



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

| | | | |
|---|--|---|--------------------------------------|
| Academic Unit | <u>Historical, Philosophical and Religious Studies</u> | Department | <u>History</u> |
| Subject | <u>HST</u> | Number | <u>406</u> |
| | | Title | <u>American Revolution/1763-1789</u> |
| | | | Units: <u>3</u> |
| Is this a cross-listed course? If yes, please identify course(s) | <u>No</u> | | |
| Is this a shared course? Course description: | <u>Yes</u> | If so, list all academic units offering this course | <u>SLS, NCIAS</u> |

Requested designation: Social and Behavioral Sciences-SB
Note- a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
 - Mathematics core courses (MA)
 - Computer/statistics/quantitative applications core courses (CS)
 - Humanities, Arts and Design core courses (HU)
 - Social-Behavioral Sciences core courses (SB)
 - Natural Sciences core courses (SO/SG)
 - Cultural Diversity in the United States courses (C)
 - Global Awareness courses (G)
 - Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

| | | | |
|-----------|--------------------|---------|------------------------------|
| Name | <u>Cindy Baade</u> | Phone | <u>5-7183</u> |
| Mail code | <u>4302</u> | E-mail: | <u>cynthia.baade@asu.edu</u> |

Department Chair/Director approval: (Required)

| | | | |
|------------------------------|--------------------------|-------|---------------|
| Chair/Director name (Typed): | <u>Matthew J. Garcia</u> | Date: | <u>2/9/15</u> |
| Chair/Director (Signature): | | | |

Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

| ASU--[SB] CRITERIA | | | |
|--|--------------------------|--|----------------------------------|
| A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided. | | | |
| YES | NO | | Identify Documentation Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. Course is designed to advance basic understanding and knowledge about human interaction. | Syllabus, TOC |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY <div style="margin-left: 100px;">History, economics, anthropology</div> | Syllabus, TOC |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). | Syllabus, TOC |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4. Course illustrates use of social and behavioral science perspectives and data. | Syllabus, TOC |
| | | THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS: | |
| | | • Courses with primarily arts, humanities, literary or philosophical content. | |
| | | • Courses with primarily natural or physical science content. | |
| | | • Courses with predominantly applied orientation for professional skills or training purposes. | |
| | | • Courses emphasizing primarily oral, quantitative, or written skills. | |

| Course Prefix | Number | Title | General Studies Designation |
|---------------|--------|---------------------|-----------------------------|
| HST | 406 | American Revolution | SB |

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

| Criteria (from checksheet) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|----------------------------|--|---|
| 1 | Students explore the competition and conflict that led to the American Revolution, characterized the war, and structured the peace; particular attention is given to interactions among different ethnic and national groups | Throughout, but especially Week Two, Week Four, Week Ten, Week Twelve, Week Thirteen Brown, Major Problems Chapters 2, 4, 11, 12 |
| 2 | Readings address the formation of group allegiances and customs, the creation and transformation of markets, and the creation of political communities and military forces | Throughout, but especially Weeks Two, Three, Four, Five, Six, Seven, Eight Blackboard Reading: Shaughnessy, Breen, Holton, Nash Brown, Major Problems Chapters 5, 6, 7 |
| 3b | Students study and use historical methods of analysis throughout the course, and ethnographic and economic methods in specific weeks | Week One, Week Three, Week Four, Week Six, Week 12 Andres and Burke reading, Brown, Major Problems Chapter 2, 3, 4, 11 Blackboard Reading: Breen, Holton, Klepp |
| 4 | Students work with data from realms including commerce and trade, land ownership and its correlates to political affiliation, fertility and family formation, and voting patterns | Week Two, Week Three, Week Four, Week Eight, Week Twelve Brown, Major Problems, Chapter 3, 12 Blackboard Reading: Klepp, Newman and Smith |

HST 406 American Revolution/1763-1789

3 SB & H

Causes, course, and consequences of the American Revolution culminating in the ratification of the Constitution.

Allow multiple

enrollments: No

Repeatable for credit: No

Primary course

component: Lecture

Grading method: Student Option

Offered by:

New College of Interdisciplinary Arts and Sciences -- School of Humanities, Arts, and Cultural Studies

Pre-requisite: ENG 102, 105 or 108 with C or better; Minimum 55 hours

College of Letters and Sciences -- College of Letters and Sciences

Pre-requisite: ENG 102, 105 or 108 with C or better; Minimum 55 hours

College of Liberal Arts and Sciences -- Historical, Philosophical & Religious Studies, Sch

Pre-requisite: ENG 102, 105 or 108 with C or better; Minimum 55 hours

Homework reading due Wednesday, August 27:

Brown and Carp, *Major Problems in the Era of the American Revolution*, chapter one: pp. 1-34.

Wednesday:

10 minute quiz on reading assignment:

Discussion: "The New Republics," *The Camden Journal*, Camden, South Carolina, March 7, 1829.

Week Two: September 3

NO CLASS MONDAY, SEPTEMBER 1ST

CR2, 4

Homework reading due Wednesday, September 3rd:

Brown and Carp, *Major Problems in the Era of the American Revolution*, chapter two: pp. 36-76;

Blackboard reading: Andrew Jackson O'Shaughnessy, *An Empire Divided: The American Revolution and the British Caribbean*, pp. xi-xii, 3-33.

Monday:

Reading Quiz

Revolutions in the Atlantic World

Wednesday:

Nova Scotia's Neutrality

Phillis Wheatley and Samson Occum

Week Three: September 8, 10

Homework reading due Monday, September 8th:

Brown and Carp, *Major Problems in the Era of the American Revolution*, chapter three: pp. 78-115.

Blackboard reading: T. H. Breen, *The Marketplace of Revolution: How Consumer Politics Shaped American Independence*, pp. xi-xviii, 1-29.

Monday:

Reading Quiz

Anatomy of Land Speculation CR 4

Wednesday:

"Considerations upon the act of Parliament," (1764).

Week Four: September 15, 17

Homework reading due Monday, September 15th:

Brown and Carp, *Major Problems in the Era of the American Revolution*, chapter four: pp. 117-170.

Blackboard reading: Woody Holton, *Forced Founders: Indians, Debtors, Slaves & the Making of the American Revolution in Virginia*, pp. xiii-xxi, 3-38.

Monday:

Reading Quiz

CR 2

Analyzing the Causes of the American Revolution

Wednesday:

Political Cartoon analysis

1st Paper preparation discussion and exercise

Week Five: September 22, 24

Homework reading due Monday, September 22nd:

Brown and Carp, *Major Problems in the Era of the American Revolution*, chapter five: pp. CR2
172-211.

Blackboard reading: Carol Berkin, "George Washington and the Newburg Conspiracy," 33- CR2
50.

Monday:

Reading Quiz

Independence and the Birth of a National Military

Wednesday:

☞ First Paper due, before class starts.

In class video and discussion: *Progressive Ideologies: Imperialism, Nationalism, Capitalism Egalitarianism*. (or something else? It's an Australian film, global in perspective.)

Week Six: September 29, October 1

Homework reading due Monday, September 29th:

Brown and Carp, *Major Problems in the Era of the American Revolution*, chapter six: 213- CR2
245.

Blackboard reading: Philip J. Deloria, *Playing Indian*, 1-37.

Monday:

Reading Quiz

Cherokee Nation and the American Revolution CR2

Wednesday:

Treaty of Holston, July 2, 1791

Week Seven: October 6, 8

Homework reading due Monday, October 6th:

Brown and Carp, *Major Problems in the Era of the American Revolution*, chapter seven: CR2
247-285.

Gary B. Nash, "Black Americans in a White Republic," *Race and Revolution*, 57-87.

Monday:

Reading Quiz

Wednesday:

Benjamin Banneker

Week Eight: October 15

NO CLASS MONDAY, OCTOBER 13TH:

Homework reading due Wednesday, October 15th:

Brown and Carp, *Major Problems in the Era of the American Revolution*, chapter eight: 287-325.

Susan Klepp, "First to Fall: Fertility, American Women, and Revolution," *Revolutionary Conceptions*, pp. 1-19. CR 2, 4

Wednesday:

Reading Quiz

Primary Source study: Abigail Adams's writing

Week Nine: October 20, 22

Homework reading due Monday, October 20th:

Brown and Carp, *Major Problems in the Era of the American Revolution*, chapter nine: pp. 327-363.

Blackboard reading: G. Edward White, *Marshall Court and Cultural Change, 1815-1835*, vols. III and IV, (New York: Macmillan Publishing Company, 1988) IV: 729-735

Monday:

Reading quiz

Mary Wollstonecraft

Wednesday:

American jurisprudence and the Mormons

Week Ten: October 27, 29

Homework reading due Monday, October 27th:

Royall Tyler, *The Contrast: Manners, Morals and Authority in the Early American Republic*, Cynthia A. Kierner, ed. (New York: New York University Press, 2007).

Monday:

Reading Quiz:

Analyze Text

Wednesday:

2nd Paper preparation discussion and exercise:

Week Eleven: November 3, 5

Homework reading due Monday, November 3rd:

Brown and Carp, *Major Problems in the Era of the American Revolution*, chapter ten: pp. 365-407.

Blackboard reading: Edmund S. Morgan, "The Witch and We, the People" 6 pp.

Monday:

Reading Quiz

Wednesday:

☞ Hand in paper at beginning of class: In class video and discussion:

Week Twelve: November 10, 12

Homework reading due Monday, November 10th:

Brown and Carp, *Major Problems in the Era of the American Revolution*, chapter eleven: pp. 409-487.

Blackboard reading: Simon Newman and Billy Smith, "Incarcerated Innocents: Inmates, Conditions, and Survival Strategies in Philadelphia's Almshouse and Jail," *Buried Lives: Incarcerated in Early America*, pp. 60-84

CR3b, 4

Monday:

Reading quiz

Federalists and Anti-federalists

Wednesday:

American incarceration

Week Thirteen: November 17, 19

Homework reading due Monday, November 17th:

Brown and Carp, *Major Problems in the Era of the American Revolution*, chapter twelve: pp. 489-539.

Blackboard Reading: François Furstenberg, *In the Name of the Father: Washington's Legacy, Slavery, and the Making of a Nation*, pp. 1-23.

Monday:

Reading Quiz

James Madison: From federalist to republican

Discuss newspaper assignment

Wednesday:

Significance of the American Revolutionary War Era:

Discuss Poetry readings and assign groups

☞ Bring chosen article to class: Review newspaper assignment

Week Fourteen: November 24, 26

Monday:

Newspaper article day

☞ Discussion and hand in

Wednesday:

☞ Group presentations on Poetry, include hand in assignment.

Week Fifteen: December 1, 3

Semester in Review:

Final Exam:

Required Reading, HST 406

Richard Brown and Benjamin Carp, eds., *Major Problems in the Era of the American Revolution, 1760-1791*, **THIRD EDITION** (2012)

Royall Tyler, *The Contrast: Manners, Morals and Authority in the Early American Republic*, Cynthia A. Kierner, ed. (New York: New York University Press, 2007).

Chapters available on Blackboard:

Andrews and Burke, "What Does It Mean to Think Historically?"

Andrew Jackson O'Shaughnessy, *An Empire Divided: The American Revolution and the British Caribbean*, pp. xi-xii, 3-33.

T. H. Breen, *The Marketplace of Revolution: How Consumer Politics Shaped American Independence*, pp. xi-xviii, 1-29.

Woody Holton, *Forced Founders: Indians, Debtors, Slaves & the Making of the American Revolution in Virginia*, pp. xiii-xxi, 3-38.

Philip J. Deloria, *Playing Indian*, 1-37.

Gary B. Nash, "Black Americans in a White Republic," *Race and Revolution*, 57-87.

Susan Klepp, "First to Fall: Fertility, American Women, and Revolution," *Revolutionary Conceptions*, pp. 1-19.

G. Edward White, *Marshall Court and Cultural Change, 1815-1835*, vols. III and IV, (New York: Macmillan Publishing Company, 1988) IV: 729-735

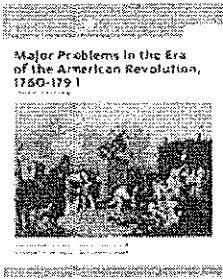
Edmund S. Morgan, "The Witch and We, the People" 6 pp.

Simon Newman and Billy Smith, "Incarcerated Innocents: Inmates, Conditions, and Survival Strategies in Philadelphia's Almshouse and Jail," *Buried Lives: Incarcerated in Early America*, pp. 60-84

Higher Education



Cengage Learning > Higher Education > Carp, Benjamin L.



Major Problems in the Era of the American Revolution, 1760-1791, 3rd Edition

Richard D. Brown University of Connecticut, Storrs
Benjamin L. Carp Tufts University
ISBN-10: 0495913324 | ISBN-13: 9780495913320
560 Pages
Previous Editions: 1998
© 2014 | Published
College Bookstore Wholesale Price = \$94.75

CENGAGE **LEARNING**

ALWAYS

FREE SHIPPING on all orders | FREE EBOOK while your text ships

For Students List **\$127.95**

| | |
|--------|------------------------------|
| Print | options from \$127.95 |
| Rental | options from \$19.99 |

REVIEW COPY

Online Copy*

*Why an online review copy?
If you prefer a print copy to review, please contact your representative.

Overview | Features/Benefits | Table of Contents | What's New

1. The Consequences of Revolution.

ESSAYS.

- Gordon S. Wood • The Revolution Launched a Bold Republican Experiment.
- Alfred F. Young • The Revolution Was Radical in Some Ways, Not in Others.
- Gary B. Nash • The Worldwide Repercussions of the Revolution Were Limited.

2. The British Empire and the War for North America. CR 1,3b

DOCUMENTS.

- Benjamin Franklin Touts the Importance of Imperial Ties between Britain and America, 1760.
- Rev. Thomas Bernard Looks to Future Glories, 1763.
- The British Treasury Attempts to Reform the Customs Service, 1763.
- King George III Seeks to Limit Westward Expansion, 1763.
- A British Minister Justifies Customs Reform, 1765.
- George Washington Scorns the Proclamation Line, 1767.

ESSAYS.

- Fred Anderson • Britain's Victory Exposed the Need for Greater Control.
- P. J. Marshall • The British Empire Tried to Reconcile Freedom and Authority.

3. Imperial Reforms and Colonial Resistance CR 3b,4

DOCUMENTS

- Patrick Henry Resolves against the Stamp Act, 1765.
- New York Reacts Violently to the Stamp Act, 1765.
- The Stamp Act Congress Articulates the Rights of the Colonists, 1765.
- Lord Camden (Charles Pratt) Exhorts Parliament to Change Direction, 1766.
- Parliament Declares Its Authority, 1766.
- John Dickinson Rallies the Colonists to Opposition, 1767-1768.
- Charleston Merchants Propose a Plan of Nonimportation, 1769.
- North Carolinians Seek Regulation, 1768-1771.
- Ralph McNair Ponders the Legality of the Uprising, 1768.
- A North Carolinian Describes the Battle of Alamance, 1771.

ESSAYS.

- Benjamin L. Carp • Urban Taverns Shaped Mobilization against British Policies.
- Wayne E. Lee • North Carolina Regulators Used Violence for a Purpose.

4. The Imperial Crisis and the Declaration of Independence. CR 1,3b

DOCUMENTS.

- Lord North Calls for Punishing the Town of Boston, 1774.
- Gouverneur Morris Remarks on Popular Mobilization, 1774.
- Thomas Jefferson Asserts American Rights, 1774.
- The First Continental Congress Enumerates American Rights and Establishes a Continental Association, 1774.
- Patriots Intimidate New Jersey Loyalist, 1775.
- Thomas Paine Calls for Common Sense, 1776.

Jon Butler • The Revolution Was a Secular Event.
Mark Noll • Republicanism Fused with Evangelicalism during the Revolutionary Era.
10. Government under the Articles of Confederation.

DOCUMENTS.

Articles of Confederation and Perpetual Union, 1781.
Congress Passes an Ordinance on Western Lands, 1785.
Northwest Ordinance, 1787.
Kentucky Farmers Reconsider Their Allegiance, 1786.
Delegates Report from Demoralized Congress, 1787.
Stephen Mix Mitchell to Jeremiah Wadsworth, January 24, 1787.
James Madison to George Washington, February 21, 1787.
The Regulation (or Shays's Rebellion) Rocks Massachusetts.
Petition from the Town of Greenwich, Massachusetts, 16 January 1786.
Thomas Grover to the Printer of the Hampshire Herald, December 7, 1786.
Massachusetts General Court, An Address from the General Court to the People of the Commonwealth of Massachusetts, 1786.
James Madison Enumerates the Vices of the Political System, 1787.

ESSAYS.

Peter S. Onuf • The Formation of Western States Helped Redefine the Union.
Robert A. Gross • Upheaval in Massachusetts Reflected a Nationwide Conflict.

11. The Constitution of 1787 CR 1, 3b

DOCUMENTS.

The Constitutional Convention Delegates Debate Representation in Congress, 1787.
Edmund Randolph Presents the Virginia Plan.
William Paterson Proposes the New Jersey Plan.
The Convention Debates the New Jersey and Virginia Plans.
The Convention Debates the Issues: Lower House, Sectional interests and Apportionment, Voter Qualifications, Slavery, 1787.
The Constitution of the United States of America, 1787.
The Federalist Expounds the Advantages of the Constitution, 1787-1788.
James Madison, Federalist Number 10 (Factions).
James Madison, Federalist Number 39 (National/Federal Structure).
Hamilton/Madison, Federalist Number 51 (Checks & Balances).
Alexander Hamilton, Federalist Number 84 (No Bill of Rights).
Antifederalists Attack the Constitution, 1787-1788.
Richard Henry Lee Predicts an Unrepresentative and Despotical National Government.
"Brutus" Warns of the Dangers of a Large Republic.
Mercy Otis Warren Offers Eighteen Reasons to Reject the Constitution.
Proceedings in the State Ratifying Conventions, 1788.
Massachusetts Proposes Amendments to the Constitution, 1788.
Patrick Henry Denounces the Constitution, 1788.
Virginia's Declaration of Rights and Proposed Amendments, 1788.
The Bill of Rights, 1791.

ESSAYS.

Richard Beeman • Slavery and Sectionalism Influenced the Convention Debates.
Saul Cornell • Antifederalists Came in Many Different Guises.

12. Government under the Constitution CR 1, 4

DOCUMENTS.

Thomas Jefferson Envisions an Agrarian Republic, 1781-1787.
Robert Morris and William Findley Debate the Bank of North America, 1786.
Alexander Hamilton Calls for Federal Assumption of Debt, 1790.
William Manning Expresses Distrust of the Propertied Class, 1790.
Alexander Hamilton Promotes American Industry, 1791.
George Washington Addresses the State of the Union, and Indian Lands, 1791.

ESSAYS.

Mark Schmeller • Arguments over Public Credit Spawned New Ideas about Politics.
Terry Bouton • Many Farmers Were Dissatisfied with the Outcome of the Revolution.

Educators: Access your Instructor Resources

Students: Purchase, rent and access your textbooks and online products

The United States Declare Independence, 1776.

Thomas Hutchinson Criticizes Declaration of Independence, 1776.

ESSAYS.

Brendan McConville • Rejecting Monarchy Required a Shift in the American Worldview.

David Armitage • The Declaration of Independence was a Document of Global Importance.

5. Struggles for Independence. CR2

DOCUMENTS.

George Washington Asks Congress for an Effective Army, 1776.

Benjamin Rush Contrasts Loyalists & Patriots, 1777*.

A Whig Newspaper Attacks the Loyalists, 1779.

A Soldier Views Mutiny Among American Troops, 1780 (Joseph Plumb Martin).

George Washington Explains Army Problems and Calls for Help, 1780.

Two Views of the Battle of Yorktown, 1781.

Loyalists Plead Their Cause to King, Parliament, and the British People, 1782.

A Loyalist Woman Recounts her Journey in Exile, 1836.

ESSAYS.

Michael A. McDonnell • Virginia's Wartime Mobilization Leads to Class Struggles.

Maya Jasanoff • Loyalists In Exile Highlight the Wider British Empire.

6. The American Revolution in the West. CR2

DOCUMENTS.

Logan Laments the Murder of His Fellow Mingos, 1775.

New York Mourns the Death of an Indian Killer, 1775.

Oneida Indians Declare Neutrality, 1775.

The North Carolina Delegation Urges Extirpation of the Cherokee, 1776.

George Washington Orders an Expedition against the Iroquois, 1779.

An American Officer Observes the Destruction of Iroquois Homes and Crops, 1779.

Chickasaw Indians Seek Help, July 1783.

ESSAYS.

John Grenier • Both Sides Waged Unlimited Warfare.

Gregory Evans Dowd • Indians Faced a Limited Set of Choices.

7. Equality and the African-American Challenge. CR2

DOCUMENTS.

Massachusetts Slaves Argue for Freedom, 1773.

Lord Dunmore Promises Freedom to Slaves Who Fight for Britain, 1775.

Lemuel Haynes Attacks Slavery, 1776.

New Hampshire African-Americans Petition for Freedom, 1779.

Three Virginia Counties Defend Slavery, November 1785.

Boston King Describes His Deliverance from Slavery, 1798.

Jehu Grant, Former Slave, Seeks Compensation for His Wartime Service, 1832, 1836.

ESSAYS.

Christopher Leslie Brown • The American Revolution Prompted New Debates About Slavery.

Manisha Sinha • Black Abolitionists Developed Their Own Radical Tradition.

Gender and Citizenship in a Revolutionary Republic.

DOCUMENTS.

"A Female" Enlists Women for Nonimportation, 1768.

Thomas Paine Admits Women Have Some Rights, 1775.

Abigail and John Adams Debate Women's Rights, 1776.

An American Woman Asserts Women's Rights, 1780.

Benjamin Rush Prescribes a Plan of Education for American Women, 1787.

A "Lady" and "Gentleman" Debate the Condition of Women, 1789.

Judith Sargent Murray Argues for Women's Equality, 1790.

ESSAYS.

Rosemarie Zagarrí • The Revolution Gave Women New Political Opportunities.

Elaine Forman Crane • The Revolution was Hardly Radical for Women.

9. Religion and the American Revolution.

DOCUMENTS.

A Worcester Writer Defends Religious Establishment, 1776.

Virginia Baptists Assert Their Rights, 1776.

William Tennent Argues against Religious Establishment, 1777.

Ezra Stiles Projects the Future of Christianity in America, May 8, 1783.

Philadelphia Jews Seek Equality before the Law, 1783.

James Madison Protests Religious Taxes, 1785.

Thomas Jefferson, Virginia Statute of Religious Liberty 1786.

ESSAYS.