

History 100.01 Transatlantic Revolutions: United States, France, Haiti
Spring 2019

Prof. Sarah J. Purcell

MWF 1:00-1:50 pm HSSC N3118

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Office Hours: Tu 1-3, W 4-5, Fr 4-5, 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. I can always make time for you.

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)—this book is available for free via JSTOR

Laurent Dubois and John D. Garrigus, *Slave Revolution in the Caribbean, 1789-1804* (2006) 2nd ed.

Lynn Hunt, *The French Revolution and Human Rights* (2016) 2nd ed.

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 their 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 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. Grinnell College (and I) make reasonable accommodations, and I'm happy to help you in any way I can.

Grading:

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

Consult and follow the rules for Academic Honesty in the Grinnell College Student Handbook and the college catalog. You may see the academic catalog policies on academic honesty here: [http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty in Academic Work](http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty_in_Academic_Work)

What is History?

Mon. (Jan. 21) MLK, Jr. Day No Class Meeting—Please familiarize yourself with the syllabus

Wed. (Jan. 23) Thinking Historically

Wed. (Jan 23) EXTRA CREDIT OPPORTUNITY: Campus MLK, Jr. Day event: community reading of *King's Letter from a Birmingham Jail*, 7:30 pm in JRC 101 For extra credit: turn in a one-page reflection on the event

Fri. (Jan. 25) History: lies and truths

Reading Due: Arnold, Chapters 1-3: Listen to "Ben Franklin's World" Podcast: Bonus Episode "Why Historians Study History," <https://www.benfranklinworld.com/why-historians-study-history-doing-history/> (26 minutes)

Mon. (Jan. 28) Sources and Arguments

Reading Due: Arnold, Chapters 4-5; Denver Brunzman, "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)

Wed. (Jan. 30) Is the Past a Foreign Country?

Reading Due: Arnold, Chapters 6-7

Fri. (Feb. 1) Visit Grinnell College Archives & Special Collections

*meet in Burling Library basement

Before class: Listen to "Ben Franklin's World, Episode 84 Zara Anishlanslin, How Historians Read Historical Sources," <https://www.benfranklinworld.com/episode-084-zara-anishlanslin-historians-read-historical-sources/> (50 minutes)

Mon. (Feb. 4) Film Discussion: "A Midwife's Tale"

"A Midwife's Tale," dir. Richard Rogers, 1997 (90 min.) Watch the film on any campus-networked computer here: <https://grinnell.kanopystreaming.com/video/american-experience-midwife-s-tale>

Note: Must be on Grinnell College network to watch the video

Reading Due: Cameron Blevins, "Review: A Midwife's Tale,"
<http://www.cameronblevins.org/posts/review-a-midwives-tale/>

Assignment Due in class: Film Review

Wed. (Feb. 6) 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/>

The American Revolution as a Transatlantic Crisis

Fri. (Feb. 8) Colonial Context

Reading Due: Kierner, pp. 49-53

Mon. (Feb. 11) 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>

Wed. (Feb. 13) Interpreting the Imperial Crisis

Reading Due: Kierner, Chapter 4

Fri. (Feb. 15) 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 found on P-Web.

Assignment Due in class: Document Analysis paper

Recommended Digital Project: “Using Metadata to Find Paul Revere,”
<http://kieranhealy.org/blog/archives/2013/06/09/using-metadata-to-find-paul-revere/>

Mon. (Feb. 18) 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>

Wed. (Feb. 20) Declaration of Independence

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

Fri. (Feb. 22) Declaration of Independence

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

Mon. (Feb. 25) The Revolutionary War

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

Recommended Digital Project: Founders Online <https://founders.archives.gov/>

Wed. (Feb. 27) What is an Annotated Bibliography?

Before class, listen to the following podcast: "Ben Franklin's World, Episode 66 Simon P. Newman, How Historians Find Their Research Topics,"

<https://www.benfranklinworld.com/episode-066-simon-p-newman-how-historians-find-their-research-topics/> (44 minutes)

Fri. (Mar. 1) Women and the American Revolution

Reading Due: Kierner, pp. 166-168, 191-193, 326-329; Listen to: "Ben Franklin's World, Episode 70 Jennifer Morgan, How Historians Research,"

<https://www.benfranklinworld.com/episode-070-jennifer-l-morgan-how-historians-research/> (44 minutes)

Mon. (Mar. 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

Wed. (Mar. 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).

Fri. (Mar. 8) Creating the Constitution

Reading Due: Kierner pp. 243-285

Mon. (Mar. 11) The Bill of Rights

Reading Due: "The Bill of Rights, A Transcription," National Archives, <https://www.archives.gov/founding-docs/bill-of-rights-transcript> ; Jeff Broadwater, "Chapter 3: From Ratification to the Bill of Rights," in James Madison: A Son of Virginia and the Founder of a Nation, 57-84 (Chapel Hill: University of North Carolina Press, 2012): https://www.jstor.org/stable/10.5149/9780807869918_broadwater.6

Wed. (Mar. 13) Film Discussion

Before class watch: "Tecumseh's Vision" We Shall Remain, PBS, American Experience, dir. Chris Eyre and Ric Burns, 2009 (86 min.)

<https://grinnell.kanopy.com/video/tecumsehs-vision> Note: Must be on Grinnell College network to watch the video

Fri. (Mar. 15) Eighteenth-Century News and Print Culture

5:00 PM Due via email to Prof. Purcell: Virtual Exhibit Assignment

SPRING BREAK MARCH 16-31

The French Revolution and Human Rights

Mon. (Apr. 1) The French Revolution

Reading Due: website "Liberty, Equality, Fraternity: Exploring the French Revolution" <http://chnm.gmu.edu/revolution/> Click on "Exhibit: Liberty, Equality, Fraternity," and then read the subsections listed at the right down through "Songs of the Revolution"; website "French Revolution Digital Archive" explore timeline <https://frda.stanford.edu/>

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

Wed. (Apr. 3) The Revolutionary Origins of Human Rights

Reading Due: Hunt, pp. 1-32, 137-138

Research Assignment Due in class: Searching and Researching the French Revolution

Fri. (Apr. 5) Defining Rights before and in 1789

Reading Due: Hunt, pp. 35-76

Mon. (Apr. 8) Debates over Citizenship and Rights

Reading Due: Hunt, pp. 77-136

Recommended Digital Project: "Artists in Paris: Mapping the 18th-Century Art World," <https://www.artistsinparis.org/#@261848.15527273554,6250566.718238154&z=13.00&y=1675&g=s,hp,p,gp,l,slp,e,o>

The United States in the Era of the French Revolution

Wed. (Apr. 10) 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/>

Fri. (Apr. 12) Debates over Citizenship and Rights

Reading Due: Kierner, pp. 211-225; Nash, Forgotten Fifth, Chapter 2-3

Mon. (Apr. 15) 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>

Wed. (Apr. 17) Philadelphia Women

Reading Due: Branson, Fiery Frenchified Dames (entire book)

Fri. (Apr. 19) No class meeting (Prof. Purcell gone to a conference in DC) **5:00 p.m. Assignment Due: 3-4 page paper due on PioneerWeb**

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

Mon. (Apr. 22) Revolution, Emancipation, Independence

Reading Due: Dubois and Garrigus, Preface-pp. 36, 189-191

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

Wed. (Apr. 24) Slave Revolution and Emancipation

Reading Due: Dubois and Garrigus, Ch. 1-3

Fri. (Apr. 26) No class meeting (Prof. Purcell at Carleton College for a meeting) Work on annotated bibliography draft

Mon. (Apr. 29) Emancipation, 1794-1798

Reading Due: Dubois and Garrigus, Ch. 4

Assignment Due in Class: Annotated Bibliography Draft

Wed. (May 1) 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>

Fri. (May 3) 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>

Mon. (May 6) 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>

Wed. (May 8) Oral Presentations

Assignment Due in Class: All Final Annotated Bibliographies

Fri. (May 10) Oral Presentations

FRIDAY, May 17 Scheduled Exam Time: 9:00 am-Noon Oral Presentations