The University of Southern Mississippi
Department of History


The World Turned Upside Down:
The Era of the American Revolution, 1760--1800

“The Revolution was effected before the War commenced. The Revolution was in the minds and hearts of the people; a change in their religious sentiments of their duties and obligations. This radical change in the principles, opinions, sentiments, and affections of the people, was the real American Revolution.”

--John Adams, letter to Hezekiah Niles, Feb. 13, 1818

Dr. Kyle F. Zelner
Office: 462 LAB Office Phone: 601-266-6196 Email: kyle.zelner@usm.edu
Web Site: http://ocean.otr.usm.edu/~w535683/Index.html
Office Hours: Tuesdays 10am-12noon; T, W, Th. 4-5pm; and by appointment

Statement of Purpose:
The era from 1760 to 1800 is arguably the most important period in the history of the United States. Thirteen diverse colonies, with few links to each other, came together to protest their weak position in the growing British Empire, joined to fight a war of independence, and forged a new country, the likes of which the world had never seen. The period of George Washington and Benedict Arnold; Thomas Jefferson and Abigail Adams, Joseph Plumb Martin and Lord Dunmore—is one of the most exciting periods in America’s national story. While it is a time to celebrate, it is also a period which saw great promise lost. Women, Loyalists, African American, and Native Americans were participants in, but not beneficiaries of, the grand experiment in republican government that came out of the war.

This course will examine the political, military, and social aspects of the period. We will focus on the imperial crisis that led to war, the politics of protest and nation-building, the military conflict from 1775-1783, the post-war crisis in national and state governments, the writing of and ratification fight over the new Constitution, the Federalist era, and Thomas Jefferson’s Revolution of 1800. Ultimately, we will attempt to answer the question, “Just how revolutionary was the American Revolution?”
**Mechanics of the Course:**

As an upper division history course, class will be divided between lectures and discussions. You will also devote a considerable amount of time to outside reading. In order to cover the vast amount of material, the professor will lecture for the majority of class time on Tuesdays and the beginning of class on Thursdays. Audio-visual materials may be used during certain classes to stimulate understanding and discussion. The schedule of topics and the reading assigned to complement the lectures follows below. Readings and lectures are complementary in this course—you will have to blend them in order to understand our topic.

On Thursdays, we will discuss the week’s readings—especially the primary documents in the Brown reader. It is IMPERATIVE that you have the reading done by Thursday for the scheduled class discussion. There are also a number of times when the class will hold a scheduled discussion on one of the outside books assigned for the class. Active and thoughtful participation in the discussions is a requirement of the course and is a major part of your final grade. Read the class schedule below and listen for class announcements for changes in this general format.

**Required Books to Purchase (available at the Barnes & Noble on campus):**


**A Note about Office Hours:**

I will hold office hours (see page one) for any interested students at posted times and will be happy to arrange a different time for you to come in and see me if those times do not fit into your schedule. If for some reason I will not be able to meet during my office hours, I will try to announce it in class and I will post it on my office door. This is time I have set aside for you to
come in and talk— about your questions or comments on the class, history, writing, the university, or whatever. It is a great time to come in and discuss paper topics. If you're interested in majoring in history or thinking of someday going to grad school, come in and chat. It is unfortunate that more students don't take advantage of faculty office hours—we're not just available in the classroom.

Assignments & Grading:

The first assignment of the class is the careful reading of this syllabus. Attentive and informed reading of all class assignments is necessary for the satisfactory completion of the course. Occasionally, the instructor may hand out a short historic document during class and conduct an impromptu discussion on it to foster a better understanding of that week’s topic. Active and thoughtful participation in the discussions is a requirement of the course and will count for 10% of the final grade.

The omission of any major class requirement will result in automatic failure for the course—IN OTHER WORDS, YOU MUST TURN IN EVERY ASSIGNMENT TO PASS THE COURSE.

There will be three papers in this class. Details on the paper topics will be handed out well in advance of the due date to ensure students start working on papers early. History papers MUST be argumentative (have a strong thesis), conform to all rules of grammar and spelling, and document their sources. Students are strongly encouraged to read and apply the lessons in the recommended text A Pocket Guide to Writing in History by Mary Rampolla in order to ensure success on papers. More information on papers (mechanics, etc.) is listed below in “Course Policies.”

The first paper will be a critical book review of Woody Holton’s Forced Founders—the review will be worth 15% of your final grade. A critical book review should briefly describe what the book is about, but concentrate on identifying and commenting upon the author’s thesis: What is the author trying to get across, how does she/he argue the case and upon what evidence, and where and to what extent do you agree and disagree? If you are unsure how to write a critical book review, take a look at reviews in such publications as the William and Mary Quarterly or Reviews in American History. The review is due at the beginning of class on Tuesday, February 15th and will be a maximum of 900 words (around 3 double-spaced pages).

The second paper will focus on Kenneth Robert’s novel Rabble in Arms. This paper, due at the beginning of class on Thursday, March 17th, will be 1500-1600 words long (around 6 ½ double-spaced pages) and will account for 20% of your final grade. The final paper on Loyalism and the experiences of war in New York, using Judith Van Buskirk’s monograph Generous Enemies, is also worth 20% of the final grade. It will also be 1500-1600 words long and will be due at the beginning of class on Thursday, April 7th. The specific details on these last two assignments will be distributed well in advance of the due date to ensure students start working on papers early.

There will be two examinations during the course. There will be an all-ID midterm exam on Tuesday, March 15th which will count for 10% of your final grade. The final exam (Tuesday, May 12th, 4:15pm–6:45pm) will be a mixture of identification questions and essay questions from
lectures and readings—there will be one essay question on the final exam dedicated to your reading of Terry Bouton’s *Taming Democracy*. The final exam will be worth 25% of the final grade.

Grading Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holton Paper</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>Roberts Paper</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>Van Buskirk Paper</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>250</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1000-900 points</td>
</tr>
<tr>
<td>B</td>
<td>899-800 points</td>
</tr>
<tr>
<td>C</td>
<td>799-700 points</td>
</tr>
<tr>
<td>D</td>
<td>699-600 points</td>
</tr>
<tr>
<td>F</td>
<td>below 600 points</td>
</tr>
</tbody>
</table>

Course Policies:

1. **Class Climate:** This course is designed to give you a chance to explore an area of academic interest through lectures, intensive reading, writing, and regular classroom discussion. In order for discussions to be productive, all students need to feel comfortable participating. We will create and maintain an atmosphere of mutual respect in which everyone’s ideas can be heard.

2. **Attendance:** *Attendance at ALL classes is MANDATORY.* Attendance will be taken at most class meetings and unexcused absences will hurt your final grade. Excessive unexcused absences (i.e. more than three) will result in the loss of a letter grade or even failure for the course. Absences are excused in the event of a true emergency (sleeping in or feeling “under the weather” do not qualify) or with the prior approval of the instructor. In all cases, I require written documentation from the appropriate authorities (dean’s office, athletic coaches, doctors, etc.). **Please Note:** If you stop attending class, but do not withdraw from the course on SOAR, the instructor reserves the right to issue a failing grade (F) for the course.

3. **USM Email:** All students should check their USM email regularly—you can set it to forward to your main email account (yahoo, hotmail, etc.) if you desire, just be sure to check it in some fashion. Students who do not set up their accounts or respond to USM email may lose participation points and suffer a lower grade.

4. **Pagers and Cell Phones:** All pagers and cell phones must be turned off when in class. Any exceptions to this policy must be cleared with the instructor in advance.

5. **Support and Documentation on Papers:** Support your paper arguments with specific textual references—in other words, **you must use footnotes for all papers.** The only exception is for book reviews, when you may use parenthetical citations of the book under review. Follow *Chicago Manual of Style* format and documentation. For help and examples, see the USM Libraries’ web page at

**Note:** I do not accept the use of “Ibid” in citations—instead I prefer the short author/title system. See pg. 103 of Rampolla (6th ed.) for more details.

6. **Wikipedia:** Wikipedia and other open source sites of “information” are not reliable and are not appropriate for use as a source in a formal history paper. Students in this course needing a general information source are encouraged to use a standard, reputable encyclopedia—for example, the *Encyclopedia Britannica* (online or hard copy).

7. **Manuscript Preparation:** All papers should be computer-generated (12pt “normal” font) and should be double-spaced with one-inch margins. Papers should always be handed in with the pages numbered and stapled together. Proofread carefully. Clearly place your name, the course and instructor, a description of the paper, and date of each assignment in the upper right hand corner of the first page. **Papers which do not conform to ALL of these rules WILL suffer a grade penalty.**

*Sample heading for papers:*

```
Student Name
History 461—Dr. Zelner
Paper One
February 30, 2011
```

8. **Copies of Papers:** It is your responsibility to keep a copy of each paper that you submit. In the unlikely event that I misplace the paper, you should be able to produce your copy that same day.

9. **Delivery of Papers:** Students are **required to hand in TWO COPIES** of each paper: one hard printed copy, which must be handed in at the place and time indicated on the course schedule and one electronic copy, which must be submitted to [http://www.turnitin.com](http://www.turnitin.com) under the correct class and assignment.

**Turnitin.com Class Information** for History 461—Sec.01 Spring 2011 Dr. Zelner:

```
Class ID Number: 3755711      Class Password (case sensitive): history
```

You will need this information to log-on and create an account on the Turnitin web site, which is required of all students in the class by Thursday, January 27, 2011. If you need help, surf over to: [http://www.lib.usm.edu/research/plag/turnitin/index.php](http://www.lib.usm.edu/research/plag/turnitin/index.php)

10. **Late Papers and Missed Exams:** Papers submitted late will suffer a grade penalty of one full letter grade for every 24 hours they are late. (Example: a B- paper turned between 1 to 24 hours late would become a C-). Papers more than four days late (96 hours) **will not be accepted** (Note: all class assignments must be turned in and accepted to pass the course). Extensions of a paper due date will be granted only in the event of a documented medical, athletic, academic, or personal emergency and only in advance of the paper due date.

If you are unable to take an exam, be sure to discuss it with me in advance. If you are ill on the day of an exam, be sure to call and leave your phone number so I can reach you. Documentation (such as a doctor’s letter stating the student was too ill to take the exam) **must** be produced before a student may
take a “make-up” exam. Decisions on the validity of the documentation are within the sole purview of the instructor. If you have any questions about this policy or the instructor’s policy on receiving an Incomplete (I) grade for the course, please see the instructor during office hours.

11. Academic Dishonesty: Scholastic dishonesty will not be condoned under any circumstance. See the current Undergraduate Bulletin for a good definition of such behavior. Cheating on an exam or demonstrated plagiarism on a paper will automatically lead to a grade of “F” for the course and can result in dismissal from the university. The instructor reserves the right to use electronic resources, such as Turnitin.com, to detect plagiarism. If you have questions or concerns about this policy—please see the instructor during office hours.

12. Students with Disabilities: If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address: The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001
Voice Telephone: (601) 266-5024 or (228) 214-3232  Fax: (601) 266-6035
Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu.

13. Improving Writing: While I am always available to discuss your ideas and look over drafts (well) before paper due dates, I also encourage you to use the following resource:

The Writing Center, Cook Library Room 112, (601) 266-4821,
http://www.usm.edu/writingcenter
“The Writing Center is a free service that allows students at USM to work one-on-one with experienced writers on any aspect of their assignments, usually:

▪ Grasping the assignment and what it requires
▪ Understanding how their own writing is working and isn’t working
▪ Learning strategies for writing tasks (how to brainstorm, organize, etc.)
▪ Practicing the art of revision in both re-seeing and rewriting”

There is also an on-line History Writing Lab with helpful handouts on the History Department’s website at: http://www.usm.edu/history/HWL-guides.php

14. Syllabus: This syllabus is a mutual contract between the professor and student and the student and professor. It will not be altered lightly, however if circumstances make it necessary, the changes will be made as far in advance as is possible and in writing.
**Course Schedule**

**Week 1—Introduction**

**Reading Assignment:** Syllabus; Rampolla, *Pocket Guide to Writing in History*, skim whole book and read Chapters 6 and 7.

Tuesday, Jan. 18—Course Introduction

Thursday, Jan. 20—Lecture & General Discussion

**Week 2—Background: Colonial America**


Tuesday, Jan. 25—Lecture & General Discussion

Thursday, Jan. 27—Lecture & Discussion of Brown Readings

*ALL STUDENTS TO REGISTER WITH WWW.TURNITIN.COM BY THIS DATE*

**Week 3—The British Empire at War and War’s Aftermath**


Monday, Jan. 31—Last day to drop with 100% financial refund.

Tuesday, Feb. 1—Lecture & General Discussion

Thursday, Feb. 3—Lecture & Discussion of Brown Readings

**Week 4—British Reforms and the Beginning of Colonial Resistance**


Tuesday, Feb. 8—Lecture & General Discussion

Thursday, Feb. 10—Discussion of Brown Readings and Holton’s *Forced Founders*

**Week 5—The Imperial Crisis Leads to Independence**


Tuesday, Feb. 15—Lecture & General Discussion

*PAPER ONE DUE AT BEGINNING OF CLASS, REVIEW OF HOLTON’S FORCED FOUNDERS*

Thursday, Feb. 17—Lecture and Discussion of Brown Readings
**Week 6—Fighting for Independence I: Northern Campaigns**

Tuesday, Feb. 22—Lecture & General Discussion

Thursday, Feb. 24—Discussion of Brown Readings

**Week 7—Fighting for Independence II: Southern Campaigns**

Monday, Feb. 28—Last day to drop full-semester classes without academic penalty

Tuesday, March 1—Lecture & General Discussion

Thursday, March 3—Discussion of Brown Readings and Roberts’ *Rabble in Arms*

**Week 8—Spring Break**

Tuesday, March 8—Spring Break--NO CLASS!

Thursday, March 10—Spring Break--NO CLASS!

**Week 9—The War for Independence and American Character**

Tuesday, March 15—*ID MID-TERM EXAM*

Thursday, March 17—Lecture & General Discussion

*PAPER TWO DUE AT BEGINNING OF CLASS ON ROBERTS’ RABBLE IN ARMS*

**Week 10—Race in the Revolution**

Tuesday, March 22—Lecture & General Discussion

Thursday, March 24—Lecture & Discussion of Brown Readings

**Week 11—A Woman’s Place in a Revolutionary Republic?**

Tuesday, March 29—Lecture & General Discussion

Thursday, March 31—Discussion of Brown Readings and Van Buskirk’s *Generous Enemies*. 
Week 12—The Failure of the Articles of Confederation

Tuesday, April 5—Lecture & General Discussion
Thursday, April 7—Lecture & Discussion of Brown Readings
*Paper Three due at beginning of class on Van Buskirk’s *Generous Enemies*

Week 13—Constructing a Constitution

Tuesday, April 12—Lecture & General Discussion
Thursday, April 14—Lecture & Discussion of Brown Readings

Week 14—Ratification Politics & the Bill of Rights

Tuesday, April 19—Lecture & General Discussion
Thursday, April 21—Lecture & Discussion of Brown Readings

Week 15—The Federalist’s Republic or Jeffersonianism Triumphant?

Tuesday, April 26—Lecture & General Discussion
Thursday, April 28—Lecture & General Discussion

Week 16—Assessing the Nature of the American Revolution

Tuesday, May 3—Discussion of Bouton’s *Taming Democracy*
Thursday, May 5—Discussion of Brown Readings and Review Session for the Final Exam

**Final Exam: Thursday, May 12th, 4:15PM–6:45PM**