

History 100.01 Revolutions: United States, France, Haiti
Fall 2017

Prof. Sarah J. Purcell

MWF 3:00-3:50 pm Noyce Science 1302

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Office Hours: Tuesday, 1-2:30, Wednesday 10-12, Friday 1-2:30, and by appointment. I am here to help you learn this semester. Please come see me during office hours or make an appointment, so I can speak with you one-on-one. Call or e-mail me anytime with questions or problems. I am available!

Course Outline and Objectives:

This course provides an introduction to issues of historical causation, argumentation, and evidence, through the lens of U.S. History in the age of the American, French, and Haitian Revolutions. We will consider how historians have formed and changed their interpretations over time as we also discover how and why historical change took place.

One of our main tasks in this class will be to learn to analyze U.S. history in a transnational context. How did the American, French, and Haitian revolutions influence one another? How did their social implications differ? What do we gain by viewing the United States in relationship to other countries, rather than in isolation? How does the narrative of U.S. history relate to British, French, and Caribbean history? How did these revolutions help to form the modern definition of human rights?

Students in this class will also learn to become better historians themselves (and, hopefully, to fall in love with the process of history). You will hone your reading, writing, speaking, and thinking skills. We are not *only* interested in the facts of history, but also in how the past becomes meaningful.

History 100 is a course designed to make students familiar with how history works as a professional practice. We will develop skills in five key areas:

- Textual Analysis and Conceptualization
 - Using key historical concepts such as cause/effect, unintended consequences, truth v. interpretation, “the past as a foreign country,” and reading against-the-grain.
- Historiographical Dialogue and Debate

- Identifying different historiographical and methodological approaches for thinking about the past and framing historical inquiry (i.e. local, intellectual, political, diplomatic, social, economic, cultural, gender, global)
- Writing
 - Crafting short essays that provide a clear thesis, appropriate evidence, and a sense of the larger historical context of their topics.
- Research
 - Formulating a viable research question and produce an annotated bibliography that investigates it using appropriate primary and secondary sources.
- Presentation
 - Delivering formal oral presentations of historical research with attention to clear argumentation, successful use of supporting evidence, self-positioning in relevant secondary scholarship, and engaging style.

Required Books:

Danielle Allen, *Our Declaration: A Reading of the Declaration of Independence in Defense of Equality* (2014)

John H. Arnold, *History: A Very Short Introduction* (2000)

Susan Branson, *These Fiery Frenchified Dames* (2001)

Laurent Dubois and John D. Garrigus, *Slave Revolution in the Caribbean, 1789-1804* (2006)

Lynn Hunt, *The French Revolution and Human Rights* (1996)

Cynthia A. Kierner, *Revolutionary America, 1750-1815: Sources and Interpretation* (2003)

Gary B. Nash, *The Forgotten Fifth: African Americans in the Age of Revolution* (2006)

*Articles for this class can be linked to directly from this syllabus and/or found on e-reserve through P-web "Library Resources"

Student Responsibilities and Evaluation:

This course will consist of a mixture of lecture, discussion, small-group work, and other in-class exercises. From time to time you will need to meet with a small group or to view a film outside of class. Students are expected to attend all classes having done the reading and ready to

discuss it. Learning is a collaborative process, so speak up and share your ideas with your classmates! Engage with the sources, and share your ideas.

All assignments must be turned in on time and good order. Papers must be typed, double-spaced, with normal fonts and margins, in a 10 or 12-point font. All citations must be in footnotes or endnotes in University of Chicago style. Further guidelines for papers will be handed out in class. Extensions (for sickness or other emergency) will not be granted unless they are approved ahead of time. Late assignments will receive a deduction of one-half letter grade per day and will not be accepted more than two days late. Please familiarize yourself with the Student Handbook guidelines about academic dishonesty at Grinnell, and abide by the rules. Please check your email regularly, since I will use email to make class announcements.

Students in this course will complete a film review, a short document analysis paper, a book review, a French Revolution research assignment, one 3-4 page paper, and a 7-10 page annotated bibliography. Everyone will also do an oral presentation on the topic of his/her annotated bibliography. Other in-class assignments will count towards class participation.

Please note: poor attendance will seriously hurt your grade in this class. You cannot participate if you are not in class. If you must miss class for an activity or athletic event, please arrange your absence with me at least one week in advance.

Please turn off your cell phone, and do not check email or text messages during class. We will be using technology for class, and you may use electronic devices, but it's important to keep your attention focused on class materials.

If you require accommodation for any diagnosed disability, please let me know during the first week of class.

Grading:

Film review	5%
Document analysis	8%
Mat. Culture paper	10%
Research assignment	5%
3-4 page paper	17%
Annotated bibliog.	20%
Oral Presentation	15%
Class participation	20%

What is History?

Fri. (Aug. 25) Course Introduction

Mon. (Aug. 28) History: lies and truths
Reading Due: Arnold, Chapters 1-3

Wednesday, September 2 7:30-9:00 p.m. & Thursday, September 3 4:15-5:45 p.m.
"Midwife's Tale" showings in ARH 302

Film is also on reserve at Burling Library

Wed. (Aug. 30) Sources and Arguments

Reading Due: Arnold, Chapters 4-5; Denver Brunsmann, "The Knowles Anti-Impressment Riots of the 1740s," Early American Studies 5 (Fall 2007): 324-366.

<http://search.ebscohost.com/login.aspx?direct=true&db=31h&AN=26560565&site=ehost-live> (e-reserve)

Fri. (Sept. 1) Is the Past a Foreign Country?

Reading Due: Arnold, Chapters 6-7

Mon. (Sept. 4) Visit Grinnell College Archives & Special Collections

*meet in Burling Library basement

Wed. (Sept. 6) Film Discussion: "Midwife's Tale"

Reading Due: Cameron Blevins, "Review: A Midwife's Tale,"

<http://www.cameronblevins.org/posts/review-a-midwives-tale/>

Assignment Due in class: Film Review

Fri. (Sept. 8) Atlantic History and Transatlantic History

Reading Due: Kierner, Chapter 1; Alison Games, "Atlantic History: Definitions, Opportunities, Challenges," American Historical Review 111 (June 2006): 741-757,

<http://search.ebscohost.com/login.aspx?direct=true&db=31h&AN=21417554&site=ehost-live> (e-reserve)

Recommended Digital Projects: "The Atlantic Slave Trade in Two Minutes,"

http://www.slate.com/articles/life/the_history_of_american_slavery/2015/06/animated_interactive_of_the_history_of_the_atlantic_slave_trade.html

"Voyages: The Transatlantic Slave Trade Database,"

<http://www.slavevoyages.org/tast/index.faces>

The American Revolution as a Transatlantic Crisis

Mon. (Sept. 11) Colonial Context

Reading Due: Kierner, pp. 49-53

Wed. (Sept. 13) Imperial Crisis

Reading Due: Kierner, Chapter 3; Roger P. Mellen, "The Colonial Virginia Press and the Stamp Act: An Expansion of Civic Discourse," Journalism History 38 (Summer 2012): 74-85 (e-reserve),

<http://search.ebscohost.com/login.aspx?direct=true&db=31h&AN=78121965&site=ehost-live>

Fri. (Sept. 15) Interpreting the Imperial Crisis

Reading Due: Kierner, Chapter 4

Assignment Due in class: Document Analysis paper

Mon. (Sept. 18) Revolutionary Ideology, Revolutionary Politics

Reading Due: Doron Ben-Atar, "The American Revolution," The Oxford History of the British Empire, ed. Robin W. Winks, Vol. V, 94-113 (New York: Oxford University Press, 1999), e-reserve.

Recommended Digital Project: "Using Metadata to Find Paul Revere,"

<http://kieranhealy.org/blog/archives/2013/06/09/using-metadata-to-find-paul-revere/>

Wed. (Sept. 20) Declarations of Independence

Reading Due: Kierner, Chapter 5; David Armitage, "The Declaration of Independence in World Context," QAH Magazine of History 18 (2004): 61-66 (e-reserve).

<http://search.ebscohost.com/login.aspx?direct=true&db=31h&AN=12650460&site=ehost-live>

Recommended Digital Project: "When and How Did the Colonies Find Out About the Declaration?"

<https://declaration.fas.harvard.edu/resources/when-how>

Fri. (Sept. 22) Declaration of Independence

Reading Due: Allen, Our Declaration, p. 1-p. 142; Kierner, pp. 136-139

Mon. (Sept. 25) Declaration of Independence

Reading Due: Allen, Our Declaration, p. 143-p. 282; Kierner, pp. 136-139

Wed. (Sept. 27) The Revolutionary War

Reading Due: Kierner, pp. 141-152; 170-180; 186-191

Fri. (Sept. 29) What is an Annotated Bibliography?

Mon. (Oct. 2) Women and the American Revolution

Reading Due: Kierner, pp. 166-168, 191-193, 326-329

Wed. (Oct. 4) Race and Revolution in the Atlantic World

Reading Due: Maya Jasanoff, "The Other Side of Empire: Loyalists in the British Empire," William and Mary Quarterly 65 (April 2008): 205-232,

<http://www.jstor.org/stable/25096784> (e-reserve); Nash, Forgotten Fifth, Chapter 1

Fri. (Oct. 6) Crisis of the 1780s

Reading Due: Kierner, pp. 218-221, 227-243; Woody Holton, "From the Labours of Others: The War Bonds Controversy and the Origins of the Constitution in New England,"

William and Mary Quarterly 61 (April 2004): 271-316, www.jstor.org/stable/3491787 (e-reserve).

Mon. (Oct. 9) Creating the Constitution
Reading Due: Kierner pp. 243-285

Wed. (Oct. 11) Could Slavery Have Been Abolished?
Reading Due: Nash, Forgotten Fifth, Chapter 2

Fri. (Oct. 13) Eighteenth-Century News and Print Culture
Assignment Due in class: Material Culture paper

Recommended Digital Project: Sharon Block, "Doing More with Digitization,"
<http://www.common-place.org/vol-06/no-02/tales/>

FALL BREAK OCTOBER 16-22

The French Revolution and Human Rights

Mon. (Oct. 23) The French Revolution
Reading Due: website "Liberty, Equality, Fraternity: Exploring the French Revolution" <http://chnm.gmu.edu/revolution/> "Social Causes of the Revolution," "Monarchy Falls," "War, Terror, and Resistance to the Revolution," "How to Read Images"; website "French Revolution Digital Archive" explore timeline <https://frda.stanford.edu/>

Recommended Digital Project: "Imagining the French Revolution,"
<https://chnm.gmu.edu/revolution/imaging/home.html>

Wed. (Oct. 25) Searching and Researching the French Revolution
Assignment Due in class: Research Assignment

Fri. (Oct. 27) The Revolutionary Origins of Human Rights
Reading Due: Hunt, pp. 1-32

Mon. (Oct. 30) Defining Rights before and in 1789
Reading Due: Hunt, pp. 35-79

Wed. (Nov. 1) Debates over Citizenship and Rights
Reading Due: Hunt, pp. 80-139

Fri. (Nov. 3) No class meeting

The United States in the Era of the French Revolution

Mon. (Nov. 6) Politics and Society in the Early American Republic
Reading Due: Kierner, pp. 286-302, 305-323

Recommended Digital Project: "Digital Public Library of America," <http://dp.la/>

Wed. (Nov. 8) Debates over Citizenship and Rights
Reading Due: Kierner, pp. 211-225; Nash, Forgotten Fifth, Chapter 3

Fri. (Nov. 10) The United States and The French Revolution
*Reading Due: Kierner, pp. 303-305; Matthew Rainbow Hale, "On Their Tiptoes: Political Time and Newspapers during the Advent of the Radicalized French Revolution, circa 1792-1793," Journal of the Early Republic 29 (2009): 191-218 (e-reserve).
<http://www.jstor.org/stable/40208197>*

Mon. (Nov. 13) Philadelphia Women
Reading Due: Branson, Introduction-Chapter 2

Wed. (Nov. 15) Philadelphia Women
Reading Due: Branson, Chapter 3-Conclusion

Thursday November 16 5:00 p.m. Assignment Due: 3-4 page paper due on PioneerWeb

Slave Revolution in the Caribbean & Slave Rebellion in the U.S.

Fri. (Nov. 17) Revolution, Emancipation, Independence
Reading Due: Dubois and Garrigus, Preface-pp. 46

Recommended Digital Project: "Haiti Lab," <http://sites.fhi.duke.edu/haitilab/>

Mon. (Nov. 20) Slave Revolution and Emancipation
Reading Due: Dubois and Garrigus, Ch. 1-3

Wed. (Nov. 22) Emancipation, 1794-1798
Reading Due: Dubois and Garrigus, Ch. 4

Fri. (Nov. 24) THANKSGIVING BREAK—NO CLASS

Mon. (Nov. 27) War and Independence
Reading Due: Dubois and Garrigus, Ch. 6; Julia Gaffield, "Haiti's Declaration of Independence: Digging for Lost Documents in the Archives of the Atlantic World," The Appendix, February 5, 2014, <http://theappendix.net/issues/2014/1/haitis-declaration-of-independence-digging-for-lost-documents-in-the-archives-of-the-atlantic-world>

Assignment Due in Class: Annotated Bibliography Draft

Wed. (Nov. 29) The Haitian Revolution and the United States

*Reading Due: Dubois and Garrigus, Ch. 5; James Alexander Dun, "What Avenues of Commerce, Will You, Americans, Not Explore!': Commercial Philadelphia's Vantage onto the Early Haitian Revolution," William and Mary Quarterly 63 (2005): 473-505 (e-reserve), <http://www.jstor.org/stable/3491532>; Ronald Angelo Johnson, "A Revolutionary Dinner: U.S. Diplomacy toward Saint Domingue, 1798-1801," Early American Studies 9 (Winter 2011): 114-141 (e-reserve).
<http://search.ebscohost.com/login.aspx?direct=true&db=31h&AN=55783511&site=ehost-live>*

Fri. (Dec. 1) The Politics of 1800: United States and Haiti

*Reading Due: Kierner, pp. 345-347, 355-362; Douglas Egerton, "Gabriel's Conspiracy and the Election of 1800," Journal of Southern History 156 (1990): 191-214 (e-reserve).
<http://www.jstor.org/stable/2210231>*

Mon. (Dec. 4) Oral Presentations

Assignment Due in Class: All Final Annotated Bibliographies

Wed. (Dec. 6) Oral Presentations

Fri. (Dec. 8) Oral Presentations

FRIDAY, December 15 Scheduled Exam Time: 2:00-5:00 pm Oral Presentations