

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.

- 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 in 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

Wednesday, September 2 7:30-9:00 p.m. & Thursday, September 3 4:15

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-

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
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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-

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