History 333: Age of the American Revolution  
Dr. Melissane Parm Schrems  
Fall 2015

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Course Description
In this course we will examine the American Revolution. We will focus our inquiry, not on the lives of the revolution’s stars, but on its supporting cast. The experiences and contributions of African-Americans, Native Americans and women to the patriotic cause will serve to greatly deepen our understanding of this crucial period of American history.

Resources
Dr. Schrems (The “c” is silent)  
I am an associate professor and your seminar leader.

Email
Email address: mschrems@stlaw.edu  
I check messages at least once a day, sometimes twice. You can expect me to respond to email within 24 hours. Email is the best way to ask a quick question, to set up an office appointment, inform me of an unexpected absence. When emailing me, please identify yourself by full name and course # or name. Be aware of the 24-hour turn around and don’t wait until the last minute (for example, the morning of an exam or a presentation) to contact me.

Office visit
Approaching me during office hours is the best way to ask me a question about a point raised in class and my preferred way to discuss your exam grade.

Sakai
This course has a Sakai. During the semester I will post relevant information, announcements, rubrics, and emails. You should have been automatically enrolled when you registered. In case of late registration contact me and I will enroll you.

Course Texts (3)
Brown, Major Problems in the Era of the American Revolution, 3rd edition (MP)  
Marston, The American Revolution (AR)  
McCullough, 1776

Requirements
Class Attendance
You may miss 2 class meetings without explanation. These are excused.
For each additional class you miss, I will deduct 0.05 of a point (using a 4.0 scale) from your final grade.

While the automatically excused absences are for you to do use as you wish, it is principally meant to cover illness. The wellness center will not provide a physician’s note for a routine illness, such as a cold or the flu. In the event of your taking seriously ill, a physician’s note or notification from the Student Life Office will garner you an excused absence.

*Concerning late arrivals, early departures and necessary absences*

If there are mitigating circumstances that will necessitate your late arrival or early departure, please inform me as far in advance as possible, i.e. as soon as you know.

If there are mitigating circumstances that will necessitate your absence (a death in the family, for example), please inform me as soon as you know and provide proof (funeral card, obituary, etc.) of those circumstances upon your return.

Please note that you are responsible for class notes and work collected in your absence, even if the absence, late arrival or early departure is excused.

Once again, all class work (class notes, and exams) are the seminar member’s responsibility. Exams missed as the result of an excused absence must be made up before the next exam. In the event that the exam is not made up, the grade becomes a zero. Exams missed due to an unexcused absence cannot be made up and will be recorded as “zero.”

Please understand that your informing me of your absence does not automatically excuse your absence.

**Participation**

**Seminar Format**

Class time will be divided primarily between discussion and examination with limited formal lecture. Prepare the articles and monographs as if you were going to address the authors’ theses in a précis. Come to class knowing the author’s argument and what historiographical connection she or he has to other authors we have read. Bring questions about the reading to class. In the event we are unable to address them, you are encouraged to bring them to me during office hours. Class participation requires that you come to class being prepared to ask as well as willing to answer questions.

**Individual Meetings**

Individual meetings will take place in my office. I will allow 20 minutes per seminar member. They will begin during regularly scheduled class time and continue until 5:00. During one of the first few class meetings you will sign up for an individual meeting time slot. Except for week 5, this will remain your meeting time for all individual meetings.
During the first meeting we will also discuss your choice of subject, how to construction your thesis and begin work on a preliminary outline. During the second meeting we will discuss your working title, annotated bibliography and the draft of introduction (a historiographical essay 1-3 pages). Materials to be discussed will be submitted in class on the days specified.

**Assignments (with percent value of final grade)**
- Précis (5%)
- Midterm (20%)
- Book Review (20%)
- Research Presentation (5%)
- Research journal (5%)
- 15-20 page research paper (45%)

**Précis**
A précis is a concise summary. Each summary should include the argument of the author and the historical discussion the author addresses. It will be up to you to distill the readings assigned in *Brown, Major Problems in the Era of the American Revolution*, (MP) into a 1-page summary. Use previous readings to explain the context of the current one. Ask yourself: “What do these readings have in common? How do they complement or inform one another?”

**Précis format**
1. Précis must be one page in length. Précis longer than 1 page will not get credit. I will not offer you the opportunity to rewrite or resubmit a précis.
2. Your text must be typed, double spaced in 12 point Times New Roman or Courier font.
3. Name, date, course number and title must appear in upper right hand corner.
4. Title of précis will read: A précis of “TITLE OF ARTICLE” in *Major Problems in the Era of the American Revolution*
5. Précis must be printed out and ready to hand in at the beginning of class.

**The Rules**
1. Assignments not conforming to the abovementioned format will not be accepted.
2. Late assignments will not be accepted.
3. Electronic submissions will be accepted only when the seminar member cannot be present. Dr. Schrems must approve the circumstances at least one week prior to the class in question.
4. Assignments not handed in during class without the instructor’s permission will not be accepted.

**Midterm exam**
The midterm may include some or all of the following: essay, short answer, image, and map questions. Map questions might require you to identify a battle from its map and provide a short narration of that battle.
**Book Review**
Following a brief summary of the text, introduction of the author and an explanation of its format, determine the author’s purpose in writing the book.

In what school of thought in the study of the American Revolution does this author represent? How does this work address, support or conflict with the historiography we have discussed in seminar?

Now offer a constructive critique of the author’s effort: What does the author intend the text to communicate to its audience? How does the book fit the thesis of the course?

How is this narrative connected to the larger historiography of the subject? How does this narrative contribute or weaken the discussion of the topic?

**Seminar presentations**

**Week 6 (9/29, 10/1)**
In week 6 we will focus on Daniel Marston’s *American Revolution, 1774-1783*. While we will read the text in its entirety, individual members will briefly present from assigned chapters. Each member will write a 1-page summary of the material along with three questions drawing on the seminars’ knowledge gained from previous readings and brief speculation as to where this information might fit in with upcoming readings. The presentation will be made using PowerPoint. An email containing the summary and proposed questions must be submitted to the seminar leader (that’s me) by Tuesday, 2/19.

**Week 13 (11/17, 11/19)**
Research Presentation
See project sheet.

**Research Journal & Reports**
A research journal is an indispensable tool. When used properly it will help you organize your thoughts and allow you to efficiently devote time to your work. This is where you organize the assignments and notes dealing with the process of researching, outlining, writing, revising and finalizing your paper. This is what you will refer to as you decide on your topic, work out your thesis and collect sources.

*Final submissions must include page numbers and a table of contents.*

The journal should contain (words in boldface indicate entries in the table of contents as well as section headings):

- 3 research reports (due Week 4: 9/15, Week 12: 11/10, Finals Week: 12/15),
  - What do you plan to accomplish from now until the next report? What have you accomplished since the last report?
  - What problems are you having?
  - What success have you achieved?

- Your initial and final topics
• Your initial and working thesis
• Initial and working bibliography (including copies of all computer searches (date, database, search terms and results)
• An annotated bibliography
• A working outline and subsequent revisions
• Your first and subsequent drafts
• Copies of any correspondence concerning your project (i.e., emails from me or other seminar members)
• Your final paper
• And a section for notes gathered from written and non written sources (primary and secondary) in or outside of class

The journal should be typed and kept primarily as hardcopy (3-ring binder). Bring this journal with you to class and individual meetings.

Research paper
Each seminar member will introduce their thesis with a brief historiographical discussion of their topic. The submission of the final draft will be preceded by two individual meetings with me.

The 15-20 page research paper will adhere to guidelines set forth by Dr. Rampolla in her A Pocket Guide to Writing in History. This paper will conform to The Chicago Manual of Style citation format.

Warnings
Late Assignments
Your assignment will lose 0.25 point (on a 4.0 scale) for each day it is late. All assignments are due on the date specified in the syllabus at the beginning of class. I will not accept papers during class. Papers submitted at the end of class will be collected and considered late. I encourage you to establish a personal deadline that falls before the course deadline and turn your assignments in early.

Makeup Exams and Extensions of Deadlines
Makeups and extensions will only be allowed in the event of a documented death in the immediate family or a severe illness documented by a physician or the Student Life Office. In the event that a deadline extension is requested, this proof must be accompanied by a type-written request (email or hard copy) from the seminar member explaining her or his need for special consideration.

Plagiarism and Cheating

HISTORY DEPARTMENT COMMON STATEMENT ON ACADEMIC INTEGRITY

Policies and sources on academic integrity
All scholarly endeavor builds on the work of others in the context of the community of learners of which both faculty and students are a part. The integrity of this community can be maintained only by the full, honest, and appropriate acknowledgement of the sources of our data and ideas. The History Department will not tolerate academic dishonesty, including plagiarism on papers, cheating on quizzes and exams, and turning in work you have already submitted in another class. The Department will uphold SLU’s policy on this.

**From the Constitution of the Academic Honor Council**

“All students at St. Lawrence University are bound by honor to maintain the highest level of academic integrity. By virtue of membership in the St. Lawrence community, every student accepts the responsibility to know the rules of academic honesty, to abide by them at all times, and to encourage all others to do the same.”

“**Plagiarism**: Presenting as one’s own work the work of another person—words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation—without proper attribution. Plagiarism includes paraphrasing or summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference.”

“Responsibility for avoiding behavior or situations from which academic dishonesty may be inferred rests entirely with the students. Claims of ignorance, unintentional error, and academic or personal pressure are not excuses for academic dishonesty. Students should be sure to learn from faculty what is expected as their own work and how the work of other people should be acknowledged. Instructors are expected to maintain conditions which promote academic honesty.”

**Further sources of information**

We expect all of our students to familiarize themselves with the following:

- Your course syllabus and your professor’s stated expectations on class assignments.
- The full SLU policy on “Academic Integrity Procedures” (the basis of the Academic Honor Card that you signed in FYP), described in the *SLU Student Handbook* (http://www.stlawu.edu/resource/student-handbook)


If, after reviewing these guidelines, you are still uncertain about anything or have questions, be sure to ask them **before** you turn in written assignments.

**Policies on academic dishonesty**

If your professor encounters a suspicious paper or exam, “s/he has the obligation to call the offending student(s) to account” (*SLU Student Handbook*, 63). Plagiarism cases
brought before the Academic Honor Council have resulted in sanctions ranging from failure on the assignment, to failure of the course, to suspension from the University.

A final caveat: Do not underestimate your professors’ ability to detect plagiarism, or our willingness to have suspicious papers and exams investigated. If you can find it on the Web, so can we. Please don’t risk it.

**Extra Credit Opportunities**  
LIMIT 2 PER COURSE

Lectures, films, plays, gallery showings, performances, sporting events take place on and off campus during the course of a semester. Attend one of these activities and write a one page summary of the event and its relationship to our exploration of the Age of the American Revolution including your reaction to the event. You must complete both extra credit opportunities may earn up to 0.25 point towards a late assignment or submit two extra credit reports to replace one unexcused absence. In the absence of either a late assignment or an unexcused absence, extra credit will not be added to any assignment or grade.

**Course Calendar**

**Course Texts**
Marston, *The American Revolution* (*AR*)
McCullough, *1776*

Articles posted on Sakai

**Week 1:**

TH  First Class Meeting  
    1. Introductions  
    2. Syllabus review  
    3. Sign up for individual meetings

**Week 2:**

T  Class/Library work  
    (1) Initial topic  
    (2) (Proposed) Working thesis  
    (3) Initial bibliography

TH  

**Book Review Choices due!** Please submit via email. Each seminar member must review a different book. No duplications allowed.
Week 3:
T

INDIVIDUAL MEETINGS 2:20-5:00
Research papers’
1. topic,
2. formalized working thesis,
3. working bibliography
4. and preliminary outline

due in INDIVIDUAL MEETINGS with Dr. Schrems

TH

INDIVIDUAL MEETINGS 2:20-5:00
Research papers’
1. topic,
2. formalized working thesis,
3. working bibliography
4. and preliminary outline

due in INDIVIDUAL MEETINGS with Dr. Schrems

Week 4:
T

1st Research report due

MP 2

TH

MP 3

F

Working title, annotated bibliography and draft of historiographical introduction (1-3 pages) are due Friday, September 18, 2015 in my mailbox or by email.

Opening reception for 2015 War of 1812 Heritage Talks (See “Course Announcements” on Sakai.)

S

EXTRA CREDIT OPPORTUNITY!!
2015 War of 1812 Heritage Talks at SLU (See “Course Announcements” on Sakai.)

Week 5:
T

MP 4
Marston, AR presentation materials due to Schrems by end of today

Week 6:

T

INDIVIDUAL MEETINGS 2:20-5:00 with Dr. Schrems:
1. working title,
2. annotated bibliography
3. draft of *historiographic introduction (1-3 pages)* to be discussed

Week 7:

T

AR, 7-76
Presentations
“Colonial agitation”
“Linear and irregular warfare”
“Shot heard round the world”
Discussion
“Colonial and world war”

TH

AR, 77-90
Presentations
“Massachusetts professional”
“War on the homefront”
“Boston loyalist”
“Stalemate”
Discussion
“Colonial and world war”

Week 8:

T

MIDTERM EXAM
TH
Mid semester break!

Week 9:
T
Jonathan R. Dull, “Part Four: The Coalition against Great Britain” in *A Diplomatic History of the American Revolution* (posted on Sakai)

TH
*1776 (prep day, no class)*

Week 10:
T
*1776 (discussion)*

TH
*MP 7*

Week 11:
T
Colin Calloway, “Fort Niagara: the Politics of Hunger in a Refugee Community” and “Chota: Cherokee Beloved Town in a world at War” in *The American Revolution in Indian Country: Crisis and Diversity in Native American Communities* (posted on Sakai)

TH
*2nd Research report due*
*MP 8*

Week 12:
T
Douglas R. Egerton, “The Trials of William Lee: A Life in the Age of Revolution”, “Richard’s Cup: Slavery and the Coming of the Revolution” and “Mum Bett Takes a Name: The Emergence of Free Black Communities” in *Death or Liberty: African Americans an Revolutionary America* (posted on Sakai)

TH
*Book Review due!*

Week 13:
T
Research presentations PART I

TH
Research presentations PART II
Week 14:
T
Thanksgiving Break

TH
Thanksgiving Break

Week 15:
T
MP 9

TH
Joan R. Gunderson, The Silken Chord”, “Mistress and Servant” and
“Dutiful Daughters and Independent Minds” in To Be Useful to the World:
Women in Revolutionary America, 1740-1790 (posted on Sakai)

Week 16:
T
MP 14

DUE Tuesday, December 15, 2015

1. research paper
2. final research report