight

Choose one of the articles of the Constitution OR one of the first ten amendments, and discuss why it is important in the context of the rest of the document. Your paper should answer at least one of the following questions: What prompted the inclusion of this article or amendment? What result do you believe the framers expected from this article or amendment in the 1700s? What is important for people to know about this article or amendment in 2025?

Public History Research Project 20%

Initial Proposal 5% **due midnight, March 13 at midnight**

Finished Project 15% **due April 10 at midnight end of day**

You will design and complete a project that draws on skills you've developed in and out of class that will demonstrate what you have learned during the semester. This project can take two forms: either a creative project that is designed to present a part of the history of the American Revolution to a particular audience, or a research paper focusing on a particular public history site or the public history of a particular person(s) or event.

Your creative project can be many things—a chapbook, a quilt, a 3-D map of a historical event, a graphic novel, a proposal for a monument or museum exhibit in your hometown, an obituary for a forgotten figure of the Revolution—you're free to go where your imagination takes you! Creative projects will be accompanied by a three-page written reflection on what you learned from the project in relationship to the course, what you hope your proposed audience would gain

from it, and a full bibliography (formatted according to an accepted citation style) of the sources you referenced.

If you prefer, you can also write a more text-based final project: an independent research paper focusing on a particular public history site (for instance the Washington Monument in Baltimore, or the Yorktown battlefield in Virginia) or the representation in public history of a particular person(s) or event (for instance, the representation of Crispus Attucks, of women in the American Revolution, or of the battle of Saratoga). If you choose to write a paper it should be 8-10 pages (not counting the bibliography). I am happy to consult with each of you to find the right topic.

Whatever form your research project takes it will include two separate parts:

Proposal 5% (creative project):

- Identify your subject, and how you plan to approach it (what form your creative project will take).
- Identify three secondary sources (at least one of which must be from outside of the course readings).
- Identify what audience you are designing your project for (Hopkins Students, the Baltimore Public, the residents of your hometown).

Proposal 5% (paper):

- Identify your subject, whether the public history of general topic in the American Revolution or a specific public history site.
- Identify three secondary sources (at least one of which must be from outside of the course readings), and one primary source (which can be from the course readings or not).
- Identify the question that you plan to investigate in your paper (how have portrayals of Crispus Attucks changed over time? how does class play into public history of women in the American Revolution? how does gender inform the Saratoga battlefield monument?).

You **must have a proposal approved** in order for you to complete the rest of the project. Generally I approve all proposals, but if I believe a proposal will not fulfill the class requirements you will be asked to revise and resubmit. If you decide to change your topic, or switch the format of your project after your proposal is approved, you **must** receive written approval from Dr. Grindon. Changes in subject or format of final projects from the proposal that have not received written approval will be **graded down a full letter grade**.

Final Research Project 15% (creative):

- Your completed project, which you will present in class, and post a photo or scan of it to Canvas on the due date.
- Your reflection (3-5 pages), addressing what you learned in researching and creating this project, and what you hope your intended audience would take away from it.
- A bibliography of the sources you consulted, formatted according to either MLA or Chicago formatting.

Final Research Project 15% (paper):

- A 8-10 page paper, with an original argument and a beginning, middle, and end. The paper must include proper citations, and these must consistently follow either MLA or Chicago citational format.
- A bibliography (not included in the page count) of the sources you cited, formatted according either MLA or Chicago citational format.

Final Take-Home Exam 20% TBA May 5-13

Like the midterm, this is a take-home, open-book exam. Though there will be some questions about specific factual information, the purpose of this exam is for you to think through what you have learned during weeks 7-13 of the semester. It is based on your ability to engage with the texts, objects and other materials we have studied, and to gather and contextualize information from multiple sources, not to recollect a series of names and dates. The final will include questions about both the history of the Revolutionary Era and the public memorialization of that era.

You should not consult with other people or do outside research for the exam, but you may refer to your lecture notes and readings from class. The only exception to the rule regarding outside consultation is that you have permission to bring your final to the Writing Center for assistance with argument and clarity of writing.

Due date is the Registrar-assigned exam time for this course. It will be released on Canvas 48 hours before it is due, and it should not take you more than two hours to complete it.

Grading:

Below are my grading standards. Please review these as it will make it easier for you to understand the meaning of grades as an assessment of your work in this course.

A or A- indicates exceptional work, work that goes beyond the expected standards of the course. A paper that provides truly original insight into an event or source, or class participation that combines perfect attendance with consistently thoughtful comments that respond to readings,

lectures, and fellow students' comments will earn an A. If you get an A range grade you have done remarkably well and I am consistently impressed by your work throughout the semester. (I typically give out 1-3 A range grades in a class of 20-30.)

B+ indicates very good work—it meets all the requirements of class, and goes a little beyond. A B+ paper may have some flaws (either technical or in argument or organization) that hold it back from A/A- quality, but it is still above the general standard expected for the course. Class participation that is at times of A/A- level but is inconsistent or at sometimes lacks grounding in course materials typically earns a B+. If you get a B+ you have done very well. (The majority of grades I give out are B+, B, or B-.)

B indicates good work. It meets every requirement for the assignment or class participation and attendance. B papers fulfil the assignments, they have clear arguments and engage with and cite sources. B participation is generally engaged with the course materials and with fellow students, but may vary in quality and consistency at times. If you get a B you have done well in this course. (The majority of grades I give out are B+, B, or B-.)

B- indicates work that is good but slightly below the expected level for the course. It may indicate uneven assignments or class participation. Papers that are adequate in many ways but have some consistent flaw (either technical or in argument or organization) that hold them back from being B papers earn a B-, as does class participation that is frequently unprepared in some way. If you get a B- you have may have done some good work in the course, but there were also some consistent issues. (The majority of grades I give out are B+, B, or B-, although typically I give out slightly fewer B- grades than B+ or B grades.)

C+, C, or C- indicates work that is satisfactory, but fails to meet standards of the course in some significant way. C range assignments or class participation is consistently marked by flaws that stop it from achieving the status of B work. Assignments that have consistent or major flaws (either technical or in argument or organization), or that fail to fully complete some element of the assignment earn a C range grade. Poor attendance and participation that consistently does not engage with readings, lectures, and fellow students' comments will earn C range grade. (I typically give out 1-3 C range grades in a class of 20-30.)

Grades in between A to C- represent work that meets at least most of the minimum requirements of the course assignments D and F grades indicate severe flaws or missing work.

D indicates that work that is so far below the standards of the course that I have serious doubts about as to whether a student has engaged with or learned the course materials. Johns Hopkins treats D+ and D grades as passing grades. (I only give out D grades in exceptionally dire circumstances—essentially never.)

F indicates work that completely fails to meet the course requirements. Missing assignments, or failure to show up for most classes would earn an F. If you received an F you have failed the course.

(I only give out F grades in exceptionally dire circumstances—essentially never. I will make every effort to work with you to ensure you do not fail this class.)

Field Trips and Extra Credit

This course includes two field trips which are not required, but highly recommended. There are also two options to receive extra credit (a 5% boost to your overall grade).

Field Trip 1: The Original Washington Monument and The Maryland Center For History and Culture (Date, info, etc, TBD)

Field Trip 2: The Great Blacks in Wax Museum
(Date, info, etc, TBD)

Extra Credit 1:

Attend the field trip to the Washington Monument and the Maryland Center for History and Culture and write a brief (1 page) reflection on either site. Alternatively, read *Washington Monument, Baltimore: Account of Laying the Corner Stone, Raising the Statue, Description, &c.* (Maryland, 1849) (3-25) and write a brief (1 page) reflection on it. **(5 points)**

Extra Credit 2:

Attend the field trip to The Great Blacks in Wax Museum and write a brief (1 page) reflection on either site. Alternatively, read the Bridget R Cooks, “Figures of Speech: Black History at the National Great Blacks in Wax Museum,” in *Mannequins in Museums*, 92–107 (Routledge, 2022) and write a brief (1 page) reflection on it. **(5 points)**

Lectures, Readings and Course Books:

Required Books:

Woody Holton, *Black Americans in the Revolutionary Era: A Brief History with Documents* (Macmillan, 2009)

Thomas A. Chambers, *Memories of War: Visiting Battlefields and Bonefields in the Early American Republic* (Cornell University Press, 2012)

Recommended Books:

David Armitage, *The Declaration of Independence: A Global History* (Harvard University Press, 2007)

Barbara Oberg, ed. *Women in the American Revolution: Gender, Politics, and the Domestic World* (University of Virginia Press, 2019)

Charlene Mires, *Independence Hall in American Memory* (University of Pennsylvania Press, 2002)

CLASS SCHEDULE AND READINGS:

Jan 21

Week 1: Colonies and Empire

Wed. Jan 23: What Do We Talk About When We Talk About the American Revolution?

Fri. Jan. 25: Discussion: Empire and Colonies in the Wake of the Seven Years' War
Readings

Secondary:

§ Gary Nash, *The Urban Crucible: The Northern Seaports and the Origins of the American Revolution* (Cambridge, 1986), ix-xv, 147-170.

§ Woody Holton, *Forced Founders: Indians, Debtors, Slaves, and the American Revolution in Virginia* (Chapel Hill, 1999), Chapter 1: "Land Speculators vs. Indians and the Privy Council," 3-38.

§ Thomas A. Chambers "Introduction: The Changing Nature of Battlefield Tourism and Commemoration" in *Memories of War: Battlegrounds and Bonefields in the Early American Republic* (2012) (1-16)

Primary:

Black Americans in the Revolutionary Era, 35-6, 38-47

§ "Minvavana to Alexander Henry" in *The World Turned Upside Down* ed. Calloway (Bedford, 2016) p. 148-150

§ Nathaniel Hurd (engraver), *Britons-Behold—the Best of Kings*, (1762)

Jan 27

Week 2: Crisis within the Empire

Mon. Jan. 27: The Stamp Act Crisis

Wed. Jan. 29: Popular Media, Material Culture, and the Spread of Political Ideas

Fri. Jan. 31: Discussion

Readings:

Secondary:

§ Pauline Maier, “Popular Uprisings and Civil Authority in Eighteenth-Century America,” *William and Mary Quarterly* 27 (1970), 3-35.

§ Serena Zabin, “Intimate Ties and the Boston Massacre,” in *Women and the American Revolution: Gender, Politics, and the Domestic World*, ed. Barbara Oberg (Charlottesville, 2019), 192-210.

§ Laurel Thatcher Ulrich, *The Age of Homespun: Objects and Stories in the Creation of an American Myth* (New York, 2001) Chapter 6: “A Bed Rug and a Silk Embroidery: Colchester and Preston Connecticut, 1775” (208-247)

Primary:

§ Resolutions of the Stamp Act Congress, 1765.

§ Boston Massacre Prints

§ Paul Revere, *A Prospective View of the Town of Boston, the Capital of New - England; and the Landing of — Troops in the Year 1768 , in Consequence of Letters from Gov. Bernard , the Commissioners , & c. to the British Ministry* (1770]
Woodcut <https://www.loc.gov/item/2004670036/>

§ THE REPEAL or the Funeral Procession, of Miss AMERIC-STAMP [March, 18 1766]
<https://www.loc.gov/item/99471597/>

Week 3: Resistance within the Colonies

Library Visit

Mon. Feb. 3: Organizing Resistance and Choosing Sides

Wed. Feb. 5: Library Visit?

Fri. Feb. 7: Discussion

Readings:

Secondary:

§ Waldstreicher, “Women’s Politics, Antislavery Politics, and Phillis Wheatley’s American Revolution” in Barbara B. Oberg ed., *Women in the American Revolution: Gender, Politics and the Domestic World* (Charlottesville, 2019), 147-70

Primary:

§ Phillis Wheatley, portrait, frontispiece

§ First Continental Congress: Declaration, Resolves, and Articles of Association, 1774.

Black Americans in the Revolutionary Era, 46-51.

§ Association of the Sons of Liberty in New York, 1773.

Feb 10

Week 4: Declaring Independence

Mon. Feb. 10: From Resistance to Rebellion

Wed. Feb. 12: Declaring Independence from Empire

Fri. Feb. 14: Discussion

Readings:

Secondary:

§ David Armitage, *Declaration of Independence: A Global History* (Cambridge, 2007), Chapter One: “The World in the Declaration of Independence” 25-62

Charlene Mires, *Independence Hall in American Memory* Chapter one: “Landmark: A British Home for the American Revolution” (1-30)

Primary:

Black Americans in the Revolutionary Era, 53-56.

§ Thomas Paine, *Common Sense* (pages)

§ The Declaration of Independence, 1776.

§ John Trumbull, *The Battle of Bunker Hill*

Feb 17

Week 5: Waging War I

Mon. Feb 17: Building an Army

Wed. Feb. 19: Battling the British

Fri. Feb. 21: Discussion

Readings

Secondary:

§ Jake Ruddiman, “‘A Record in the Hands of Thousands’: Power and Negotiation in the Orderly Books of the Continental Army,” *William & Mary Quarterly* 67 (2010), 747-774.

§T. Cole Jones, *Captives of Liberty : Prisoners of War and the Politics of Vengeance in the American Revolution* (University of Pennsylvania Press, 2020), Chapter one: “The Vision of War,” (21-46)

Thomas A. Chambers “Forsaken Graves: The Emergence of Memory on the Northern Tour” in *Memories of War: Visiting Battlefields and Bonefields in the Early American Republic*

Primary:

Black Americans in the Revolutionary Era, 58-60, 62-70

§Loyalist Petitions, 1779-1780.

§ Primary sources on the problem of military mobilization in Revolutionary Virginia.

Feb 24

Week 6: Waging War II

Mon. Feb. 24: The Borderlands of the American Revolutionary War

Wed. Feb. 26: Winning a War Against the British Empire

Fri. Feb. 28: Discussion

Readings:

Secondary:

§Kathleen DuVal, *Independence Lost* “Introduction” and “The Spanish Siege of Pensacola”

§Maeve Kane, “She did not open her mouth further: Haudenosaunee women as military and political targets during and after the American Revolution,” in Oberg, ed., *Women in the American Revolution: gender, politics, and the domestic world* (University of Virginia Press, 2019)

§ Andrea Lynn Smith, “Savagism, Silencing, and American Settlerism: Commemorating the Wyoming Battle of the American Revolutionary War” *Settler Colonial Studies* 10, no. 3 (2020)

§Thomas A. Chambers, “Memory without Tourism: Traces of the Southern Campaign” in *Memories of War: Visiting Battlefields and Bonefields in the Early American Republic*

March 3

Week 7: National Legitimacy, Alliances, and the Global Stage

Mon. Mar. 3: Nations Seeking Global Legitimacy in the Eighteenth Century

Wed. Mar. 5: The Treaty of Paris

Fri. Mar. 7: Discussion

Readings:

Secondary:

§ Thomas A. Chambers, “Retrieved Relics and New Monuments: Lafayette in Yorktown” in *Memories of War: Visiting Battlefields and Bonefields in the Early American Republic*

§ David Armitage, *Declaration of Independence: A Global History* (Cambridge, 2007), Chapter Two “The Declaration of Independence in the World” (63-102)

§ Eliga H. Gould, *Among the Powers of the Earth: The American Revolution and the Making of a New World Empire* (Harvard University Press, 2012) “Introduction: A Nation Among Nations”

Primary:

§ Benjamin West, *The Treaty of Paris*

§ *Benjamin Franklin Portrait*

§ George Romney, *Thayendanegea, Joseph Brant, the Mohawk Chief*, (London, 1776)
Collection of the National Gallery of Canada, Ottawa
<https://tinyurl.com/2z8kpbht>

§ Benjamin West, *Colonel Guy Johnson and Karonghyontye (Captain David Hill)*, (London, 1776) Collection of the National Gallery of Art, Washington D.C.
<https://www.nga.gov/collection/art-object-page.569.html>

March 10

Week 8: Confederation and the Challenges of Governance

§ Articles of Confederation, 1781.

§ Gregory Nobles, “‘Satan, Smith, Shattuck, and Shays’: The People’s Leaders in the Massachusetts Regulation of 1786,” in *Revolutionary Founders: Rebels, Radicals, and Reformers in the Making of the Nation* (New York, 2011), 215-232.

§ Woody Holton, “Did Democracy Cause the Recession that Led to the Constitution?” *Journal of American History* 92 (2005), 442-69.

§ Eliga H. Gould, *Among the Powers of the Earth: The American Revolution and the Making of a New World Empire* (Harvard University Press, 2012), Chapter Four: “Independence”

BREAK

March 24

Week 9: The Constitution

§ U.S. Constitution (and first ten amendments), 1787.

§ The Federalist, numbers 1 and 10, 1787.

March 31

Week 10: Revolutionary Legacies: The American Continent

§ Jessica Choppin Roney, "1776, Viewed from the West," *Journal of the Early Republic* 37 (2017), 655-700.

§ Michael Leroy Oberg, *Peacemakers: The Iroquois, the United States, and the Treaty of Canandaigua, 1794* (New York, 2016) (excerpts)

Black Americans in the Revolutionary Era, 90-96, 103-111

April 7

Week 11: Revolutionary Legacies: The Atlantic World

No Class Monday April 7

Maya Jasanoff, "Revolutionary Exiles: The American Loyalist and French Émigré Diasporas," in *The Age of Revolutions in Global Context, c. 1760-1840*, eds. David Armitage and Sanja Subrahmanyam. Palgrave Macmillan, 2010. Pp. 37-58.

§ Alexander X. Byrd, *Captives and Voyagers: Black Migrants across the Eighteenth-Century British Atlantic World* (Baton Rouge, 2008) Chapter nine: "The Effects of Exodus: Afro-Maritime Society in Motion" (191-213)

Black Americans in the Revolutionary Era, 119-130

April 14

Week 12: 250 Years of the American Revolution I

Presentation of Final Projects Monday and Wednesday

Charlene Mires, "Chapter 5: Legacy: Staking Claims to the Past Through Preservation" in *Independence Hall in American Memory*

Mitch Kachun, *First Martyr of Liberty: Crispus Attucks in American Memory* (New York, 2017) Chapter three: "First Martyr of Liberty: Crispus Attucks and the Struggle for Citizenship in the Civil War Era" 46-66

§ Carolyn Strange, "The Battlefields of Personal and Public Memory: Commemorating the Battle of Saratoga (1777) in the Late Nineteenth Century" *The Journal of the Gilded Age and Progressive Era*, 14 (215), 194-221

§ Images of the Saratoga Battlefield Monument

April 21

Week 13: 250 Years of the American Revolution II

Lecture 1: American Revolution in the 1800s

Lecture 2: The American Revolution in the 1900s

Charlene Mires “Chapter 9: Prism: Redefining Independence for a Third Century” and “Chapter 10: Memory: The Truths We Hold to Be Self-Evident” in *Independence Hall in American Memory*

§Jennifer Helgren, “Finding ‘Hidden Heroines’: Girls’ Organizations, Public History, and the 1976 American Bicentennial.” *The Public Historian* 43, no. 1 (2021): 102–22.

§Tammy S. Gordon, *The Spirit of 1976: Commerce, Community, and the Politics of Commemoration* (Boston, 2013) Chapter one: “Finding a Role for the ‘Private Sector’: The American Revolution Bicentennial Commission, 1966-1973” (21-46)

April 28 (only one day)

Lecture: The American Revolution at 250