

HIST 4261(section 4)-Fall 2019
The Ideological Origins of the American Revolution

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MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Sec. 004 (Wooten Hall, 112) 2-3:20, p.m.	Dr. Tomlin Office Hours 8-11 a.m.	Sec. 004 (Wooten Hall, 112) 2-3:20, p.m.	Dr. Tomlin Office Hours 8-11 a.m.



“The American Revolution was at once a religious crusade, an enlightenment experiment, a child born of economic crises, and a cultural phenomenon. It is left to future generations to decide which of these impulses defines their national experience.”

-Perry Miller, American Historian/Marxist Philosopher

COURSE DESCRIPTION.

In the complex and ever-evolving story of “who” or “what” the United States is or has become, we have tended over time to lose sight of the “how” and “why” to the United States’ story. How and why did a colonial periphery at the edge of the world known to Europe seize upon cutting edge ideas to form a new kind of political experiment? How and why did 13 fractious colonies transform themselves into sovereign states, then to confederated allies, and finally *back* to semi-autonomous, permanently-bound local jurisdictions? Was it really about high ideas? Was it about fear and hate, which has often been so potent a force in U.S. history? Was it about getting rich? or simply getting by? Was it simply something in the air at that special moment that made a largely homogenous people cast aside the empire that ruled them and slowly form a new, heterogeneous empire based on truly revolutionary principles of fairness, equality, individual autonomy, and free expression? Ultimately, does it really even matter today? This semester we will trace the origins of the Revolution back to its roots, and in the process identify the most important and potent ideas, beliefs, desires, and fears that made the United States the envy of the modern world. We will find and examine some of its darker foundations. We will find and examine some of its enduring strengths. Most importantly, we will gain a better understanding of a Revolution that shook the world, marked the end (or at least the beginning of the end) of the old order, announced the arrival of the new world, and introduced the modern age.

Learning Objectives for the Course. Throughout the semester, students will learn how to:

1. Acquire a factual knowledge of the material covered in lectures and discussions.
2. Understand the nature of cause-and-effect relationships in human affairs as they have played out over time and continue to operate in the present – “history” does not happen in a vacuum, and the impact of past events and ideas can be felt way beyond the specific time period in which they happened.
3. Develop the ability to analyze (not merely summarize) historical sources, both written and visual. This skill will be assessed through the final project analysis and our discussion of readings and lecture. This is why history is a required subject. Analyzing information, distilling it, and communicating it to others in a cogent way is the basis of every degree, every career, and every professional post you will ever seek or hold.
4. Develop the ability to write and argue persuasively – in history jargon, this means “based on evidence” – and communicate effectively: good ideas are “good”, but you need to be able to express them in an organized, grammatically correct, and persuasive way to make them effective. Why is this important? Refer to point #3 above.
5. Gain an appreciation for the role of diversity and difference in shaping the human experience, and especially the contest for power. This might require us to abandon our comfort-zone and assumptions, and make an effort to understand historical events and developments from different perspectives. This skill will be assessed through weekly participation in class and in our group discussions.

REQUIRED READINGS.

1. Bernard Bailyn, *The Ideological Origins of the American Revolution*.
2. Alan Heimert, *Religion and the American Mind: From the Great Awakening to the Revolution*
3. T.H. Breen, *The Marketplace of Revolution: How Consumer Politics Shaped American Independence*
4. Nicole Eustace, *Passion is the Gale: Emotion, Power, and the Coming of the American Revolution*

Requirements and Grades.

Participation	20%
Final Project	30%
Exams	50% (25% + 25%)

1) Participation(20%): This means more than simply “showing up to class,” although attendance is a huge part of it. It also means coming to class prepared to participate by:

- Have the readings/videos completed before class.
- Take **Meaningful** and useful notes on lectures and readings. This material has been carefully selected and presented specifically for the course objectives and for you as an audience. None of it is provided by chance. This means all of it is vital information to understanding the material and the larger narrative of the course. You don’t have to pretend it is the most compelling public speaking you’ve ever heard, and you don’t have to agree with all of it.
- Ask questions. Challenge me if you disagree or interpret a given set of evidence differently. Engage with the material and with my assessment of it. The result is almost always a more vigorous learning environment. But most importantly, pay attention and take it seriously. Lectures contain the **evidence** all of us need to make a historical interpretation/argument.
- Approach the readings and videos in an **active** manner. **Be curious** and **ask questions** of your sources. You are reading not only for the information or content, but also for the analysis, research methods, argument and perspective. Keeping in mind that different opinions and interpretations are at the heart of doing history. The goal of our discussions is not to create some artificial consensus (the “right” answer), rather to share our multiple perspectives in an informed, productive, and supportive manner.

2) Final Project(30%): This will consist of a historiographical essay between 3000-3500 words. This essay will:

- a) **survey** the different historical interpretations we have examined over the semester
- b) **advance** an argument as to the dominant causal force(s) going into the American Revolution
-This means staking a claim, pitching an argument, and backing it up with evidence
- c) **analyze** the readings and class discussions to consider the weaknesses and strengths of each interpretation/argument

3) Exams(50%, 25% x2): These will consist of 2(two) non-comprehensive exams covering the two books and lectures from units 1 and two, respectively. Each exam will consist of a mixture of short answer, identification, and essay questions. Each exam will be preceded by in-class discussions/reviews.

GRADING SCALE: The following is a breakdown of the grading system:

A: 94-100%	B: 83-86%	C: 73-76%	D: 63-66%
A-: 90-93%	B-: 80-82%	C-: 70-72%	D-: 60-62%
B+: 87-89%	C+: 77-79%	D+: 67-69%	F: 59% or less

In general:

- “**A**” grades on any assignment denote achievements that are **outstanding** relative to the level necessary to meet course requirements (= excellent work)
- “**B**” grades on any assignment denote achievements that are significantly **above** the level necessary to meet **course requirements** (=very good work, but not excellent)
- “**C**” grades on any assignment denote achievements that **meet** the **course requirements** in every respect (=good work)
- “**D**” grades on any assignment denote achievements that are worthy of credit even though it fails to meet fully the course requirements (=mediocre work)
- “**F**” grades on any assignment represents failure and signifies that the work was either completed but at a level of achievement that is not worthy of credit or was not completed

STUDENT SUPPORT SERVICES: When you are not sure about an assignment, **ask**. If you have problems finding a book, or a video, or accessing Canvas, **let me know**. If something we say in class is not clear, **tell me**. If you would like to discuss more some of the issues I cover in class, I will be happy to **meet**. If you have any concern about your performance and grades, **be pro-active** and come see me **ASAP** – assignments and exams cannot be undone after they have been graded; you cannot make-up for a poor participation throughout the semester in the last two weeks of class, nor we can make numbers appear out of thin air when you realize (usually around Thanksgiving!) that you “really, really need a (A/B/C) in this class” because of your scholarship, GPA, etc. And don’t forget: If you enjoy the class, let me know that too!

You should always **come to me first** if you have questions and concerns.

COURSE POLICIES:

Syllabus: Read this syllabus thoroughly before the first day of class and keep it with you throughout the semester. Always check the syllabus (and canvas) first for information about assignments – emails asking for information that is on the syllabus (or on canvas) will receive low priority status in our answering schedule. Do come and see me *immediately* if something on the syllabus is not clear to you. **If I do not hear from you, I will assume that you have read and understood everything.**

Canvas and email: Must be checked regularly for updates, announcements, and instructions. I can only send emails to and respond to emails from your official UNT address. **When emailing me, please provide your full name and course section number.** I will do our best to reply to all emails in a timely manner, provided that they adhere to certain simple rules of courtesy and professionalism. Emails I receive that have no salutation (such as “Hello Dr. Tomlin” or “Dear Prof. Tomlin”) will go unanswered.

Respect: Treat each person in the class with dignity, respect, and courtesy. Especially in discussion, remember that every class has a culture influenced by the fact that students come from widely diverse backgrounds and hold different

viewpoints, values, and interpretations of the world. This classroom encourages diverse viewpoints. It is especially important that you listen to students whose opinions differ from your own, arguing with the opinions while remaining respectful of the individuals who hold them. Neither I nor the University of North Texas will not tolerate any comments or actions that create a hostile or uncomfortable learning environment for any member of the class. If using the email function on canvas to contact your classmates, make sure that your language is appropriate for a classroom setting.

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. I can and will punish **all** instances accordingly.

ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

SCHEDULE

Part 1: Ideology

WEEK 1: Aug. 26 – Aug. 30

Monday: Intro to Course

Wednesday: Lecture, “An Overview of the American Revolution”

Readings: Bailyn, pp.1-93; Schedule meeting with Dr. Tomlin

WEEK 2: Sept. 2-Sept. 6

Monday: Lecture, “Ideology and the Revolution, pt. 1”

Wednesday: Discussion on Bailyn

Readings: Bailyn, pp. 94-229

WEEK 3: Sept. 9-Sept. 13

Monday: Lecture, “Ideology and the Revolution, pt.2”

Wednesday: Discussion on Bailyn

Readings: Bailyn, pp. 230-271

Part 2: Religion

WEEK 4: Sept.16-Sept. 20

Monday: Lecture, “Religion in the American Tradition”

Wednesday: Discussion Heimert

Readings: Heimert, pp. 1-94

WEEK 5: Sept. 23-Sept. 27

Monday: Lecture, “The Politics of American Religious life”

Wednesday: Discussion Heimert

Readings: Heimert, pp. 95-238

WEEK 6: Sept. 30-Oct. 4

Monday: Lecture, “Religion and the American Revolution, Pt. 1”

Wednesday: Discussion Heimert

Readings: Heimert, pp. 239-350

WEEK 7: Oct.7- Oct. 11

Monday: Lecture, “Religion and the American Revolution, Pt. 2”

Wednesday: Discussion, Heimert

Readings: Heimert, pp. 351-453

WEEK 8: Oct. 14-Oct. 18

Monday: Lecture, "Evaluating Ideology and Religion as Causes of the Revolution"

Wednesday: **Exam 1.**

Assignments: Heimert, pp. 510-552; Breen, pp. xi-32.

Part 3: Economics

WEEK 9: Oct.21-Oct. 25

Monday: Lecture, "Economic Pressure and The American Revolution, Pt. 1"

Wednesday: Discussion Breen

Readings: Breen, pp. 33-147

WEEK 10: Oct. 28-Nov. 1

Monday: Lecture, "Economic Pressure and the American Revolution, Pt.2"

Wednesday: Discussion Breen

Readings: Breen, pp. 148-293

WEEK 11: Nov. 4-Nov. 8

Monday: Lecture, "Market Forces and Popular Culture in Early America"

Wednesday: Discussion Breen compared to other interpretations

Readings: Breen, pp. 294-331; Eustace, 3-60

Part 4: Popular Culture

WEEK 12: Nov.11-Nov. 15

Monday: Lecture, "Emotions and the History of Memory/Perception"

Wednesday: Discussion Eustace

Readings: Eustace, pp. 61-200

WEEK 13: Nov. 18-Nov. 22

Monday: Lecture, "Popular Culture and the American Revolution pt. 1"

Wednesday: Discussion Eustace

Readings: Eustace, pp. 201-334

WEEK 14: Nov. 25-27

Monday: Lecture, "Popular Culture and the American Revolution, pt. 2"

Wednesday: Discussion Eustace compared with other interpretations

Readings: Eustace, pp. 335-438

WEEK 15: Dec. 2-Dec. 5

Monday: Discussion, Evaluating possible Causes of the American Revolution

Wednesday: **Exam 2**

Final Project Due by Friday Dec.6 at midnight