Term Information

Effective Term	Autumn 2025

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3025
Course Title	American Revolution(s)
Transcript Abbreviation	AmericanRevolution
Course Description	What is the legacy of the American Revolution? And how did many movements ultimately fashion the revolution that broke out in 1775? Using a broad geographic and chronological lens, students will examine the repercussions as well as reconsider the legacy (and relevance) of the revolution and its many revolutionaries in the construction of the nation, American citizenship and their lived experience.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

Citizenship for a Diverse and Just World

Course Details

Course goals or learning objectives/outcomes

- Students will analyze concepts of citizenship as it relates to the history of the American Revolution.
- Students will make analyze how diverse experiences shaped American belong, citizenship and agency.
- Students will evaluate political and military challenges faced by revolutionaries to trace the origins and outcomes of the American revolution for members of different social groups.
- In this course students will analyze a range of perspectives on local, national, and global citizenship and on what constituted it, in the revolutionary period, and today.

Content Topic List

- American Revolution
- Citizenship
- Colonialism
- Imperialism
- Slavery
- Freedom
- Liberty
- Independence
- Native Americans
- Indigenous Peoples
- Naturalization

Sought Concurrence

No

Attachments

- HIST 3025 Citizenship GE Form 2. Completed.docx: GE Form

  (Other Supporting Documentation. Owner: Getson,Jennifer L.)

- Curriculum Map Master 3.3.2025.doc: Curriculum Map

  (Other Supporting Documentation. Owner: Getson,Jennifer L.)

- 3025 Syllabus 4.9.2025 JG.docx: Syllabus (revised)

  (Syllabus. Owner: Getson,Jennifer L.)

Comments

- Please see Subcommittee feedback email sent 04/01/2025. *(by Hilty,Michael on 04/01/2025 11:04 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	03/03/2025 04:36 PM	Submitted for Approval
Approved	Reed,Christopher Alexander	03/03/2025 05:59 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/04/2025 03:29 PM	College Approval
Revision Requested	Hilty,Michael	04/01/2025 11:04 AM	ASCCAO Approval
Submitted	Getson,Jennifer L.	04/09/2025 03:57 PM	Submitted for Approval
Approved	Reed,Christopher Alexander	04/09/2025 04:36 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/09/2025 05:20 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/09/2025 05:20 PM	ASCCAO Approval

American Revolution(s)

Course Number 3025

Faculty

Semester, Year
Course Time
Course Place

GE Theme: Citizenship for a Diverse World
Faculty Information
Office Hours

Course Description

The American Revolution has shaped how people across the United States understand their identity and place in the world. It is not only a critical period in US History, but one that had an impact on peoples, groups, and nations around the world. Even as this moment anchored how people living in the United States think about citizenship, gender, freedom, slavery, rights, government, race, the law, violence, war, and the larger world, it also shaped how those at the time and ever since have come to view the United States and its people. As we near the 250th anniversary of the American Revolution, the history and legacy of this crucial period, including the conversations, debates, and questions that it continues to influence, are becoming increasingly relevant areas of study.

This course aims to allow students to better engage with this consequential history and to embolden understandings of it that are multifaceted, advanced, and intersectional. The class covers the American Revolution and its aftermath, broadly conceived as extending from the 1760s through the 1840s. In this course, students will develop and deepen their views of citizenship in a diverse and just world through the intensive study of the causes that ignited multidimensional movements (often small-scale passions, animosities, and dissatisfactions) across the British colonies in North America and the Caribbean that ultimately fashioned the large-scale Revolution that broke out in 1775. Students will learn about a wide range of revolutionary actors and geographies. Students will read, analyze, discuss, and write about the processes and rhetorics that conceived, constructed, and established self-consciously American legal and political liberty, freedom, and slavery realities in this period. Students, moreover, will examine both the ideological and tangible repercussions that the separation of thirteen British colonies from their empire prompted, as well as reconsider the legacy (and relevance) of the revolution and its many revolutionaries in the construction of the nation and their lived experience.

GE Theme: Citizenship for a Diverse and Just World

This course fulfills the general requirements and expected learning outcomes for the GE Theme: Citizenship for a Diverse and Just World.

Goals:

1. Successful students will analyze concepts of citizenship at a more advanced and in-depth level than in the Foundations component.

2. Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge

or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

3. Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.

4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Expected Learning Outcomes:

1.1. Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.

1.2 Undertake an advanced, in-depth, scholarly exploration of the topic or idea of citizenship.

2.1. Identify, describe, and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.

2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.

4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

How We Will Meet These Goals in This Course

1. In this course, students will analyze concepts of citizenship at a more advanced and in-depth level than in the Foundations component. They will assess foundational documents such as the Declaration of Independence and the Constitution as well as lesser-known archival documents such as petitions, local and state legislation, indigenous treaties, addresses, and court cases that shaped American freedom, citizenship, and identity (1.1). Students will then write in-depth interpretation of those sources, and present findings and conclusions to peers (1.2). They will be trained to conduct closer readings and interpretations on the lives and experiences of a diverse set of actors (some which are better known and others largely obscured) to better contextualize in what ways they stood as revolutionaries as well to analyze their roles in founding and shaping the nation (1.1). Students will, additionally, produce weekly written reflections approaching how those actors' lived experiences and actions help them rethink their own questions and ideas about liberty, equality, and citizenship (1.2). By the end of the course, students will be able to explain, through their own intellectual conceptualizations, how these ideas took shape in the era of the American Revolution and its aftermath (1.2) and how these have changed or remained the same through the

present. Additionally, students will read broadly about the global influence (s) of the Revolution, real, imagined and mythicized, and be able to showcase their knowledge in short written essays throughout the semester (1.2). Students will, conclusively, be able to actively situate and discuss the various ways in which thirteen British colonies, each with their own interests and visions for their individual futures, and all largely loyal and subjects of the British Crown, joined to directly challenge it (1.1). This course aims to help students produce new knowledge/understandings through various assignments (such as the Think-Piece) on the changes in American society wrought by the Age of revolution (s) and its aftermath (1.2).

2. In this course students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future. They will identify, describe, and synthesize both primary and secondary sources that center historical actors of all genders, and their worldviews, from patriots, loyalists, diplomats, slaveholders, freedom fighters, people in positions of power as well as ordinary people, enslaved and free, people who were influenced by the American Revolution and those who experienced revolutions of their own from all socioeconomic and racial backgrounds beyond the 13 early American colonies (2.1). Students will make detailed connections about how race, class, and gender shaped the experiences and identities of these actors (2.1). Students, in turn, will be able to determine how these experiences and identities shaped American belonging, citizenship, and agency in the Age of Revolutions (2.1). Students, furthermore, will evaluate political and military challenges faced by revolutionaries to trace the origins and outcomes of the American Revolution for members of different social groups and racialized communities paying particular attention to gender dynamics (2.1). They will be able to make clear and concise written arguments on how these origins and outcomes continue shaping not only the world around them and worldview, but how they, as American citizens today, are viewed from by the world (2.1). Students, moreover, will demonstrate a sophisticated sense of self as a learner through engaged in-class reflection about a) how various interpretations and definitions of citizenship, identity and belonging remain relevant and b) how race, gender, and class continue shaping (or not) their lives and world around them (2.2). Students will produce creative work through both, the Think Piece and NWO assignments, to respond to new and challenging contexts emerging, inside and outside of the classroom, that continue to assess, re-assess and at times mystify (particularly as the 250 commemoration approaches) the ways in which the conflicts between 1775 and 1784 materialized (2.2). They will be able utilize both, academic, public, and personal knowledge to formulate how revolution was experienced as a war of independence by some, a war for personal liberty by others, a war that sanctioned slavery by some others, and one that aimed to abolish the latter for yet many others (2.2).

3. In this course students will analyze a range of perspectives on local, national, and global citizenship and on what constituted it, in the revolutionary period, and today. Students will describe and analyze the struggle for American independence materialized across gender, class and race lines, amidst the broader transformations of the Age of Revolutions (3.1). They will first evaluate contested perspectives and definitions of independence, liberation, and citizenship (3.1). Later students will describe, in discussion and in written form, those contested perspectives and definitions to contextualize the political, economic, social and military heritage shared by all who identify as “Americans” or “American citizens” in the past, and today (3.2). Moreover, students

would reflect on challenges their own ancestors may have faced in order to assess if they undertook actions that could be defined or acknowledged as revolutionary (3.2). They will also apply those reflections to showcase the many ways that revolution materialized across the continent for women, men, and children (3.2). Students will analyze a range of perspectives from the revolutionary period to understand the many dispositions and visions that existed for a world in which people would not be disenfranchised, taxed without being represented, excluded, enslaved, marginalized, or "othered" and the attempts (successes and failures) of these people to forge an intercultural world anew (3.2). Students will be prompted to deliberate, in thoughtful, well-crafted written activities, how the revolutionary past shaped historical actors public and private lives, and their roles as competent American citizens as well as engaged and interconnected global citizens, too (3.2).

4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership both within the United States and around the world. Students will examine women's political status, the concept and origins of women's rights, indigenous sovereignty and sociopolitical influences, as well as Black Radical politics throughout the era of revolutions (4.1). They will evaluate how Americans and non-Americans of all genders, classes and racial backgrounds understood their natural, political and legal rights to comprehend consequential expressions and implications of equity, diversity and inclusion in this period (4.1). Students analyze the multidimensional connections between the Age of Revolutions and present-day issues surrounding the transformation of American politics and society (4.1). Through these analyses, students will learn to effectively compare, contrast, and critique concepts of justice, difference, and citizenship and explain how these materialized for various communities and for individuals within and beyond the emerging New Nation (4.2). In turn, students will be able to assess how people in the New Republic used these concepts to wield power, advocacy, collaboration, and social change (4.2). Students, additionally, will critically examine if, as Jefferson argued "American" was indeed "the only monument of human rights, and the sole depository of the sacred fire of freedom and self-government" and if the country remains so (4.2). Conclusively, students will think critically about the Revolutionary War as not just another imperial war, but a war that was multifaceted, with global causes and consequences (4.2). Through these critical explorations, students will be able to intellectually engage questions such as: a) Was "Independence" a universal and uniform goal in the 18th century? & b) What were the reasons the war's conclusion did not bring freedom, equality and inalienable rights to all American men and women? (4.2).

Required Texts

Fred Anderson, *Crucible of War, Selected Chapters*
Caitlin Fitz, *Our Sister Republics, Selected Chapters*
David Armitage, *The Declaration of Independence: A Global History, Selected Chapters*
Claudio Saunt, *West of the Revolution, Selected Chapters*
Kathleen Duval*, Independence Lost, Selected Chapters*

All texts are available through Carmen

Assignment Breakdown

In-Class Participation	10 points
Weekly Reflections	10 Points

Primary Source Presentation	10 points
Primary Source Analysis	10 points
NW Ordinance Assignment	20 points
Midterm Exam	20 points
Final Exam: Think Piece	20 points

Assignment Descriptions (Due Dates listed in Course Schedule)

In-Class Participation 10 points

- Students are required to attend class on a regular basis (absences not to exceed more than 4 classes in the semester, unless in cases of serious illness or emergency) and be active and engaged learners. Class Participation will be assessed and graded based on various activities and discussions that will constitute active and effective course engagement. Active and effective course engagement will be assessed based on the following: 1) student asking questions during Q&As, 2) student actively engaging when professor asks a question in-class, 3) students completing brief in-class write-ups, 4) students being consistently present in the class, 5) students being consistent meeting assignment deadlines, and 6) students making use of office hours (in person or virtual), among other engagements.

Reading Reflection Essays (usually two per week) 10 Points

Deadline:

- Most weeks will have two reading reflections per week (exceptions are noted on the course schedule below). These assignments will focus on the secondary source of the week. If there are two secondary sources, students may choose the topic of their assignment.

- This assignment is meant to help students to engage with the required readings effectively. To accomplish this, this assignment consists of two parts. The first is a reflection. Students are required to write a **650-word reflection** (not a summary) essay on one of the assigned readings for each day. This should be carefully written and must be proofread. Students can reflect on a concept or quote that stood out to them in any given section of the reading, and/or engage with a particular story, or an experience of any given actor/person presented. Students must include a brief section on how the weekly reading engages (or fails to) with conceptualizations of citizenship in the context of the actors or geographies centered/threaded through it.

- The second part of this assignment consists of engaging with a set of questions. The overall goal at the core of this assignment is to encourage a closer reading, and a more rigorous intellectual review of the material assigned. To accomplish this, students in this course must answer a set of questions in addition to the weekly 650-word reflection. Students can use these questions to engage in further discussion with peers during in-class discussions. The set of questions to address are:
  - Who wrote this? When? For what audience? Why?
  - What do you find most interesting, surprising, or challenging about this reading?
  - What is one primary source the reading cites?
  - What is one secondary source the reading cites?

- In what ways does this reading engage with definitions or understandings of citizenship?
- What questions does this reading prompt, for you, in relation to your conceptualization of citizenship and the world around you today?
- Reflection essays MUST directly reference class sources, themes, and lectures.

Primary Source Presentation 10 points

- This assignment is meant to encourage students to examine a specific set of primary sources that highlight paramount revolutionary-era experiences that were largely excluded from notions and visions of citizenship. For this assignment, students will select a primary source from a digitized database assigned in class. The source selected must be an advertisement from the Revolutionary Period (anywhere from the 1770s-1790s) and be either a "runaway slave advertisement" or an "runaway indentured servant advertisement."

- Students must read the selected advertisement carefully, taking notes on it, and conducting research on the names, places and information given on the selected advertisement. Students must try to find any information they can gather to offer context on the individual(s) centered on the advertisement. Students will then organize and deliver a 5-minute power point presentation on their primary source. All presentations will be done during class time on the assigned date. This part is meant to have each student present their source to their peers, not only to showcase the image, but to offer a critical overview of its contents. Students must upload their PowerPoint onto canvas.

Primary Source Analysis 10 points

- Students are required to write a **1000-word essay** on your selected source (the same source selected for the above-mentioned *Primary Source Presentation*). This essay must be at least four paragraphs and discuss the following:
  - What is the Source about? What is its goal (what or who does it refer to or center)? What purpose did it serve and who is the intended audience?
  - Discuss the medium and language of the source.
  - What actors/individuals does it center? Who was/were running away? Where these revolutionary actors?
  - What geography/location does it highlight? Is the region a well-known revolutionary site?
  - Who is the author? Discuss who wrote the source. Conduct some research on the creator(s) and/or author(s) of the document. Write about who they are/were. Include any pertaining information about the author's background, time-period (where author lived and wrote the source), motivations, and their expertise/trade. Where the authors known revolutionary actors?
  - Why did you choose this source? What interested you? What drew you to it, over others?

- What is your evaluation of the Source? How do you interpret it and what do you think it represents/means for and within the history of the Revolutionary Period?
- Discuss what you think the source was meant to accomplish and if it did accomplish its purpose.
- Discuss what your source can teach us about definitions and understandings of American citizenship (or exclusion from it) in the revolutionary and post-revolutionary period. Were the actors centered included or excluded from citizenship?

- Students are required to include the direct link to the document you selected & full citation. Newspapers are often cited: "Title of Advertisement," Newspaper Name, Full Date, Information of Database.
- Students are required to include an image (photo from your phone will suffice or screenshot) of the primary source you chose and attach it to the essay.
- Primary source essays MUST directly reference class sources, themes, and lectures.

NW Assignment 20 points

Essay analyzing any theme or topic relating to the NW Ordinance Symposium
In Spring 2026 this assignment will be related to the NW Ordinance Symposium being hosted at Ohio State, students will be incentivized to attend at least one session of the Symposium and are asked to analyze a theme or topic in terms of course assignments and themes. After SP26, this assignment will be a 1000-word essay contextualizing the NW Ordinance and making a clear, contestable argument regarding the Ordinance as a "Revolutionary" document.

Midterm Examination 20 points

This will be a traditional examination with a mix of multiple-choice answers and essays.

Final Examination: Think Piece 20 points

This assignment is meant to have students explore and critically analyze conceptualizations of citizenship in the revolutionary and post-revolutionary periods through an exploration of the meanings and understandings of "American freedom." This assignment consists of a written Think-Piece essay.

<u>What is a Think Piece:</u>

- Borrowed from scholar Peter Elbow, the "think piece" is a genre of writing "a bit more thought out" than a free write, but not so much a super formal essay. The think piece is an exploratory essay aimed to encourage students to think through a topic on paper. They are harder to plagiarize because these are pieces that seek to encourage students to bring out their own voices, their ideas, their thought processes and held knowledges. It is a carefully considered essay. This assignment aims to have you critically engage with and/or discuss a topic, theme, or argument and employs an analytical lens to think through a historical actor, period, event or process. Your think piece can be developed from a question, and idea, or a point the writer aims to address. It can also be developed as a comparison of points, contentions, views, and/or historical interpretations and out

of your own queries on any primary source you find troubling, interesting, or simply a primary source you hope to better understand and reconsider its meaning.

Instructions:

- This Think-Piece must be **no less than 2,000 words** in length and no more than 2,100 words. This Think-Piece must be submitted using *Turn-it-In* via Canvas. Late Think-Pieces will lose 1 point per day they are late.
  - This Think-Piece must be on any the topic that engages with the concept of American freedom and the contested meanings of liberty. It should consider a few guiding questions: What is freedom? What did freedom mean or entail during the American Revolution? How was freedom experienced during the revolutionary period by various groups? (by women, children, the British, Jewish people, Black people, Indigenous people, or patriots, loyalists, etc.?). Did freedom triumph during the revolutionary period? In what ways does the meaning(s) of freedom define and situate specific individuals/groups/communities as citizens in this era? In what way(s) does it exclude others from it? Offer specific examples of actors/communities.
  - Students must use at least one primary source and cite it accordingly.
  - Students must use at least one secondary source and cite it accordingly.
  - This Think-Piece is meant to offer students the opportunity to let their voice, thoughts, and knowledge(s) on the topic take center stage. Students, therefore, must carefully consider what they want to contribute and be intentional in sharing their ideas and arguments ensuring that they also offer evidence (from readings, class discussions and the primary and secondary source research they conduct) to support those ideas, and arguments.
  - This Think-Piece must be in essay form and must have at least 6 paragraphs.
  - This Think-Piece must be carefully proof-read.
  - Think piece essays MUST directly reference class sources, themes, and lectures.
  - PLEASE DO NOT UTILIZE AI.

Late Work Policy

Assignments submitted past the deadline will be docked one letter grade per day. Allowances may be possible for illness or emergencies. In such an event, student must contact the instructor via email, preferably in advance of the deadline, or as soon as possible to discuss an extension.

Grading Scale

A	93–100	B-	80–82.9	D+	67–69.9
A-	90–92.9	C+	77–79.9	D	60–66.9
B+	87–89.9	C	73–76.9	E	Below 60
B	83–86.9	C-	70–72.9		

Course Schedule

A typical week will include two lectures and two class discussions that each focus heavily on the assigned primary sources. As such, you should expect to spend time engaging with the assigned readings and primary sources for each week before the class period where we will be discussing

those readings (noted in the schedule below). In doing so, you will come to class prepared to engage in discussion with your instructors and peers, and ready to begin working on your weekly reflection essay.

Reading Reflections are due by noon every Tuesday and Thursday (unless noted otherwise) in order to prepare you for discussion

Week 1: A Global Seismic Shift: Imperial Ambitions & Colonial discontent
This Unit introduces students to various perspectives of American Revolutions leading up to the mid 1700s. Departing from the vantage point of a rebelling 13 colonies in 1775, and not from Boston or Philadelphia, students understand Revolution from a broader continental and imperial lens –from Maryland, and the Carolinas, Virginia, Montréal, St. Augustine, Havana, Madrid, Paris and Berlin, and at from a much earlier period. Students learn about the continuities –and diverse actors— male and female, from small farmers, widows, indenture servants (black, indigenous, and white), landowners, merchants and intellectuals who shaped our pre-Revolutionary past. Students explore how understandings (and identities) of being "American" and conceptions of "American citizenship" and belonging were fashioned. Students will examine how these were produced by more than one act of collective secession from the British Empire in the 1770s, but by other often obscured acts that transpired before, including the Seven Year's War and the Regulator's Rebellion in the Backcountry Carolinas.

Tuesday
- Fred Anderson, *Crucible of War*, Introduction & Part I (p. 1-76)

Primary Source
- Royal Proclamation of 1763
- "Some grievous oppressions" From Herman Husband, "An Impartial Relation" (1770)

Reading Reflection 1.1 Due

Thursday
- Joshua Piker, "Colonists and Creeks: Rethinking the Pre-Revolutionary Southern Backcountry," *The Journal of Southern History 70*, No. 3 (Aug. 2004), 503-540

Primary Source:
- "The Humble Petition of Sarah Drummond before the Board of Trade and Plantations." October 9, 1677. CO 5/1355, 186–8. The National Archives of the United Kingdom. Original Source.

Reading Reflection 1.2 Due

Week 2: Before the Revolution: Rhetoric & Realities of Colonial Freedom & Chattel Slavery
In this Unit, students review the understandings, meanings, and realities of slavery and freedom in early America, showcasing how these materialized for women, men, and children. Students connect and compare these experiences in Early America to those across the Atlantic and the interconnected world. Students engage with early conceptualizations of American identity & citizenship by analyzing the key processes that rendered a racialized legal system, adopted in early Virginia through the 1620s. Students evaluate and critique how this racialized legal system took

shape, and how it included and excluded various groups from conceptualizations of American belonging, anti-colonial liberation, inalienable rights. Students critically engage with the meaning (s) and definition (s) of freedom and liberty through gender, race, and class lenses. They also engage with instrumental court decisions such as that in 1640 that, for the first time in Colonial American history, transformed an indentured servant into a slave for life solely on the base of his race.

Tuesday

- Fred Anderson, *Crucible of War*, Chapter 11, Part VII (p.453-503)

Primary Source

- Louisiana's Code Noir

Reading Reflection 2.1 Due

Thursday

Primary Source:

- John Punch Decision, 1640

Week 3: A Continent in Flux: The West and Other Revolutions

In this Unit, students refocus the emerging colonial struggles for independence through a continental lens that situates various people and their experiences, as well as their ideas of America, American identity, and citizenship and not from the center of the Revolution, but from spaces long viewed as its peripheries. Students center the west and the South (Gulf South) to situate how ideas of "Americannes" were endeavored by other revolutionaries in spaces where the 13 colonies and their revolution did not have influence nor reach. Students, furthermore, analyze 1776, through other origin stories as when the Lakota people found a nation of their own across the Black Hills, through other contending imperial passions, European rivalries and their effects on ecology, as well as other indigenous Americans' political positions, their conceptions of continental citizenship, and trans imperial and sovereign undertakings.

Tuesday

- Claudio Saunt, *West of the Revolution*, Part I (Introduction, Ch 1-2), Part II (Introduction, 7-8).

Primary Source:

- A report from Spanish California, 1776

Reading Reflection 3.1 Due

Thursday

- Kathleen Duval, *Independence Lost*, 1-64

Primary Source:

- Thoughts: Pontiac's Two Speeches (1762 and 1763)

Reading Reflection 3.2 Due

Week 4: Independence: 1775-1776

This Unit unfolds the story of independence through processes that ignited the decisive break from British Imperial rule and inspired the Declaration of Independence, the founding of a new nation and all the contentions and transformations that followed. First, students engage with the document closely and later move outward from a close contextualization of the Declaration to, as David Armitage argues, "nothing less than a genealogy of the modern international order" to explore the competing imperatives at the heart of the Declaration, between peoples and states, as well as the consequential aspect of its reception abroad & in the West. Students consider questions such as: Who responded to the Declaration? And how did subjects transform into citizens? How did the document shape subsequent claims to rights and statehood? Students learn the processes through which British subjects become "American citizens," individuals born equal, with certain inalienable rights.

Tuesday

- David Armitage, *The Declaration of Independence: A Global History*, Introduction, Chapter 1-2

Primary Source:

- Jefferson's "original Rough draught" of the Declaration of Independence

Reading Reflection 4.1 Due

Thursday

- Jessica Choppin Roney, "1776, Viewed from the West," *The Journal of the Early Republic 37*, no. 4 (Winter 2017): 655-700.
- Fred Anderson, *Crucible of War,* Part IX & X (p. 641-729).

Primary Source:

- Samuel Seabury's "Argument Against Independence" (1775)
- Nikolai Bolkhovitinov, "The Declaration of Independence: A View from Russia," *The Journal of American History* (1999)

Reading Reflection 4.2 Due

Week 5: The Revolution on Indigenous Soil: Alliances & Hostilities

This Unit examines Native American roles in, and their experiences of, the American Revolution. Students learn that for Indigenous people, the Revolution did not begin in 1775, and it did not end in 1783 and that for most, it merely renewed familiar pressures on their lands, and cultures, and intensified assertions, and struggles, to maintain their sovereignty and recognized citizenship. Students assess the ways in which, for people like the Shawnee, the Revolution became their darkest hour, how British allyship, or lack thereof, shaped their actions, experiences, and visions of freedom and peace in this period, and the devastation they faced as they continued fighting the newly minted "Americans" and their violent expansion in the decades that followed, alone.

Tuesday

- Collin Calloway, "We Have Always Been the Frontier": The American Revolution in Shawnee Country," *American Indian Quarterly, 16*, No. 1 (Winter, 1992): 39-52
- James Kirby Martin, "Forgotten Heroes of the Revolution: Han Yerry and Tyona Doxtader of the Oneida Indian Nation," Chapter 12, in Alfred F. Young, Ray Raphael, and Gary B.

Nash, eds., *Revolutionary Founders: Rebels, Radicals, and Reformers in the Making of the Nation* (2011), pp. 199-214

Primary Source:

- Shawnee Chief, Tecumseh, Address to William Henry Harrison.
- Dragging Canoe Speech (1775)

Reading Reflection 5.1 Due

Thursday

- Kathleen Duval, *Independence Lost*, 75-134

Primary Source:

- Stockbridge Indian petition (1782)
- Letter by Mohawk Molly Brant to Daniel Claus regarding encounter with rebels, June 23, 1778

Reading Reflection 5.2 Due

Week 6: Black Legacies & Contributions to the Revolution

This Unit examines Black experiences, enslaved and free (patriot and loyalist alike) during the American Revolution. Students engage with the period through lenses of gender and resistance to better understands freedom, equality, and citizenship. Importantly students analyze how Black women, men, and children fought for and claimed not only freedom, but importantly fought for (and helped forge conceptions of) American identity, Justice, and Citizenship. They examine legal cases, documents and laws that showcase how the period shaped Black life and experience but how Black people themselves shaped the period and the founding of the New Republic. Students learn directly from voices and experiences of Black Americans who were, physically, intellectually, socially, legally, and politically bound between slavery and freedom.

Tuesday

- Karen Cook Bell, *Running from Bondage,* Ch 3 & 5

Primary Source:

- Deborah - Lund Washington's List of Runaway Enslaved People

Reading Reflection 6.1 Due

Thursday

- Sylvia Frey, "Between Slavery & Freedom: Virginia Blacks in the American Revolution," *The Journal of Southern History 49*, no. 3 (August 1983): 375-398.
- Kathleen Duval, *Independence Lost*, 270-291

Primary Source:

- Belinda Sutton's 1783 Petition for Reparations
- Petition of Slaves to the Massachusetts Legislature (1777)

Reading Reflection 6.2 Due

Week 7: Unsung Histories: Jewish Patriots and Their Contributions

This Unit centers the Jewish Community and their experiences during the era of revolutions. Students learn about Jewish people's journeys and tribulations as they left Europe for the Americas, the causes for their exodus, their roles and lives under colonial imperial rule across the western hemisphere, and the ways in which religious tolerance/intolerance framed their lives in Early America. Students think critically about how the constantly shifting contending notions of religious tolerance/intolerance influenced how Jewish people accessed rights, citizenship, and "American" belonging. Students think critically about how Jewish communities conceptualized ideologies of liberty and equality throughout the many revolutions they faced, internal and external across the Americas, as well as how they envisioned "American freedom" and "American Citizenship" within 13 colonies and in the New Nation. Students also successfully research, learn, and discuss Jewish women, men and children's consequential contributions to the Revolution, as Patriots and Loyalists, as well as to freedom processes as both, abolitionists and as slaveholders, and at times as enfranchised citizens while often, also, as marginalized citizens.

Tuesday

- Adam Jortner's *A Promised Land: Jewish Patriots, the American Revolution, and the Birth of Religious Freedom,* Selected Chapters
- Adam Jortner's *A Promised Land: Jewish Patriots, the American Revolution, and the Birth of Religious Freedom,* Selected Chapters

Primary Source:

- Abigail Minis' Petitions 1780
- Diary entry, Rev. Moses Allen, December 30th, 1778

Reading Reflection 7.1 Due

Thursday

Class Cancelled for NW Ordinance Symposium
* Required to attend at least one session
* More Details on Carmen

Week 8: On Loyalists & their Fate

This Unit engages the concept and definitions of loyalists/royalists. Students explore the story of loyalists to better define who they were, what they stood for, and what visions of American citizenship they held. Through a creation of a roster that includes a multitude of loyalist actors (women, men and children) students analyze the values loyalists presented, how they viewed the world and how they conceptualized their identity in relation to America and Britain, and the multitude of ways they experienced and shaped revolution. Students learn that loyalists were, too, loyal Americans, and that at times they defined themselves, and their actions, as patriotic as any patriot. Students consider the motivations and critical decisions loyalists were forced to make under stress, extreme violence, and at a time of war. Students assess and discuss how, and if, the circumstances, actions, and choices loyalists made shaped or changed their identity as Americans, as citizens, even after the war.

Tuesday

- Maya Jassanoff, *Liberty's Exiles*, Introduction, Chapter 1, 4-6

Primary Source:

- The Petition of Isaac Low. [A Patriot Turned Loyalist]
- Black Loyalist Certificate 1783

Reading Reflection 8.1 Due

Thursday
No Reading Reflection for Thursday
NW Ordinance Assignment Due at noon before class

Week 9: Women & Gender in Revolutionary America
This Unit center's women's political roles throughout the Revolutionary Era. Students consider a variety of women's experiences through primary and secondary sources to learn how gender and race shaped the revolutionary period and how women were personally politicized during the period, while yet they were almost fully excluded form legal and official participation. Students examine women's roles in society, politics, in the public and private spheres, the ideas of coverture and the origins and fights for access to legal rights, recognition, and citizenship. They also learn about and define what the "female politician" entailed, who was excluded from it, and the extent of their political success. Students examine and discuss how class, race, and gender norms shaped women's conceptions of freedom, justice, political participation, and ideas of inclusion and equality.

Tuesday
- Rosemary Zagarri, *Revolutionary Backlash*, Selected Chapters
- Elaine Forman, "Political Dialogue and the Spring of Abigail's Discontent," *The William and Mary Quarterly Vol. 56,* No. 4 (Oct. 1999): 745- 774
- Karen Cook Bell, *Running from Bondage,* Ch 4

Primary Source:
- Letter from Abigail Adams to John Adams, 1776
- Phillis Wheatley's Poem, The Voice of Freedom
- Judith Sargent Murray "On the Equality of the Sexes" (1790)

Reading Reflection 9.1 Due

Thursday

MIDTERM IN CLASS

Week 10: Freedom in Post-Revolutionary America
In this unit students examine closely the concepts of freedom, liberty, liberation, justice, difference, citizenship and tyranny (ideological, real, or imagined) to better situate and define their meanings, and if and when these meanings shifted/changed through the Revolutionary period, its aftermath, and even today. Students carefully analyze these definitions and the power these terms had on various diverse people and communities. Students will explore the many ways in which these terms have been understood and experienced first-hand by various historical actors who identified (or were identified) as Americans and as citizens across North America and abroad. Students learn how conceptions of freedom and liberty varied, how these were attained, and

secured, and how these empowered (or not) access to justice, citizenship and belonging. Students will consider how people and their intentional actions (individual and collective) in pursuit of freedom, liberty or liberation shaped the United States across class, sociopolitical, legal, and gender lines. Students will evaluate if the Nation was (and if it remains), what Jefferson argued it to be in 1809: "the only monument of human rights, and the sole depository of the sacred fire of freedom and self-government."

Tuesday

- Edmund Morgan, "Slavery and Freedom: The American Paradox," *The Journal of American History Vol. 59,* no. 1 (Jun. 1972): 5- 29

Primary Source:

- The Northwest Ordinance
- Lemuel Haynes, "Liberty Further Extended" 1776

Reading Reflection 10.1 Due

Thursday

- Sarah L. H. Gronningsater, "Expressly Recognized by Our Election Laws": Certificates of Freedom and the Multiple Fates of Black Citizenship in the Early Republic," *The William and Mary Quarterly, Vol. 75,* No. 3 (July 2018), pp. 465-506

Primary Source:

- Petition of the Inhabitants West of the Ohio River (1785)
- Protest Against the Alien and Sedition Acts (1798)

Reading Reflection 10.2 Due

Week 11: Global Views: Revolution Across the Hemisphere

This Unit explores the global history of the revolutionary period, outside of Europe, across the Caribbean and Latin America. Students engage with questions of revolution and democracy to decipher the ways in which these were tied to the demise of monarchism in Spanish America. Students will situate the meanings of freedom, citizenship and "Americanness" across Latin America. Students successfully contextualize the progress and consequence of independence struggles and victories across the hemisphere to situate how these were similar or differed from those secured for the United States at the end of their revolution. They will think critically about how US Americans viewed Latin American's liberation, democratic, and republican processes. They will, consequentially, explore and analyze definitions (through specific examples) of slavery, freedom, citizenship, and Black and Indigenous radical liberation across Latin America and the Caribbean.

Tuesday

- David Armitage, *The Declaration of Independence: A Global History*, Chapter 3, & Conclusion

Primary Source:

- The Haitian Declaration of Independence (January 1, 1804), in Armitage's*, The Declaration of Independence*, 193-198.
- Texas Declaration of Independence [against Mexico]

Reading Reflection 11.1 Due

Thursday

- Caitlin Fitz, *Our Sister Republics*, Introduction, Ch 1-4
- Kathleen Duval*, Independence Lost*, 340-352

Primary Source:

- Thomas Jefferson to the Marquis de Lafayette (1792) on the French and Haitian Revolutions
- J. Hector St. John de Crevecoer, "What, then, is an American?" (1782)

Reading Reflection 11.2 Due
Primary Source Analysis Due

Week 12: American Interconnections: Revolutions, Foreign Policy & Diplomacy

This Unit examines US foreign policy and diplomacy that shaped American's views of the larger world in tandem with American interpretations of slavery, freedom, and citizenship in a global framework. Students explore how the US was viewed from outside, from the vantage point of Latin America and the Caribbean. Students learn not only essential knowledge such as the definitions of foreign policy, republicanism, and diplomacy but also their meanings in the context of the US and how the US perceives and has viewed the world in the post-revolutionary era. Students situate these concepts' origins to consider the ways in which not only officials in power but importantly, ordinary people have historically influenced US foreign relations. Students analyze when, how, why U.S. foreign policy toward Latin America shifted and went from being passive to active, from open and friendly to inharmonious.

Readings

- Caitlin Fitz, *Our Sister Republics*, Ch 5-6

Primary Source:

- The Monroe Doctrine (1823)

Reading Reflection 12.1 Due
Primary Source Presentations Day 1

Thursday

- Jay Sexton, *The Monroe Doctrine*, Ch 1-3

Primary Source:

- Sen. Robert Walkers, 1844 Letter [On Annexation of Texas]
- 1820s letter or newspaper account re: Americans gathering funds (but not the US government) to support of Simon Bolivar and revolutionaries in South America?

Reading Reflection 12.2 Due
Primary Source Presentations Day 2

Week 13: At the End of Revolutions: Visions of Citizenship in the New Nation

This Unit examines the construction and conceptualization of citizenship in post-revolutionary America. Students will engage with questions such as: Who has been eligible for citizenship in

post-revolutionary America? How has the naturalization process changed over time? How have citizens described their experience (s) in securing and/or claiming citizenship? Students will learn, from various perspectives and spaces, how people, across the continent accessed, fought for, and at times risked their lives, to be citizens in the Nation.

Tuesday

- William G. McLoughlin "Experiment in Cherokee Citizenship, 1817-1829*," American Quarterly, Vol 33,* No. 1 (Spring 1981): 3-25

Primary Source:

- Letter from Samuel Hudson, 1867 [former slave who escaped to freedom in Mexico and later returned in 1867 to apply to the Freedman's Bureau to be a teacher in Texas].
- Naturalization Acts of 1790 & 1795

Reading Reflection 13.1 Due

Thursday

- Douglas M. Bradburn, "True Americans" and "Hordes of Foreigners": Nationalism, Ethnicity and the Problem of Citizenship in the United States, 1789-1800," *Historical Reflections / Réflexions Historiques Vol. 29*, No. 1, Slavery and Citizenship in the Age of the Atlantic Revolutions (Spring 2003): 19-41
- Craig Buettinger, "Free Blacks, Citizenship, and the Constitution in Florida Courts, 1821-1846," *The Florida Historical Quarterly Vol. 98*, No. 1 (Summer 2019): 1-22

Primary Source:

- Virginia Petition for the Right to Vote (1829)
- Women's Petition Against Cherokee Removal (1830)

Week 14: Contested Commemoration, Memory & Historical Sites 250 years later

This Unit delves into how the American Revolution has been memorialized. Students discuss how revolution and revolutionaries are remembered and reflect on how those memories have changed or shifted, if at all, over the past 250 years. They consider why certain actors prevail in public and popular knowledge while others remain stories and experiences largely un-and-under-told. Students think critically about who (scholars, teachers, students, public scholars, lay historians, descendants, museum professionals, archivists, etc.) are leading the writing and dissemination of revolutionary stories today, what stories are prioritized and why, and what can these emphases and perspectives potentially reveal about conceptions and contentions of American identity and citizenship, then and now. Students examine sites, historical markers, digital exhibits, and online and in person symposia to better understand and analyze the contested memory of the revolution. Students, additionally, consider how knowledge, facts, and myths of the revolution (and its aftermath and effects) are situated and disseminated online and through AI as well as how these innovative tools can be both effective yet also perpetuate errors and/or misconceptions of the past. Students learn to discern fact from myth and to discuss the relevance of and potential avenues to engage in ethical and responsible production and reproduction of knowledge.

Tuesday

- Craig Bruce Smith "Claiming the Centennial: The American Revolution's Blood and Spirit in Boston, 1870-1876," *Massachusetts Historical Review Vol. 15* (2013), pp. 7-53

Primary Source:

- "The Bloody Massacre Perpetrated in King-Street Boston on March 5th, 1770, by a Party of the 29th Regt." by Paul Revere, 1770

Reading Reflection 14.1 Due

Thursday

- Karsten Fitz, "Commemorating Crispus Attucks: Visual Memory and the Representations of the Boston Massacre, 1770-1857" *Amerikastudien / American Studies 50*, No. 3 (2005): 463-484
- Boston Massacre and Propaganda: Changing Depictions of Crispus Attucks
- National Archives Uses AI To Advance Revolutionary War Service Records Access

Primary Source:

- "Boston Massacre, March 5th, 1770" by John H. Bufford based on a drawing by William L. Champney, ca.1856
- Transcriptions through AI

Reading Reflection 14.2 Due

Final Exam (Thinkpiece), Due April ## at noon on Carmen

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Statement on Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed

academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.
If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact the instructor for this course.

Statement on Disability
The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at **slds@osu.edu**; 614-292-3307; or **slds.osu.edu**.

Statement on Mental Health
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Statement on Violence and Sexual Harassment
The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

Online reporting form at **equity.osu.edu**,
Call 614-247-5838 or TTY 614-688-8605,
Or Email **equity@osu.edu**

Statement on Diversity

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

https://odi.osu.edu/
https://cbsc.osu.edu

Land Acknowledgment

The land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe, and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. We want to honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land. This acknowledgment is of particular importance for a course focused on colonial conquest and decolonization.

GE Theme course submission worksheet: Citizenship for a Diverse and Just World

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

In a sentence or two, explain how this class "fits' within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

This *American Revolutions* course fits the theme of Citizenship for a Diverse World because it offers our students important knowledge and sources to first, help deepen their understandings and views of citizenship on a personal level, but second, chiefly on a local, national, and global context. Students will study and learn about a wide range of diverse revolutionary actors from a multitude of geographies to analyze their experiences and the ways in which they understood their identities, liberties, rights, and roles as Americans and as citizens of the nation and the world alike. They will better understand the American Revolution's impact on communities across North America and the Age of Revolutions more broadly, explored through multiple historical contests over the nature and construction of citizenship. Students will read, analyze, discuss, and write about the processes and rhetorics that conceived, constructed, and established self-consciously American legal and political liberty, freedom and slavery, and consequential the realities of citizenship in this period, across the nation and the wider world.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing "readings" without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	In this course, students will analyze concepts of citizenship at a more advanced and in-depth level than in the Foundations component. They will assess foundational documents such as the Declaration of Independence and the Constitution as well as lesser-known archival documents such as petitions, local and state legislation, indigenous treaties, addresses, and court cases that shaped American freedom, citizenship, and identity (1.1). They will be trained to conduct closer readings and interpretations on the lives and experiences of a diverse set of actors (some which are better known and others largely obscured) to better contextualize in what ways they stood as revolutionaries as well to analyze their roles in founding and shaping the nation (1.1). Students will, conclusively, be able to actively situate and discuss the various ways in which thirteen British colonies, each with their own interests and visions for their individual futures, and all largely loyal and subjects of the British Crown, joined to directly challenge it (1.1). Each week is designed to engage students with critical and logical thinking through the use of primary sources. Students will analyze primary source records such as the Royal Proclamation of 1763, The Humble Petition of Sarah Drummond (Royal, Belinda Sutton's Petition for reparations in 1783, The Northwest Ordinance, Women's Petition Against Cherokee Removal, and the Boston Massacre Painting by William L. Champney.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	Students will then write in-depth interpretation of those sources, and present findings and conclusions to peers (1.2). Students will, additionally, produce weekly written reflections approaching how those actors' lived experiences and actions help them rethink their own questions and ideas about liberty, equality, and citizenship (1.2). By the end of the course, students will be able to explain, through their own intellectual conceptualizations, how these ideas took shape in the era of the American Revolution and its aftermath (1.2) and how these have changed or remained the same through the present. Additionally, students will read broadly about the global influence (s) of the Revolution, real, imagined and mythicized, and be able to showcase their knowledge in short written essays throughout the semester (1.2). This course aims to help students produce new knowledge/understandings through various assignments (such as the Think-Piece) on the changes in American society wrought by the Age of revolution (s) and its aftermath (1.2). Each Week is designed to have students engage in advanced, in depth scholarly exploration of key topics and ideas of citizenship through brief in-class writing assignments and guided conversations with their peers.
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	In this course students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future. They will identify, describe, and synthesize both primary and secondary sources that center historical actors of all genders, and their worldviews, from patriots, loyalists, diplomats, slaveholders, freedom fighters, people in positions of power as well as ordinary people, enslaved and free, people who were influenced by the American Revolution and those who experienced revolutions of their own from all socioeconomic and racial backgrounds beyond the 13 early American colonies (2.1). Students will make detailed connections about how race, class, and gender shaped the experiences and identities of these actors (2.1). Students evaluate and critique how this racialized legal system took shape, and how it included and excluded various groups from conceptualizations of American belonging, anti-colonial liberation, inalienable rights. Students critically engage with the meaning (s) and definition (s) of freedom and liberty through gender, race, and class lenses. They also engage with instrumental court decisions such as that in 1640 that, for the first time in Colonial American history, transformed an indentured servant into a slave for life solely on the base of his race.

	They will learn to identify, describe and synthesize various experiences including those of Indigenous, Black, White, Asian, Jewish, Spanish, French, British, among others, ensuring the inclusion of lenses from women, men, and children, enslaved and free. Students, in turn, will be able to determine how these experiences and identities shaped American belonging, citizenship, and agency in the Age of Revolutions (2.1). Students, furthermore, will evaluate political and military challenges faced by revolutionaries to trace the origins and outcomes of the American Revolution for members of different social groups and racialized communities paying particular attention to gender dynamics (2.1). They will be able to make clear and concise written arguments on how these origins and outcomes continue shaping not only the world around them and worldview, but how they, as American citizens today, are viewed from by the world (2.1).
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	Students, moreover, will demonstrate a sophisticated sense of self as a learner through engaged in-class reflection about a) how various interpretations and definitions of citizenship, identity and belonging remain relevant and b) how race, gender, and class continue shaping (or not) their lives and world around them (2.2). Students will produce creative work through both, the Think Piece and NWO assignments, to respond to new and challenging contexts emerging, inside and outside of the classroom, that continue to assess, re-assess and at times mystify (particularly as the 250 commemoration approaches) the ways in which the conflicts between 1775 and 1784 materialized (2.2). They will be able utilize both, academic, public, and personal knowledge to formulate how revolution was experienced as a war of independence by some, a war for personal liberty by others, a war that sanctioned slavery by some others, and one that aimed to abolish the latter for yet many others (2.2). Students will have weekly written reflections where they will be able to incorporate their knowledge and understanding with the new information and texts learned from class. Students are required to write a brief **650-word reflection** (not a summary) essay on each of the assigned weekly readings reflecting on a concept that stood out to them in any given section of the reading, and/or engage with a particular story, or an experience of any given actor/person presented. Students must include discuss how the weekly reading engages (or fails to) with conceptualizations of citizenship in the context of the actors or geographies centered/threaded through it.

	As an example in Unit 8, students will read the Petition of Isaac Low, a man who regarding himself as an American before and during the Revolutionary period, who stood as a patriot in the early years of the conflict, and who by the end of it, had shifted perspectives and stood as a loyalist. The letter showcases how he continued to understand his identity as an American, even after siding with the loyalists. Based on this source, written by Low himself, students will self-reflect and creatively explain the reasons and logics that Isaac Low may have entertained in order to make the choices he made (choosing to go from Patriot to Loyalist) as well as carefully assess how individuals such as Low envisioned American identity, citizenship and belonging.

Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):

***ELO 1.1** Engage in critical and logical thinking.*	*This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:* *Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;* *Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;* *Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)*

	Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) *Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.*

ELO 2.1 *Identify, describe, and synthesize approaches or experiences.*	*Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.* *<u>Lecture</u>* *Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.* *<u>Reading</u>* *The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.* *<u>Discussions</u>* *Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide* *information from sources they've found outside the lecture materials. In this way, they are able to* *explore areas of particular interest to them and practice the skills they will need to gather information* *about current events, analyze this information, and communicate it with others.* *Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.*
ELO 2.2 *Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.*	*Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.* *Some examples of events and sites:* *The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces*

	Jazz-Age Montmartre, where a small community of African-Americans–including actress and singer Josephine Baker, who was just inducted into the French Pantheon–settled and worked after World War I. *The Vélodrome d'hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps* *The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.*

Goals and ELOs unique to Citizenship for a Diverse and Just World

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

GOAL 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.	In this course students will analyze a range of perspectives on local, national, and global citizenship and on what constituted it, in the revolutionary period, and today. Students will describe and analyze the struggle for American independence materialized across gender, class and race lines, amidst the broader transformations of the Age of Revolutions (3.1). They will first evaluate contested perspectives and definitions of independence, liberation, and citizenship (3.1). Students will, for example, read letters from formerly enslaved people such as Samuel Hudson and learn about his experience of having escaped slavery and gone to Mexico to claim freedom there before 1865. Samuel Hudson, in the 1870s chose to return to the US from Mexico and wrote the letter petitioning the Freedman's Bureau to be allowed to be confirmed as a teacher in Texas because, he argued in the letter, "he had been teaching in Mexico" and was now "ready to serve for the benefit of his race" in the United States. Students will read Hudson's letter with instructions to consider what it offers to their understanding of political, cultural, national and global conceptualizations of citizenship and freedom.
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	Students will describe, in discussion and in written form, those contested perspectives and definitions to contextualize the political, economic, social and military heritage shared by all who identify as "Americans" or "American citizens" in the past, and today (3.2). Moreover, students would reflect on challenges their own ancestors may have faced in order to assess if they undertook actions that could be defined or acknowledged

	as revolutionary (3.2). They will also apply those reflections to showcase the many ways that revolution materialized across the continent for women, men, and children (3.2). Students will analyze a range of perspectives from the revolutionary period to understand the many dispositions and visions that existed for a world in which people would not be disenfranchised, taxed without being represented, excluded, enslaved, marginalized, or "othered" and the attempts (successes and failures) of these people to forge an intercultural world anew (3.2). Students will be prompted to deliberate, in thoughtful, well-crafted written activities, how the revolutionary past shaped historical actors such as Samuel Hudson, a Black man who escaped slavery, Molly Bryant, a Mohawk woman leader, and Abigail Minis, a Jewish Patriot heroine from Savannah, their public and private lives, and their roles as competent Americans, as fully engaged local, national and interconnected global citizens, too (3.2).
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership both within the United States and around the world. Students will examine women's political status, the concept and origins of women's rights, indigenous sovereignty and sociopolitical influences, as well as Black Radical politics throughout the era of revolutions (4.1). They will evaluate how Americans and non-Americans of all genders, classes, and racial backgrounds understood their natural, political and legal rights to comprehend consequential expressions and implications of equity, diversity and inclusion in this period (4.1). Students analyze the multidimensional connections between the Age of Revolutions and present-day issues surrounding the transformation of American politics and society (4.1). Students will examine, critique and evaluate, for example, women's political roles throughout the Revolutionary era (including Abigail Adams, Phillis Wheatley, Judith Sargent Murray, to consider a variety of women's, the Grimke Sister, The Female Advocate (1799) and Nelly Parke Custis among others) and their experiences through primary and secondary sources to learn how gender and race shaped the revolutionary period and how women were personally and collectively politicized while yet they were almost fully

	excluded form legal and official participation. Students examine women's roles in society, politics, in the public and private spheres. Students examine and discuss how class, race, and gender norms shaped women's conceptions of political participation, citizenship, and ideas of inclusion, equality and freedom.
ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	Through these analyses, students will learn to effectively compare, contrast, and critique concepts of justice, difference, and citizenship and explain how these materialized for various communities and for individuals within and beyond the emerging New Nation (4.2). In turn, students will be able to assess how people in the New Republic used these concepts to wield power, advocacy, collaboration, and social change (4.2). Students, additionally, will critically examine if, as Jefferson argued "American" was indeed "the only monument of human rights, and the sole depository of the sacred fire of freedom and self-government" and if the country remains so (4.2). Conclusively, students will think critically about the Revolutionary War as not just another imperial war, but a war that was multifaceted, with global causes and consequences (4.2). Through these critical explorations, students will be able to intellectually engage questions such as: a) Was "Independence" a universal and uniform goal in the 18th century? & b) What were the reasons the war's conclusion did not bring freedom, equality and inalienable rights to all American men and women? (4.2). In Unite 10, for example, students will analyze and critique important concepts of freedom, justice, difference and citizenship to situate if these terms were interchangeable. Students carefully analyze the definitions and the power of these terms as well as the ways in which they have been understood by various historical actors who identified (or were identified) as Americans across North America and abroad. Students, through this assignment, learn and critique how conceptions of freedom and liberation varied, how these were attained, and secured, and how these empowered (or not) access to justice, citizenship and belonging. Students will consider how people and their intentional actions (individual and collective) in pursuit of freedom, liberty or liberation shaped the United States across class, sociopolitical, legal, and gender lines. Students will evaluate

	if the Nation was (and if it remains), what Jefferson argued it to be in 1809: “the only monument of human rights, and the sole depository of the sacred fire of freedom and self-government.”