

AMH 3931

Spring 2022

Race, Gender, and the Making of the American Revolution

Instructor: J.E. Morgan

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Course Introduction

On the eve of the American Revolution, the people who lived in and moved among Atlantic colonies—sailors, merchants, enslaved people, planters, and many others—did not necessarily envision themselves as revolutionaries. And not every British colony would become part of the U.S. So how did ideas about liberty and equality take shape in light of the centrality of dispossession and enslavement to the long process of colonization? How were ideas about race and gender important to understanding these developments? This semester, we will examine how key events shaped and were shaped by ideas about race, gender, and social status as well as by colonial economies. We will investigate the formation of revolutionary ideas within a broader Atlantic framework. And finally, we will discuss how gender and race are important categories of analysis.

Goals and Objectives

We will consider how the work of writing history is done as we examine how notions about gender, race, and social status continue to inform the ways in which we read and understand history. Analyzing primary sources and using them to write about history will be important components of this course.

Requirements

- Participation: 10%
 - This includes class attendance, informed participation, and one class facilitation assignment. If you must miss class, you are responsible for obtaining the notes and materials from that day and information about assignments that may be due by the next class period.
- Primary Source Analysis Essay: 15%
 - Due: Friday, 2/18 by 5 PM
- Short Critical Essays (2): 20% each
 - Essay 1 due Friday 3/4 by 5 PM
 - Essay 2 due Friday 3/25 by 5 PM
- Final Essay: 35%
 - Due: Friday 4/22 by 5 P.M.
- Late work policy: Assignments submitted past the deadline will be docked a letter grade per day. Allowances may be possible for illness or emergencies. In such an event, contact me via email as soon as possible to discuss any issues that you may be having regarding coursework/attendance for this class. Waiting until the last minute to contact leaves fewer

(and possibly no) options for solving problems that you may be having with an assignment.

Texts

- Readings will be made available through the library's course reserves, some of which will be accessible through Canvas. In the Canvas navigation menu, see "Course Reserves." Use Firefox to access these. Some library reserves may require viewing in person at the reserves desk. Links to other readings will be provided through Canvas=>Files=>Weekly Readings. We will also read several sections of *The American Yawp*, an online textbook.

Canvas Policy

- The course syllabus and other materials such as assignments will be available via Canvas. Please check our course site regularly.

Course Modality

This class will meet face to face, but if conditions such as a quarantine or illness require you to attend remotely, please let me know as soon as possible so that you can receive the Zoom link for that day's class. Please stay in contact regarding your status, as this class will default to face-to-face instruction. Be aware that participation in class discussions, including the class facilitation assignment, is still required of students who need to attend remotely. I will be glad to help you set up your remote facilitation. Email me at least one week prior to your assigned date in order to do this.

Communicating with Your Professor

The official communication method for this class will be through campus e-mail. You will be responsible for checking your UF email since I will be using that address to correspond with you. You should check Canvas regularly for course updates, assignments, and emails as well.

- My office hours this semester will be as follows this semester:
 - Thursdays 11-12, either in my office or by Zoom
 - Wednesdays 3-4 by Zoom
- If you would like to meet, you may either come in person to my office on Thursdays during the posted hours or email me to request a Zoom link. If you cannot meet during any of these hours, email me and we will work out a time for a Zoom meeting.

Cell phone/Tablet/Laptop Policies

- In order to create a respectful environment that is conducive to discussion and learning, please turn off all sounds on cell phones and computers
- Refrain using your devices in ways that may be distracting to your classmates (activity unrelated to class discussions, etc.).
- Students who fail to abide by these rules will be asked to leave.

Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Contact information for the Disability Resource Center is:

- DRC@ufsa.ufl.edu
- Voice: (352)392-8565
- <https://disability.ufl.edu/contact-us/>

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.ua.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.ua.ufl.edu/public-results/

The Writing Studio

Students are encouraged to use the resources at the Writing Studio.

“The *Writing Studio* is a free service for current UF graduate and undergraduate students. Students have the opportunity to work one-on-one with a consultant on issues specific to their own particular development. Because our aim is to help students become more effective writers, we do not simply proofread or edit documents. We can, however, assist students to become better proofreaders and editors of their own work.”

For more information about The Writing Studio:

- <https://writing.ufl.edu/writing-studio/>
- To make an appointment online:
<https://writing.ufl.edu/writing-studio/for-students/schedule-an-appointment/>
- 2215 Turlington Hall
- Office phone: (352) 846-1138

Honor and Conduct Codes

Honor Code and Academic Integrity:

The University of Florida’s Student Honor and Conduct codes are in effect throughout the semester. The UF Honor Pledge states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

By taking this course, you acknowledge that the following are violations of the honor code: cheating on exams, plagiarizing any assignment (this includes but is not limited to failing to cite your sources or use quotation marks properly), submitting work that is not your own, excess collaboration, and giving false information to a faculty member. For the University’s complete Student Honor Code and Student Conduct Code, click here:

<https://regulations.ufl.edu/wp-content/uploads/2020/12/UF-Regulation-4.040.pdf>

Plagiarism and other forms of academic dishonesty are grounds for failing the course.

Conduct and Classroom Environment:

Respectful discussions and collegial behavior are key to participation, learning, and success in this class. Maintaining this environment means arriving on time, silencing all devices, speaking respectfully to other students and the instructor, and avoiding behavior or activities that are distracting to others (including using devices in ways that are distracting/unrelated to class activities). Continued disruptive behavior may result in a lowered grade and/or disciplinary action at the department or university level.

Statement on COVID-19

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- * If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

- * You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.

- * Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.

- * Hand sanitizing stations will be located in every classroom.

- * If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website<<https://click.info.gator360.ufl.edu/?qs=8f0d5e01a3f7385148f144e2089093522a358a8d85cb9db73c31675d3c5e5c0d27748d40c212f544822551342f1912ea5b4f2b890d5952e8>> for more information.

- * Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

- * If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

- * Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

And last but not least:

Do not hesitate to email me if you have questions about papers or readings, are having difficulty with an assignment, or just want to check in and make sure that you are on track.

Weekly Schedule*

*Subject to change—email me before the next class if you must miss a class.

Readings should be completed by Tuesday of each week unless otherwise noted.

Week 1: R 1/6: Introduction

- Course introduction and syllabus overview

Week 2: T 1/11 and R 1/13: Contact Zones and Intimacies I

- Class facilitation assignments
- *The American Yawp*, Vol. I, “British North America”
- Primary source collection—see Weekly Readings under Files in Canvas (Thursday)

Week 3: T 1/18 and R 1/20: Contact Zones and Intimacies II

- Excerpt: Fischer, Kirsten. *Suspect Relations: Sex, Race, and Resistance in Colonial North Carolina*, (2002)
- Discussion of Primary Source Analysis Paper (Tuesday)

Week 4: T 1/25 and R 1/27: Contact Zones and Intimacies III

- Primary source collection—see Weekly Readings under Files in Canvas
- *The American Yawp*, Vol. I, “Colonial Society”

Week 5: T 2/1 and R 2/3: Economies I

- Excerpt: Mustakeem, Sowande' M. *Slavery at Sea: Terror, Sex, and Sickness in the Middle Passage*, (2016)
- Excerpt: Holton, Woody. *Forced Founders: Indians, Debtors, Slaves, and the Making of the American Revolution in Virginia*, (1999)

Week 6: T 2/8 and R 2/10: Working in the Archive

- Tuesday: We will meet at our regular time, but in Library East. An archivist will talk to us about finding and working with primary sources.
- Thursday: Workshop for primary source analysis paper

Week 7: T 2/15 and R 2/17: Rebellion/Revolt I

- Brown, Vincent. “Slave Revolts in Jamaica, 1760-1761” (Digital mapping project)
<http://revolt.axismaps.com/>

- Excerpt: Nash, Gary. *The Unknown American Revolution: The Unruly Birth of Democracy and the Struggle to Create America*, (2005)
- Primary source collection—see Weekly Readings under Files in Canvas

Friday 2/18: Primary Source Analysis Paper due by 5 PM

Week 8: T 2/22 and R 2/24: Economies II

- Excerpt: Sleeper-Smith, Susan. *Indigenous Prosperity and American Conquest: Indian Women of the Ohio River Valley, 1690-1792*, (2018)
- Primary source collection—see Weekly Readings under Files in Canvas
- Discussion of Essay 1 (Tuesday)

Week 9: T 3/1 and R 3/3: Mobility/Fugitivity

- Workshop for Essay 1 (Tuesday)
- Excerpt: Landers, Jane. *Black Society in Spanish Florida*, (1999)
- Excerpt: Rediker, Marcus. *Villains of All Nations: Atlantic Pirates in the Golden Age*, (2004)
- Discussion of Essay 2 (Thursday)

Friday 3/4: Essay 1 due by 5 PM

Week 10: Spring Break

Week 11: T 3/15 and R 3/17: Revolution I: “Revolution from below”

- *The American Yamp*, Vol. I: “The American Revolution”
- Excerpt: Linebaugh, Peter and Rediker, Marcus. *The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic*, (2000)
- Workshop for Essay 2 (Tuesday)

Week 12: T 3/22 and R 3/24: Revolution II: Ideologies of freedom

- Excerpt: Harris, Leslie. *In the Shadow of Slavery: African Americans in New York City, 1626-1863*, (2003)
- Excerpt: Sinha, Manisha. *The Slave’s Cause: A History of Abolition*, (2016).

Friday 3/25: Essay 2 due by 5 PM

Week 13: T 3/29 and R 3/31: Revolution III: The domestic sphere

- Excerpt: Gordon-Reed, Annette. *The Hemingses of Monticello: An American Family*, (2008)
- Excerpt: Dunbar, Erica Armstrong. *Never Caught: The Washingtons’ Relentless Pursuit of Their Runaway Slave Ona Judge*, (2017)
- Discussion of final research paper (Tuesday)

Week 14: T 4/5 and R 4/7: Revolution IV: “O, not in vain did Attucks fall”

- Excerpts, Quarles, Benjamin. *The Negro in the American Revolution* (1961)

- Workshop for final research paper (Thursday)

Week 15: T 4/12 and R 4/14: Beyond the American Revolution

- Primary source collection—see Weekly Readings under Files in Canvas

Week 16: T 4/19: Last week of class

- TBA

****Friday 4/22: Final Research Paper due by 5 PM****