



**BETHANY**  
LUTHERAN COLLEGE

Fall 2011

## HISTORY 410:

# The Era of the American Revolution

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**Instructor:** Dr. Ryan MacPherson  
Honsey Hall 308  
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**Schedule:**

**Section A:**  
Tue/Thu, 1:30–2:45 p.m.  
Honsey Hall 313

“What we meant in going for those Redcoats was this:  
We always had governed ourselves and we always meant to. They didn’t mean we should.”  
*Capt. Levi Preston of Danvers, MA, commenting on the Battle of Lexington*

### Catalog Description:

An in-depth exploration into the background, causes, war, and consequences of the American Revolution. Critical assessment of the historical interpretation of the era. *Credits:* 3. *Pre-requisites:* none.

### Relation to Students’ Curricular Needs:

- *elective* for the B.A. in History and the History Minor
- *elective* for the B.A. in Broad Field Social Sciences
- *elective* for the B.A. in Liberal Arts (History Concentration)

### Required Texts:

- Ellis, Joseph J., ed. *What Did the Declaration Declare?* Boston: Bedford/St. Martin’s, 1999. ISBN 0–312–19063–8.
- Ferling, John. *Almost a Miracle: The American Victory in the War of Independence.* Oxford: Oxford University Press, 2007. ISBN 978-0-19-538292-1.
- MacPherson, Ryan. “*To Secure These Rights*”: *Selected Documents in American History.* An anthology for students enrolled in “History 410: The Era of the American Revolution” at Bethany Lutheran College. Fall 2011. (Available in the campus bookstore.)
- Morgan, Edmund S. *The Birth of the Republic, 1763–89.* 3rd ed. Chicago: University of Chicago Press, 1992. ISBN 0–226–53767–9.
- Paine, Thomas. *Common Sense and Related Writings.* Edited and introduced by Thomas P. Slaughter. Boston: Bedford/St. Martin’s, 2001. ISBN 0–312–20148–6.
- Skemp, Sheila L. *Benjamin and William Franklin: Father and Son, Patriot and Loyalist.* Boston: Bedford/St. Martin’s, 1994. ISBN. 0–312–08617–2
- Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations.* 7th ed. Chicago: University of Chicago Press, 2007. ISBN 0-226-82337-7. \$17.00.

### Objectives of the College (OCs) Pertinent to This Course (*Catalog, Aug. 2010, p. 6*):

2. To demonstrate critical thinking and moral reasoning, oriented by objective standards consistent with Holy Scripture.
3. To become responsible citizens, aware of social realities, through the study of American and world cultural heritage as well as contemporary social, economic, and political issues.
6. To increase their ability to use written and oral English effectively.
9. To acquire the necessary skills for achieving a satisfactory vocational adjustment.

### Interpretation of “Vocation Adjustment” (OC 9)

Your “vocation” is *how your station in life serves as a channel of God’s blessings to the people around you.* Each person has multiple, overlapping stations in life (child, sibling, spouse, parent, student, neighbor, employee, registered voter, etc.). As indicated in OC 9, Bethany Lutheran College seeks to expand your vocational opportunities so that you might better serve others to the glory of God.

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## Program Learning Outcomes (PLOs) of the History Dept.

### *Concepts, Principles, and Understandings*

- A1. To identify important leaders of the past, explain their values and goals, and evaluate their attempts to change their world.
- A2. To recognize the power of ideas (including political theories and theological convictions) and the role of institutions (government, military, church, corporations, etc.) in shaping historical developments and sustaining cultural identities.
- A3. To identify chief characteristics of the sciences, arts, reasoning, piety, and moral values of past world civilizations, objectively contrasting multiple cultural perspectives and historical interpretations, and recognizing how these still influence us today.
- A4. To describe the experiences and appreciate the contributions of less privileged members of society (ethnic and religious minorities, slaves, etc.), and to explain the social and economic relations between these groups and society's dominant individuals, institutions, and political ideals.
- A5. To summarize the human and physical geography of major world civilizations, from ancient times to the present.

### *Attitudes, Interests, and Appreciations*

- B1. To formulate a broad, historical perspective on the unique development of American identity, in order to become a historically informed participant in present-day American and global civic life.
- B2. To distinguish political ideas whose significance is limited to particular historical conditions from those of more enduring, even eternal, significance (e.g., natural law principles).
- B3. To recognize the legitimate diversity found in American and world civilizations and explain the cultural contributions of various world cultures upon the development of the West.

### *Habits, Conduct, and Skills*

- C1. To demonstrate an improvement in skills in analytical reading and writing, listening and public speaking, critical thinking, and moral reasoning concerning events of the past and their relation to present lives.
- C2. To apply critical thinking skills to the analysis of primary and secondary sources, including both written and visual media.
- C3. To polish with professional competence works of formal academic writing, including documentation in the accepted style of the discipline.
- C4. To demonstrate an ability to integrate multiple social studies disciplines (e.g., economics, political science, sociology, psychology) into the study of history.

## Course Learning Outcomes (CLOs):

Students will demonstrate an ability to:

1. Explain the causes, development, and legacy of the American Revolution (cf. OC 3; PLOs A2, A4, B1, C4).
  2. Identify important leaders involved in the American Revolution (both patriot and loyalist), understand their values and goals, and evaluate their attempts to change their world (cf. OCs 2, 3; PLO A1).
  3. Explain the power of ideas (including political theories and theological convictions) and the role of institutions (government, church, the press, etc.) in shaping historical developments and forging cultural identities during the American Revolution (cf. OC 3; PLO A2).
  4. Evaluate the actual attitudes and behaviors of British and American individuals and groups in relation to the political ideals of the British and American people (e.g., as expressed in the writings of John Locke, Thomas Paine, and Thomas Jefferson) (cf. OC 3; PLOs A1, A2, A3, B2).
  5. Distinguish political ideas whose significance is limited to particular historical conditions from those of more enduring, even eternal, significance (e.g., natural law principles) (cf. OC 2; PLO B2).
  6. Explain principal military victories and defeats by understanding pertinent historical factors, such as strategy, geography, troop numbers, experience, health, and morale (cf. OC 3; PLOs A3, A4, A5).
  7. Discern the original meanings of America's founding documents (Declaration of Independence, Constitution, and Bill of Rights) and evaluate present-day interpretations and applications of those documents in view of their historical origins (cf. OC 3; PLOs B1, B2, B3, C1, C2).
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8. Apply critical thinking skills to the analysis of primary and secondary sources, including both written and visual media, pertaining to the American Revolution (cf. OCs 2, 3, 9; PLO C2, C4).
9. Demonstrate skills in analytical reading and writing, listening and public speaking, critical thinking, and moral reasoning concerning the American Revolution (cf. OCs 2, 3, 9; PLO C1).
10. Polish with professional competence a formal academic research paper, including documentation according to the Turabian manual (cf. OC 6, 9; PLO C3).

**Assessment:**

Class Participation	8		
Memory Work	<u>4</u>		
	<b>12</b>	<b>12</b>	
Website Analysis	5		
Document Report I	6		
Document Report II	6		
Biographical Report	<u>6</u>		
	<b>23</b>	<b>23</b>	
Exam I	15		
Exam II	15		
Exam III	<u>15</u>		
	<b>45</b>	<b>45</b>	
Research Paper	<u>20</u>		
	<b>20</b>	<b>20</b>	
<b>Total</b>	<u>100</u>		

93.34 - 100.00	A
90.00 - 93.33	A-
86.67 - 89.99	B+
83.34 - 86.66	B
80.00 - 83.33	B-
76.68 - 79.99	C+
73.34 - 76.66	C
70.00 - 73.33	C-
66.67 - 69.99	D+
63.34 - 66.66	D
60.00 - 63.33	D-
00.00 - 59.99	F

**Attendance and Class Participation (formative assessment of CLOs 1–9):**

Students are required to earn a “class participation grade” by maintaining punctual attendance with assigned texts at hand, completing assigned study questions and worksheets prior to class, actively participating in class discussions, and being absent no more than twice during the semester. Absences may be excused if a valid reason is supplied (such as a sports event for student athletes, or a prolonged illness). **However, student athletes, speech team members, or others who miss a substantial number of classes should realize that their grade likely will suffer as a consequence of not being present to learn alongside their classmates. Thus, even “excused” absences can result indirectly in lower grades.** The professor reserves the right to drop students from the class for excessive absences or habitually tardy attendance.

**Importance of Turning in Assignments on Time:**

Assignments are due at the beginning of class on the dates indicated below. *If a student anticipates difficulty completing an assignment on time, he or she should request a deadline extension well in advance of the due date.* This policy is intended to encourage planning and communication skills that will be helpful later in life. Generally, the less often and the longer in advance that a student requests a deadline extension, the more willing the professor will be to grant the request.

Unless a student has received a deadline extension, then the following late penalties will apply:

- a 5% grade deduction for submitting an assignment after the start of class, but prior to 4:30 p.m. on the due date; and,
- an additional 10% grade deduction for *each* additional school day that the assignment is late. (“School day” means Monday through Friday, excluding school holidays.)

Written assignments must be submitted in hard copy and stapled if longer than one page.

**Memory Work (formative assessment of CLO 7):**

Each student is required to memorize an excerpt from the first two paragraphs of the Declaration of Independence, as provided in the course packet, word-for-word by the due date indicated in the course schedule listed below. The class will practice this numerous times as a group prior to the due date.

**Website Analysis (formative assessment of CLO 9):**

Each student will evaluate three websites that deal with a focused topic concerning the American Revolution. Students are encouraged to choose a topic that they are considering for their research papers. Students will evaluate the websites in order to determine how credible and useful they are, and for what academic level (e.g., elementary school, high school, or college?). More information concerning this assignment will be provided in a class handout.

**Document Reports (formative assessment of CLOs 1–9):**

Each student will read two specialized articles, not assigned to the rest of the class, and present an analysis to fellow students so that the class as a whole may be exposed to a broader selection of documents than any single student will have time to read. A list of eligible articles and criteria concerning the oral presentation and one-page handout will be provided in the course packet.

**Biography of a Patriot or Loyalist (summative assessment of CLO 2):**

Each student will prepare a brief biographical overview of a patriot or loyalist, such as Abigail Adams, Richard Henry Lee, or Lord North. (Preeminent leaders, like George Washington, will not be eligible subjects for this assignment, since they will be covered so thoroughly in our class readings.) The student's work will be shared with his or her classmates to serve as a resource for the entire class. More information concerning this assignment will be provided in a class handout.

**Research Paper and Presentation (formative and summative assessment of CLO 10):**

Each student will write a research paper on a topic chosen in consultation with the professor. Your professor can generally supply an initial bibliography, but some additional hunting for sources will be required on your part.

**Specifications:** 8 to 12 pages numbered and stapled; 1-inch margins; double-spaced text; 12-point Times Roman or equivalent (such as 11-point Book Antiqua); footnote citations (9-point, single-spaced), with full citations in a bibliography (*Chicago Manual of Style* standards).

**Use of Sources:** Students are expected to draw from and evaluate appropriate source materials, analyzing quotations in detail. The source materials and the subject matter should be treated in view of their respective historical contexts. Students should not merely summarize the source materials, but analyze them and present an independent interpretation or evaluation.

**Presentation:** Refer to the guidelines for Document Reports. In this case, you will have about 15 minutes for your presentation and the question/answer period (depending upon how many students enroll for the course). Be sure to speak extemporaneously, rather than merely read your paper or your handout.

**Structure:** Individual topics may require some modification to the proposed structure, but the following may serve as a general guideline. Note that this general structure may be applicable to essays written for other classes, and also to writing that you will do beyond college.

*I. Introduction (1 to 2 pages)*

- A. Grab the reader's attention. (Perhaps begin with a surprising quotation?)
- B. Indicate the general topic.
- C. Pose an interesting question (the thesis question).
- D. Suggest how the remainder of the paper will explore that question.  
(For example, you might divide the question into three parts.)

*II. Body (6 to 8 pages)*

Follow the structure previewed in Section I.D. For example:

- A. Explore part one of your thesis question; then, transition to...
- B. Part two of your thesis question; then, transition to...
- C. The final part of your thesis question.

*III. Conclusion (1 to 2 pages)*

- A. Summarize your findings from Section II, indicating how these answer the question posed in I.C.
- B. Draw some implications from III.A. for the general topic introduced in I.B.
- C. Leave the reader satisfied. (For example, you might encourage further research on a topic that you have now shown to be highly interesting.)

**Suggested Research Topics:**

- British Sympathizers with the Revolution
- Economic Dimensions of the Revolution
- Emancipation amid the American Revolution
- English Whiggism As a Cause of the Revolution
- The Enlightenment and American Revolutionary Thought
- French Opinions of the Revolution
- The Hessian Contribution to the British Cause
- Loyalists during the Revolution
- Lutherans in the American Revolution
- Military Strategies in a Particular Battle
- Newspapers of the Revolutionary Era
- Paul Revere's Ride: Myth or History?
- Religious Beliefs of America's Founders
- Science in Revolutionary America
- The Sons of Liberty
- Women of the American Revolution

**Exams (summative assessment of CLOs 1–9):**

This course is divided into three topical sections, each with an open-book, open-notes take-home exam consisting of few essay questions. The exams for Parts II and III of the course may include comprehensive questions that require students to draw from materials studied earlier in the semester. You will have one week to complete each exam. The best answers will draw not only from the assigned readings, class lectures, and class discussions, but also from your fellow students' reports on supplementary readings. Additional research is permissible but unnecessary.

When citing sources, follow the Chicago style for footnotes. No bibliography is required. (Refer to Hacker's style guide and the "Plagiarism" section, below.) The course packet may be referenced in a footnote as follows (here simulating a citation to pages 2 and 3 of Doc. 2B, followed by a citation to page 1 of Doc. 16D—note that a shorter citation is used after the first time the course packet is cited):

1. Parliament, "English Bill of Rights" (1689), in *"To Secure These Rights": Selected Documents in American History*, ed. Ryan C. MacPherson (Mankato, MN: Bethany Bookstore, 2007), 2B.2–3.
2. Thomas Jefferson, *Notes on the State of Virginia* (1784), in *"To Secure These Rights,"* 16D.1.

Because this is an open-resource exam, special standards of honor apply. **Although you are free to use your book, your own notes, and any class handouts, and you also are encouraged to discuss the issues of this course with your classmates, it will be considered a plagiarism violation if you collaborate with anyone to formulate answers to exam questions.** The exam essays that you submit for a grade must be genuinely your own work.

**Patriotic Use of Cell Phones:**

America's founding fathers recognized that the republican form of government embodied in the U.S. Constitution would secure the blessings of liberty and security only so long as the people of America acted responsibly. The founders thus spoke often of "civic virtue"—moral character that empowers a people to act with the best interests of their neighbors in mind. In the spirit of civic virtue, it is expected that students enrolled in this class will turn off their cell phones before class begins. If a cell phone rings during class, then the student possessing that phone will be expected to serve his or her fellow classmates by reciting, from memory, one of the first ten amendments to the U.S. Constitution at the beginning of the next class period. The professor will begin by assigning the First Amendment when the first cell phone rings. If, due to unfortunate negligence on the part of the students, the class is interrupted by a cell phone as many as ten times during the semester, at least everyone will receive the consolation of hearing all ten amendments recited from memory. Students who feel nervous about the prospect of reciting an amendment from memory in front of their peers should be especially cautious not to become responsible for the fifth cell phone disturbance of the semester, since the Fifth Amendment—the longest in the Bill of Rights—contains 104 words. Those who believe that this consequence is too severe should be careful not

to leave their cell phone turned on until after the seventh infraction, since the Eighth Amendment, the shortest of them all, consists of a mere 16 words. It is, after all, the Eighth Amendment that protects citizens from “cruel and unusual punishments.”

### Plagiarism Policy:

Plagiarism may be defined briefly as the presentation of another’s original work as if it is one’s own, whether by copying exact wording, using similar phrasing, or pursuing a similar course of argument. Avoiding plagiarism in essays generally requires nothing more than giving credit where credit is due, by referring the reader to the original source and placing quotation marks around any copied language. (See *The MLA Style Manual* for citation formats.) Students who commit an act of plagiarism risk a failing grade for the assignment or exam and for the entire course, and even expulsion from the college. The instructor will follow whatever due process policies are established by the college, both for the sake of the student and for the integrity of the college as an academic institution that respects the intellectual property rights of others.

This policy is not an idle statement. The professor has previously enforced it, with the result of one student failing an entire course and other students receiving zero credit for major writing assignments, which resulted in their final course grades dropping from the B and C range into the D range.

### Writing Center:

Talented juniors and seniors are available at the Ada Stokes Writing Center (HH 217) to provide free consultations for students seeking to produce the best possible essays for any class assignment. The faculty has nominated these students based on their previously demonstrated skills in writing, revising, and polishing essays. Contact the Registrar’s Office for further information.

### History Resource Room:

Several professional periodicals that serve the historical discipline are available for student browsing in the History Resource Room (HH 113). Students majoring or minoring in history are encouraged to use this room for private study and quiet conversation.

## SCHEDULE OF ASSIGNMENTS

The instructor reserves the right to modify this schedule during the course of the semester should unusual circumstances arise. Generally, students can be confident that this schedule will be followed closely.

### INTRODUCTION

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|----|-----------------|---|--------------|
| 1. | Discussions:    | The Significance of the American Revolution;<br>Syllabus;<br>Assignment of Document Reports for Part I (Doc. 1B)<br>Website Analysis Assignment (Docs. 1E and 1F) | Tue. 23 Aug. |
|    | Lecture:        | Colonial British America  |              |
|    | <b>Handout:</b> | Syllabus  |              |
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### PART I: THE ROAD TO REVOLUTION

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|----|---|--|--------------|
| 2. | The Glorious Revolution in England and America (1688–1690)<br>Readings: | Ferling, pp. xi-xiii, 1-11; Docs. 2A (Glorious Revolution),<br>2B (English Bill of Rights), 2C (Locke’s <i>Second Treatise</i> )<br><i>Reminder: Study Questions (Doc. 1A) are due each day.</i> | Thu. 25 Aug. |
| 3. | Imperial Wars (1689–1713, 1739–1748)<br>Readings:                       | Morgan, chap. 1; Skemp, chap. 1  | Tue. 30 Aug. |
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4.	The Seven Years' War/French and Indian War (1754–1763) Readings: Skemp, chap. 2; Ferling, pp. 15–29 <b>Due:</b> Website Analysis	Thu. 1 Sept.
5.	The Sugar (1764) and Stamp (1765) Acts Readings: Morgan, chap. 2; Skemp, chap. 3 and pp. 155–59; Docs. 5A (Stamp Act), 5B (Stamp Act Congress) In Class: Doc. 5C (Road to Revolution)	Tue. 6 Sept.
6.	Religion in Colonial America Readings: Docs. 6A (Eidsmoe), 6B (Defining Religion), 6C (Christian Founders?), 6D (Religious References)	Thu. 8 Sept.
7.	The Townshend Acts (1767) Readings: Morgan, chap. 3; Skemp, chap. 4 and pp. 160–75;	Tue. 13 Sept.
8.	The Boston Massacre (1770) and the Boston Tea Party (1773) Readings: Morgan, chap. 4; Skemp, chaps. 5 and 6;	Thu. 15 Sept.
<b>Special Event:</b> Constitution Day Lecture (complete Doc. 9A) <b>(Attendance is required.)</b>		Thu. 15 Sept. 7 p.m., MH 101
9.	Coercive Acts (1774) and the First Continental Congress (1774–1775) Readings: Morgan, chap. 5; Skemp, chap. 7, and pp. 175–82; Slaughter, pp. 1–26, 62–66 <b>Due:</b> Doc. 9A (Constitution Day worksheet)	Tue. 20 Sept.
<b>Special Event:</b> Northern Great Plains History Conference		21–24 Sept.
10.	Lexington and Concord, Ticonderoga, Bunker Hill, and Quebec (1775) Readings: Ferling, pp. 29–99; Docs. 10A (Overview) and 10B (Battle Worksheet) Discussion: Assignment of Document Reports for Part II	Thu. 22 Sept.
11.	Thomas Paine's <i>Common Sense</i> (1776) Readings: Slaughter, pp. 27–43, 72–119 In Class: Doc. 11A (One-Sentence Summary) <b>Handout:</b> Take-Home Exam on Part I	Tue. 27 Sept.

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## PART II: ESTABLISHING INDEPENDENCE

12.	Declaring Independence (1776) Readings: Skemp, chap. 8; Slaughter, pp. 43–45, 120–25	Thu. 29 Sept.
13.	Interpreting the Declaration of Independence, Part I Readings: Ellis, pp. 3–21 (Declaration) and chap. 1 (Malone); Consult Turabian, chaps. 2–3 <b>Due:</b> Exam on Part I	Tue. 4 Oct.
14.	Interpreting the Declaration of Independence, Part II Readings: Ellis, chaps. 2 (Becker) and 3 (Wills) In Class: Doc. 14A (Background to Becker and Wills) <b>Due:</b> Thesis Question for Research Paper (Doc. 14B)	Thu. 6 Oct.

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15.	Interpreting the Declaration of Independence, Part III Readings: Ellis, chaps. 4 (Ellis) and 5 (Maier); Doc. 15A (Quist) <b>Due:</b> Memory Work (see Doc. 15B)	Tue. 11 Oct.
16.	Slavery in Colonial and Revolutionary America Readings: Slaughter, pp. 57–61; Doc. 16A (Breen, Innes, and Higginbotham) In Class: Doc. 16B (Slavery Basic Facts), 16C (Locke), 16D (Jefferson)	Thu. 13 Oct.
17.	The British and American Scene in 1776 Readings: Morgan, chap. 6; Slaughter, pp. 45–51, 126–32; Ferling, pp. 99–119; Doc. 17A (Bailyn Overview) <b>Due:</b> Memory Work (last chance for repeated attempts)	Tue. 18 Oct.
	Fall Break      No Class	Thu. 20 Oct.
18.	Retreat from New York (Aug.-Nov. 1776); Advance into New Jersey (Dec. 1776) Readings: Ferling, pp. 120–86; Docs. 18A (Battle Worksheet), 18B (Loyalist/Patriot Map), 18C (Battle Map) Discussion: Doc. 22A (Biographical Reports)	Tue. 25 Oct.
19.	A Turning Point in New York (Sep.-Oct. 1777) Readings: Ferling, pp. 187–241; Doc. 19A (Battle Worksheet)	Thu. 27 Nov.
20.	The Loss of Philadelphia (Sept.-Oct. 1777) Readings: Ferling, pp. 242–73; Doc. 20A (Battle Worksheet); consult Turabian, chaps. 15–17 <b>Due:</b> Preliminary Outline/Annotated Bibliography (cf. Doc. 14C) ( <i>Late penalty</i> : 10% decline in Research Paper grade)	Tue. 1 Nov.
21.	Valley Forge (Winter 1778); Monmouth (June 1778) Readings: Ferling, pp. 274–325	Thu. 3 Nov.
22.	War in the West and at Sea (1778–1780) Readings: Ferling, pp. 326–406; Docs. 22A (Battle Worksheet), 20B (Battle Map)	Tue. 8 Nov.
23.	Struggle and Victory in the South (1780–81) Readings: Ferling, pp. 409–500; Doc. 23A (Battle Worksheet)	Thu. 10 Nov.
24.	Independence Achieved (1781) and Recognized (1783) Readings: Ferling, pp. 500–61; Docs. 23A (complete Battle Worksheet) and 24A (Treaty of Paris) Discussion: Assignment of Document Reports for Part III	Tue. 15 Nov.
25.	Biographical Reports <b>Due:</b> Biographical Reports <b>Handout:</b> Take-Home Exam on Part II	Thu. 17 Nov.

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### PART III: LAUNCHING THE AMERICAN REPUBLIC

26.	Betsy Ross's Flag, Revolutionary Art, and the 1777 Thanksgiving Proclamation Reading: Doc. 26A (Kashatus) In Class: Docs. 26B (5-Pointed Star), 26C (Thanksgiving Proclamation), 26D (Thanksgiving History)	Tue. 22 Nov.
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	Thanksgiving	No Class	Thu. 24 Nov.
27.	Forging Independent States		Tue. 29 Nov.
	Readings:	Morgan, chaps. 7–8 and pp. 163–70 (Art. of Confed.); Ferling, 562–75	
	<b>Due:</b>	Exam on Part II	
28.	A Quest for Liberty and Order		Thu. 1 Dec.
	Readings:	Morgan, chaps. 9–10 and pp. 171–81 (U.S. Const.) Skemp, pp. 183–84	
	In Class:	Docs. 28A (Constitutional Chronology) 28B (NJ and VA Plans)	
29.	Ratification of the Constitution and the Bill of Rights		Tue. 6 Dec.
	Readings:	Morgan, chap. 11 and pp. 183–84 (Bill of Rights) Docs. 29A (Ratification Map), 29B (Henry), 29C (Jefferson)	
	<b>Due:</b>	Research Papers	
	<b>Handout:</b>	<b>Take-Home Exam on Part III</b>	
30.	Interpretations and Conclusions		Thu. 8 Dec.
	Readings:	Skemp, Epilogue; Slaughter, 51–56	
31.	Interpretations and Conclusions		Final Exam Period
	Discussion:	Student Research Reports	Tue. 13 Dec.
	<b>Due:</b>	Exam on Part III	1:00 p.m.

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