

History 289E: Pursuits of Happiness Ordinary Lives in the American Revolution

Spring 2011

Class Meetings: LEF 2166 MW 1pm-1.50pm and discussion
Teaching Assistant: Rachel Walker (rewalker1989@gmail.com)

Prof. Richard Bell

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Course Description:

What is happiness and how do we pursue it? In America before, during and after the Revolution, that simple question became a national obsession. Thomas Jefferson and the other famous founding fathers committed to the protection of private property and the restoration of traditional political liberties thought that they knew. But what did happiness mean to the common people? What did happiness mean to soldiers, to midwives, to clerks, to smugglers, to shopkeepers, to shoemakers or to slaves – to the men and women, European, Indian and African, on whom the success or failure of the revolutionary movement would ultimately rest?

This I-Series course will challenge us to examine a familiar topic – the American Revolution – from an unfamiliar perspective. It seeks to shift our understanding of the causes, meanings and consequences of America's founding conflict by confronting us with the textual traces left by ordinary people. It invites us to discover how the people at the bottom of society understood convenient catchwords like liberty, tyranny, democracy, and revolution, and challenges us to develop the quantitative, analytical and interpretive skills that practicing historians use daily.

Expectations & Grading:

Each student is expected to attend and participate fully in all lectures and discussion sections, and to attend (and actively participate in) one of the five off-campus activities. Three writing assignments accompany a final exam. The grading breakdown is as follows:

Class Participation	20%
Assignment 1	20%
Assignment 2	20%
Assignment 3	20%
Final Exam	20%

- * Late papers must be supported by medical documentation or will face stringent penalties
- * No outside research beyond that described in assignment or exam instructions is expected or permitted
- * Failure to complete any of the written assignments or the exam within one week of their due dates will result in a **failing grade** for the course.

Grading Scale:

A	95-97	B-	83-85	D+	71-73
A-	92-94	C+	80-82	D	68-70
B+	89-91	C	77-79	D-	65-67
B	86-88	C-	74-76	F	Below 65

Off-Campus Excursions:

Class participation grades include the expectation that students will attend one of five scheduled off-campus excursions to local historic and cultural sites implicated in the history of the American Revolution. The five excursions, four of which are accessible on public transportation, are as follows:

Drinking and Politics at Gadsby's Tavern Museum in Alexandria, VA. Led by Rachel Walker, this 90-minute guided tour of a revolutionary-era public house and hotel in which everyday people drank, sang, dined and slept introduces students to tavern culture in revolutionary Virginia. Sunday 27 February: Meet at King Street Metro Station in Alexandria @12pm.

Six Feet Under in Bladensburg, MD. Led by Mike Roller, this 2 hour walking tour of the town next door to College Park will reveal how archeological discoveries have illuminated the ordinary lives of revolutionary Marylanders. Sunday 13 March: Meet at College Park Metro Station @10am.

Humble Living at the Ball-Sellers House in Arlington, VA. Led by Dr. Don Linebaugh, this 90-minute guided site visit will equip students with the tools to understand vernacular architecture and the life-ways developed by common people. Saturday 16 April: Meet at the Ballston-MU Metro Station @10am.

A Servants' Life at Riversdale Mansion in Riverdale, MD. Led by Allison Finkelstein, this 90-minute guided tour will juxtapose the opulence of federal-era fashions with the stark comforts found below stairs at a beautiful local historic mansion. Sunday 1 May: Meet at the Prince Georges Plaza Metro Station @11.45am.

Slavery and Resistance at George Washington's Estate in Mount Vernon, VA. Led by Dr. Dennis Pogue, this 2 hour guided tour introduces students to the lives of all those who toiled on Washington's vast tobacco plantation during the revolutionary era. Saturday 7 May: Meet in the Mount Vernon visitor parking lot @9.45am.

Further details will be announced in due course.

Extra Credit:

You can receive extra credit if you attend a second off-campus excursion – space permitting – and participate thoughtfully and actively. Five points on the final exam.

You can also receive extra credit if you can find evidence of significant factual errors in Prof. Bell's lectures – and can bring a library book to his weekly office hours that proves the error. One point on the final exam each time – limit three points each.

Required Readings:

1. James Kirby Martin, ed., *Ordinary Courage: The Revolutionary War Adventures of Joseph Plumb Martin* (3rd ed.; Malden, Mass.: Blackwell Publishing, 2008) ISBN: 1405177063
2. The Sourcepack (available from Prof. Bell)

Reading & Meeting Schedule:

With the exception of *Ordinary Courage*, all readings can be found in the Sourcepack.

I. Introduction

Mon 24 Jan: Ordinary Lives in the American Revolution

Wed 26 Jan: Huddled Masses

Section Readings:

1. Billy G. Smith and Susan Klepp, eds., *The Infortunate, the voyages and adventures of William Moraley, an indentured servant* (2005), 1, 5-19, 23-35, 41-50, 57-61, 73-79, 87-94

Mon 31 Jan: Baubles of Britain

Wed 2 Feb: John Hook. Guest lecture by Jon Franklin

Section Readings:

1. *An Account of the Robberies Committed by John Morrison* (1750)
2. *Boston Gazette*, 29 June 1761 – read for the commercial advertising
3. "Everyday Life" in Paul G. E. Clemens, ed., *The Colonial Era: A Documentary Reader* (2008), 149, 151-4
4. "Address to the Ladies," *Boston Post-Boy & Advertiser*, 16 November 1767
5. "Messi'rs Green & Russel," *Boston Post-Boy & Advertiser*, 16 November 1767
6. "March. 30," *Essex Gazette*, 23-30 May 1769
7. *At a meeting of the Merchants and Traders* (1770)

II. Mobilization

Mon 7 Feb: A Conquered Town

Wed 9 Feb: Crispus Attucks

Section Readings:

1. "Boston, March 12," *Boston Gazette and Country Journal*, 12 March 1770
2. Captain Thomas Preston, 'Account of the Boston Massacre' in Wayne Franklin, ed, *American Voices, American Lives: A Documentary Reader* (1997), 215-8
3. Appendix to *A Short Narrative of the Horrid Massacre in Boston, Perpetrated in the Evening of the Fifth Day... 1770*, 1-42, 57-72

Mon 14 Feb: Labor and Popular Protest

Wed 16 Feb: George Robert Twelve Hewes. Guest lecture by Megan Coplen

Section Readings:

1. *Proposals, for erecting and encouraging a new manufactory* (1770)
2. 'Messrs. Hall and Sellers,' *Pennsylvania Gazette* 27 September 1770
3. *To the tradesmen, mechanics, &c. of the province of Pennsylvania* (1773)
4. *To the Delaware Pilots* (1773)
5. *To the several Battalions of Military Associators in the Province of Pennsylvania* (1776)
6. John Drayton, 'A Revolutionary Object Lesson in the Cause of Patriotism,' in Louis Manly, *Southern Literature From 1579-1895* (1895), 128-9
7. Frederick Mackenzie, *Diary of Frederick Mackenzie* (1930), I: 10-1

Mon 21 Feb: Taverngoing. Guest lecture by Rachel Walker

Wed 23 Feb: Revolutionary Theatre Guest lecture by Prof. Heather Nathans

Section Readings:

1. Richard Cumberland, 'The West Indian,' in *English Comedy: A Selection* (1809), I: 182-263

Mon 28 Feb: Print and Popular Politics. Guest lecture by Doug McElrath

Wed 2 Mar: Tom Paine

Section Readings:

1. 'America Triumphant and Britannia in Distress,' *Weatherwise's Town and Country Almanack, for the year of our Lord, 1782* (1781)
2. Paul Revere, *View of the Year 1765* in Kenneth Baker, *George Washington's War in Caricature and Print* (2009), 15
3. Paul Revere, *A Warm Place in Hell* in *George Washington's War*, 19
4. Paul Revere, *Lord God Omnipotent*, in *George Washington's War*, 20-1
5. Paul Revere, *The Bloody Massacre perpetrated in King Street*, in *George Washington's War*, 25
6. Paul Revere, *America in Distress*, in *George Washington's War*, 37-8
7. Amos Doolittle, *The Battle of Concord*, in *George Washington's War*, 60-1
8. *A Representation of the Figures Exhibited and paraded through the streets of Philadelphia on Saturday, the 30th of September, 1780*, in *George Washington's War*, 151
9. Paul Revere, *American Soldier Notes*, in *George Washington's War*, 164
10. A recruiting hand-bill, in *George Washington's War*, 165
11. British Recruiting Poster, in *George Washington's War*, 173

III. War

Mon 7 Mar: Rage Militaire – **Assignment #1 due in class at 1pm**

Wed 9 Mar: Deborah Sampson

Section Readings:

1. James Kirby Martin, ed., *Ordinary Courage: The Revolutionary War Adventures of Joseph Plumb Martin* (2008), 1-99, 137-162, 173-186

Mon 14 Mar: The War at Home

Wed 16 Mar: Mary Silliman

Section Readings:

1. Elaine Forman Crane, ed. *The Diary of Elizabeth Drinker: The Life Cycle of an Eighteenth-Century Woman*. Abridged Edition. (2010), 57-92
2. *Familiar Letters of John Adams and his wife Abigail Adams during the Revolution* (1876), 285-7
3. 'Statement of Charles Wilson Peale,' in *Life and Correspondence of Joseph Reed* (1847), 2: 423-6
4. 'Journal of Allen McLane,' in *Life and Correspondence of Joseph Reed* (1847), 2: 150-2
5. *A New Touch on the Times* (1779)
6. Henry Archer, 'Volunteer Boys,' in Frank Moore, ed., *Songs and Ballads of the American Revolution* (1856), 285-288

Mon 28 Mar: Race and Revolution

Wed 30 Mar: Thomas Jeremiah – **Distribution of Sourcepack Vol. 2**

Section Readings:

1. 'Lord Dunmore 'Frees' the Slaves' in Alden T Vaughan, ed., *Chronicles of the American Revolution* (1965), 194-9
2. Petition of Jacob Francis in John C. Dann, ed, *The Revolution Remembered: Eyewitnesses Accounts of the War for Independence* (1980), 390-9
3. Petition of Jehu Grant in Dann, ed, *The Revolution Remembered*, 26-8
4. 'A Black Loyalist's Escape' in *American Voices, American Lives*, 279-287
5. Graham Russell Hodges, ed, *The Black Loyalist Directory: African Americans in Exile after the Revolution* (1996): 193-223

Mon 4 Apr: The Revolution in Indian Country. Guest lecture by Scott Heerman

Wed 6 Apr: Joseph Brant. Guest lecture by Scott Heerman

Section Readings:

1. "Proclamation of the 'King of the Mohawks'" in Francis S. Drake, ed. *Tea Leaves: Being a Collection of Letters and Documents relating to the shipment of Tea to the American Colonies in the Year 1773* (1970)
2. 'Deposition of Anna Oosterhout Myers,' in John C. Dann, ed, *The Revolution Remembered: Eyewitnesses Accounts of the War for Independence* (1980): 268-274
3. James E. Seaver, *A Narrative of the Life of Mrs. Mary Jemison* (1995): 101-5
4. Wheeler Case, 'The Tragical Death of Miss Jane M'Crea,' in Stephen Dodd, ed, *Revolutionary Memorials* (1852): 37-9

5. John Dodge, *An Entertaining Narrative of the Cruel and Barbarous Treatment and Extreme Sufferings of Mr. John Dodge during his Captivity among the British* (1780, reprinted 1978)

IV. The Limits of Liberty

Mon 11 Apr: Loyalists & Diaspora – **Assignment #2 due in class at 1pm**

Wed 13 Apr: Boston King

Section Readings:

1. Nathan Strong, *The Reasons and Design of Public Punishments; a sermon, delivered before the people who were collected to the execution of Moses Dunbar, who was condemned for high treason against the state of Connecticut* (1777)
2. 'To the Public,' *Pennsylvania Packet* August 5, 1779
3. 'The Volunteers of Augusta,' *Royal Georgia Gazette* October 4, 1781
4. 'A Journal of the Rev. John Marrant,' in Joanna Brooks and John Saillant, ed., *Face Zion Forward: First Writers of the Black Atlantic, 1785-1798* (2002): 93-128

Mon 18 Apr: Citizenship and the Constitution. Guest lecture by Prof. Whitman Ridgway

Wed 20 Apr: Daniel Shays

Section Readings:

1. 'Petition from Shays' Rebellion' in Timothy Patrick McCarthy and John McMillan, eds. *The Radical Reader: A Documentary History of the American Radical Tradition* (2003): 51-3
2. George Richards Minot, *History of the Insurrections in Massachusetts* (1788): iii-iv, 83-87
3. Massachusetts General Court, *An Address from the General Court, to the people of the Commonwealth of Massachusetts* (1786)
4. William Manning, *The Key of Liberty: The Life and Democratic Writings of William Manning, 'A Laborer,' 1747-1814* (1993): 164-5
5. 'Congress Debates the Issues, 1787,' in Richard D. Brown, ed, *Major Problems in the Era of the American Revolution, 1760-1791* (2000): 402-408
6. 'The Bill of Rights' in McCarthy and McMillan, eds. *Radical Reader* (2003): 54-6

Mon 25 Apr: A Sexual Revolution?

Wed 27 Apr: Martha Ballard

Section Readings:

1. Thomas Paine, "An Occasional Letter on the Female Sex," *Pennsylvania Magazine* (1775, reprinted 1908)
2. Anonymous, *Sentiments of an American Woman* (1780)
3. *An Essay on Marriage; or, The Lawfulness of Divorce, in certain cases considered* (1788)
4. 'On the Supposed Superiority of the Masculine Understanding,' *Universal Asylum and Columbian Magazine* (1791): 9-11

Mon 2 May: A Racial Revolution? – **Assignment #3 due in class at 1pm**

Wed 4 May: Richard Allen. Guest lecture by Mary-Elizabeth Murphy

Section Readings:

1. 'Phillis Wheatley' in McCarthy and McMillan, eds. *Radical Reader* (2003): 38-40
2. 'Slave Petitions for Freedom (1773),' in McCarthy and McMillan, eds. *Radical Reader* (2003): 25-8
3. 'A Charge by Prince Hall,' in Dorothy Porter Wesley, ed., *Early Negro Writing, 1760-1837* (1971), 70-78
4. Humanitas, *Reflections on Slavery; with Recent Evidence of its Humanity. Occasioned by the Melancholy Death of Romain, a French Negro* (1803)

Mon 9 May: Remembering Ordinary People

Fri 13 May: Final Exam, 1.30-3.30pm

This syllabus may be subject to change. Students will be notified in advance of important changes that could affect grading, assignments, etc.

Students with disabilities or religious obligations should contact me at the beginning of the semester to discuss any accommodation for this course.

Academic Integrity:

The University has approved a Code of Academic Integrity (<http://www.shc.umd.edu/code.html>) which prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, facilitating academic dishonesty, submitting fraudulent documents, and forging signatures.

Plagiarism policy: all quotations taken from other authors, including from the Internet, must be indicated by quotation marks and referenced. Paraphrasing must be referenced as well.

The following University of Maryland Honor Pledge, approved by the University Senate, should be handwritten and signed on all papers, projects or other academic assignments submitted for evaluation in this course: "I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."

History 289E. Ordinary Lives in the American Revolution

Assignment #1: Who Read *Common Sense*?

Scholars are in awe of Tom Paine's *Common Sense*. In historians' accounts of its publication, distribution and consumption, *Common Sense* swept the American colonies like a tornado. Within weeks of its anonymous publication in Philadelphia on 10 January 1776, it was, they tell us, being feverishly consumed across the colonies by hundreds of thousands of Americans from all walks of life. Paine himself later referred to its publication as "the greatest sale that any performance ever had since the use of letters" and ardently believed that his 46-page pamphlet had reached every household in America.

Scholars have generally echoed such big, bold claims of simultaneous, universal diffusion. Reading *Common Sense*, they tell us, was a transformative event. So many people read and responded to *Common Sense* that it turned a continent of anxious protestors into an army of committed patriots and led directly to the signing of the *Declaration of Independence*.

It's a great story, but is any of that actually true?

Assignment: Your assignment is to use newspaper items, especially advertisements, from 1776 to determine as much as you can about the supply and demand for Tom Paine's little pamphlet during its first year in print. Using an amazing online research tool – the America's Historical Newspapers database – your goal is to try to figure out where and when *Common Sense* was sold, how it was marketed, and who, if anyone, bought it, read it, or consumed its contents by other means. Pay particular attention to clues that might suggest whether or not common people had access to the *Common Sense*. For the sake of comparison, you should compare advertisements for *Common Sense* to those for *Plain Truth*, an anonymous pamphlet first advertised for sale in Philadelphia on 16 March, 1776, that was written to rebut Paine's arguments for independence.

Sources: For background information on the claims that previous scholars have made regarding the sales and impact of Tom Paine's *Common Sense*, please read and analyze the attached 8-page excerpt from Trish Loughran, *The Republic In Print: Print Culture in the Age of U.S. Nation Building, 1770-1870* (New York: Columbia University Press, 2007): 37-44. You may also find that the scheduled class lectures on Monday 28 February and Wednesday 2 March are useful and you may refer to or quote from any of these three sources in your essay.

All the newspaper items regarding *Common Sense* and *Plain Truth* are archived on the America's Historical Newspapers database. It is up to you to determine how many to consult, and how many to refer to or quote from in your essay, but you should use a minimum of 10 items. Instructions for using this database are attached.

No other sources – online or printed – are permitted. Evidence of having consulted any other sources beyond those listed above will be construed as evidence of violating the Code of Academic Integrity.

History 289E. Ordinary Lives in the American Revolution

Assignment #2: In and Out of the Continental Army

Why enlist in the Continental Army? Why desert it? Such questions seem straightforward enough. Yet with the exception of one or two remarkable memoirs by enlisted soldiers like Joseph Plumb Martin, historians have very few sources around which to construct well-informed answers.

Desertion notices may provide some clues. Desertion notices were advertisements placed in newspapers by commanding officers in order to publicize cash rewards for members of the local community who could aid in the recapture of deserting regulars. Short, clear, and highly descriptive, these advertisements are brimming with identifying information about enlisted soldiers who had broken ranks and disappeared from camp.

Assignment: Your assignment is to use the America's Historical Newspapers database to answer one of the following questions:

1. What do desertion notices reveal about the kinds of men who enlisted in the Continental Army and their motivations to serve?
2. What do desertion notices reveal about the kinds of men who abandoned the Continental Army and their motivations to desert?

Parameters: use the 'Custom Date Range' feature to compare two 6-month-long periods between Jan 1776 and Oct 1781. Searching for the term "deserted" will bring up most of the notices in the database, though using the Boolean search term "desert*" may prove more comprehensive. If you wish, you can limit searches to particular colonies/states.

Sources: It is up to you to determine how many desertion notices to consult, and how many to refer to or quote from, but you should cite a minimum of 15 of these notices in your essay. Remember that identifying relevant desertion notices is just the first stage in the analytical process. The key to doing well on this assignment is careful reading and thoughtful deduction.

In addition to the desertion notices in the database, you may also use the following sources:

1. Any lectures, slideshows or readings delivered or assigned in Hist 289E prior to Monday 11 April, 2011. Joseph Plumb Martin's memoir may be particularly useful.
2. The Oxford English Dictionary online. Accessible via Researchport, this unique resource allows you to look up unfamiliar vocabulary and to check that a particular word meant the same thing during the Revolutionary War as it does today.

No other sources – online or printed – are permitted. Evidence of having consulted any other sources beyond those listed above will be construed as evidence of violating the Code of Academic Integrity.

History 289E. Ordinary Lives in the American Revolution Assignment #3: Ashley Bowen and the Pursuit of Happiness

In our first class, we asked you to keep three questions in mind throughout this semester:

1. What part did ordinary people play in the making of the Revolution?
2. What impact did the Revolution have on them?
3. Did the American Revolution make ordinary people happy?

Together, the diary and autobiography of Ashley Bowen provide a rare opportunity to apply those questions to an individual on one of the lower rungs of the American social ladder. Born in Marblehead, Massachusetts, in 1728, Bowen spent much of his life as a sailor, before returning to this hometown in 1763 to work as a ship-rigger. He lived in Marblehead until his death in 1813 at the age of 86. He kept a diary for much of his long life and, at some point between 1779 and 1813, he wrote an autobiography.

Assignment: Using Ashley Bowen as a case study, develop an argument to respond to one or more of the three questions listed above. Put Bowen's diary and autobiography at the center of your analysis and build your argument upon what you find in his writings. We strongly encourage answers that are sensitive to change over time, and answers that compare Bowen's experience with those of other individuals we have encountered in this course.

Sources: Selections from Ashley Bowen's diary and autobiography along with a few other pieces he authored are posted in a single pdf file on elms. In addition, you may also use the following sources:

3. Any lectures, slideshows or readings delivered or assigned in Hist 289E prior to Monday May 2, 2011. Joseph Plumb Martin's memoir should be useful.
4. The Oxford English Dictionary online. Accessible via Researchport, this unique resource allows you to look up unfamiliar vocabulary and to check that a particular word meant the same thing during the Revolutionary era as it does today.

No other sources – online or printed – are permitted. Evidence of having consulted any other sources beyond those listed above will be construed as evidence of violating the Code of Academic Integrity.



Course Evaluation Reports

[Logout](#)

Semester: 201101
 Course #: HIST289E
 Section #: 0101,0102,0103,0104 # of Students in Course: 74
 Course Name: LIVES IN AM REVOLUTION # of Evaluations Submitted: 64
 Instructor: Bell, R / Walker, R Response Rate: 86.5%

ALL RESPONSES

ADMINISTRATOR UNIVERSITY-WIDE GROUP/COURSE ITEMS APPLIED TO ALL SECTION INSTRUCTORS

Questions for use by faculty/instructors and for administrative purposes
 N/A responses have been excluded from the following calculations.

	HIST289E	0101,0102,0103,0104					COLLEGE COMPARISON*		
	Mean	Stdv.	Mean						
	Number of Responses	% Strongly Disagree	% Disagree	% Neutral	% Agree	% Strongly Agree			
The course was intellectually challenging.	64	0	3	5	28	64	3.53	0.734	3.04
I learned a lot from this course.	64	0	3	9	27	61	3.45	0.795	3.07

* Average rating for all similarly leveled course sections (e.g., all 200-level course sections) in this college.

How does this course fit into your academic plan or course of study? (Number of Responses 64)

47% CORE Requirement 28% Major/Certificate/Minor/Program Requirement 25% Elective

Additional comments (e.g., about course content/materials, teaching style, etc.):

I thought the papers were a little too intensive for a lower level course. I don't think that the assignments were clear enough in what was expected of us and how to write the papers in the way the professor and Rachel were looking for. I know that I am a very busy student outside of school itself, which makes meeting with a TA for every assignment difficult, and this put me at a HUGE disadvantage which I felt wasn't fair. I also thought 20% for class participation was too much. As well as the participation grades not dependent enough on attendance. I don't think it makes sense to assume that because a student doesn't speak, or speak as much in class, that they are not prepared and therefore deserve a D, especially when it is so much of the final grade. Also, how is the final only 20% of the grade??? That doesn't seem to make much sense. But YES to the extra credit. The assignments were difficult. The boost was definitely needed.

Professor Bell is an excellent professor, a fine lecturer. He demands a lot from his students. I am not a history major, and I am done all my COREs. I took this class because I hadn't taken any history classes in college and Professor Bell got stellar reviews. I very much wish I hadn't, though. I have a demanding extracurricular schedule and intern twice a week, in addition to taking 3 other classes. This class was far more work-intensive, and, I would say, harder, than my upper-level government classes. I did not expect, nor am I happy with, the workload of this 200-

level class. Also, while Rachel Walker is very capable and bright, I did not find her warm or accessible. I excelled in history in high school, so perhaps I am just "rusty," but I found the essays to be very difficult.

The teaching assistant should not be cussing in the classroom. It is very abrasive. She also was completely UNHELPFUL AND INACCESSIBLE. I REGRET taking the class cause of her.

The professor taught the lectures extremely well. Some of the assignments were a little to challenging for a 200 level course, and the TA was way to tough on grading.

Rachel was a great TA and a helpful asset to the class.

The course content is extremely interesting, but for a level 200 course, the demands are far far too high. Not only are they too high, but the requirements in work is not clearly described, and as such, grades suffered. Professor Bell was fantastic however. A very good and entertaining professor!

Some of these papers were harder than all of my 400 level classes.

I really enjoyed the class material, professor, and TA. They did a great job communicating the content and keeping class interesting. Having said that I thought the assignments were much to hard for the course level. Having taken a number of history classes at UMD (including 400 level) I found the expectations for this class were much too high. The grading of these assignments was also quite harsh. I put a lot of effort into this class and believe I should have earned higher grades on the papers.

The Final is Asking A bit much.

Since this was a core requirement for me - and thus not a high priority class - I found it frustrating that only two weeks were allotted for each assignment. It would have been much easier to plan sufficient time to work on each paper if we could do some preparation ahead of time. Also, the amount of primary source reading for each week seemed excessive. We rarely had enough time to discuss all of the readings in discussion, so it seemed like a waste of time to have to do all of the reading.

Amazing class that covered a huge amount of information, personally though I felt that the abstractness of the concept covered caused me a lot of strife.

This was a pass/fail class for me, so I did not put too much effort into it. However, I enjoyed it thoroughly and Prof Bell is great.

Okay, maybe if I was a history major than I would like his teaching style. But he did way to much, I am an accounting major and I had to spend way to much time with a magnifying glass to read documents about "what did this person do and why", which I think would be fine if it was a 400 level class. Also, the papers we had were quite horrendous. We had to find reasons for things that happened but they had to be the reasons that the teacher had already come up with, so if you tried to find your own reasons they'd be wrong. Also, the grading system is very confusing. A 91 is a B+ in this class. Way too harsh for a core. In english 101 we only had to do 3 papers and no final, here we had to do 3 papers and a super extensive final. Not what I signed up for.

The class was very intensive and a history background is not needed per-say but I would strongly recommend students having a background before taking the class. The papers were quite challenging and at times it was hard to figure out what was wanted on them.

GREAT teacher. Knows how to lecture, tells an engaging story. This was the first year of the course, and I found the material very engaging. However, papers were pretty difficult (not much work other than that though so it was alright) and the TA was full of herself.

Great teachers and very interesting class

I really enjoyed the lectures of this class. Always engaging and I feel I learned a lot. I liked the

different perspective this course took when viewing history. However, for being a 200 level class, I thought there was too much work given. I am not a history major and was taking this class as a core credit. The papers took a lot of time and the 3rd paper came right after the 2nd. I feel that 2 papers would have been sufficient and maybe some other type of project.

This was an amazing class! Professor Bell was more than qualified to teach this course and definitely had a strong knowledge about the material being taught. He is an excellent speaker and was very well organized for each and every class. He worked hard to address any concerns we had and kept our attention during class. Rachel was a good TA for she made sure to address our concerns and worked to make sure we understood our expectations and provided us with a lot of feedback for our papers/assignments.

I think the papers should have been graded on the basis of a rubric, and how well the students answered all elements included in the rubric. Instead, the grader first determined which paper he/she thought was best. Then distributed the grades for all the other papers accordingly. I do not think this was fair to the students. Also, lengthy discussion readings assigned during the same weeks that papers were due were not helpful. Overall, the class was enjoyable and interesting. I liked the lectures, and also enjoyed going to discussion section. I also liked hearing from different guest speakers. And I thought the required "excursion" was a great idea! P.S.- Maybe ask the students opinions before moving the due date of a paper. Personally, that was more harmful than helpful for me.

The teaching style was very good, however, in discussion it would probably better to incorporate more small group activities so everyone has an opportunity to participate.

This class was interesting and engaging at times, but at others it was a nuisance and an unreasonable amount of expectations and work. I took this class mostly because it looked like an interesting core class that did not require as much work as it does now. Richard Bell is an excellent professor and lecturer. But I feel like his expectations for the class are too high, especially because a large portion of the class are not history majors or anything related to history. The weekly readings are sometimes reasonable, but sometimes completely unreasonable in the amount assigned. The papers are interesting, and they do require much research in order to write a 5-6 page paper. These prompts are very broad and can have a large variety of correct answers. Because of that, I do not believe that it is reasonable for the papers to be graded poorly because the writer did not have the answer you were looking for. I believe that the grading for the papers needs to be changed. It is unfair and unless I know what you are looking for, then I won't receive a good grade. The idea behind the class was great, but the execution of the idea was rough in my opinion. Coming from a non-history major, this class was unexpectedly hard and a large portion of my time, especially weeks where the paper was due and there was a large amount of assigned reading.

The lectures were incredible, but the written assignments were more challenging and labor-intensive than expected. Students were expected to be historians, rather than just students.

Bell was a great lecturer! A pretty different style but very engaging and informative. I would take a class from him again.

Sourcepack content was confusing and hard to read.

ADMINISTRATOR UNIVERSITY-WIDE INSTRUCTOR ITEMS:

Questions for use by faculty/instructors and for administrative purposes
 N/A responses have been excluded from the following calculations.

Instructor: Bell, R						HIST289E	0101,0102,0103, 0104	COLLEGE COMPARISON*
Number of Responses	% Strongly Disagree	% Disagree	% Neutral	% Agree	% Strongly Agree	Mean	Stdv.	Mean

The instructor treated students with respect.	64	0	0	8	9	83	3.75	0.591	3.51
The instructor was well-prepared for class.	64	0	0	2	8	91	3.89	0.362	3.44
Overall, this instructor was an effective teacher.	64	2	0	3	6	89	3.81	0.639	3.25

* Average rating for all similarly leveled course sections (e.g., all 200-level course sections) in this college.

AVERAGE OF FIVE ADMINISTRATOR AGREE/DISAGREE QUESTIONS: 3.69 / 4.00

Scaled 0-4: Strongly Disagree=0; Strongly Agree=4. N/A is not in the average.

The standards the instructor set for students were... (Number of Responses 64)

0% Too Low 58% Appropriate 42% Too High

STUDENT UNIVERSITY-WIDE GROUP/COURSE ITEMS APPLIED TO ALL SECTION INSTRUCTORS

Questions for use by faculty/instructors and students
N/A responses have been excluded from the following calculations.

							HIST289E	0101,0102,0103,0104	COLLEGE COMPARISON*
	Number of Responses	% Strongly Disagree	% Disagree	% Neutral	% Agree	% Strongly Agree	Mean	Stdv.	Mean
Course guidelines were clearly described in the syllabus.	64	2	3	8	34	53	3.34	0.877	3.18

* Average rating for all similarly leveled course sections (e.g., all 200-level course sections) in this college.

Based on the quality of my work in this course, the grades I earned were... (Number of Responses 63)

41% Too Low 59% Appropriate 0% Too High

Given the course level and number of credits, the workload was... (Number of Responses 64)

2% Too Low

56% Appropriate

42% Too High

How much effort did you put into the course? (Number of Responses 64)

3% Little

14% Moderate

83% Considerable

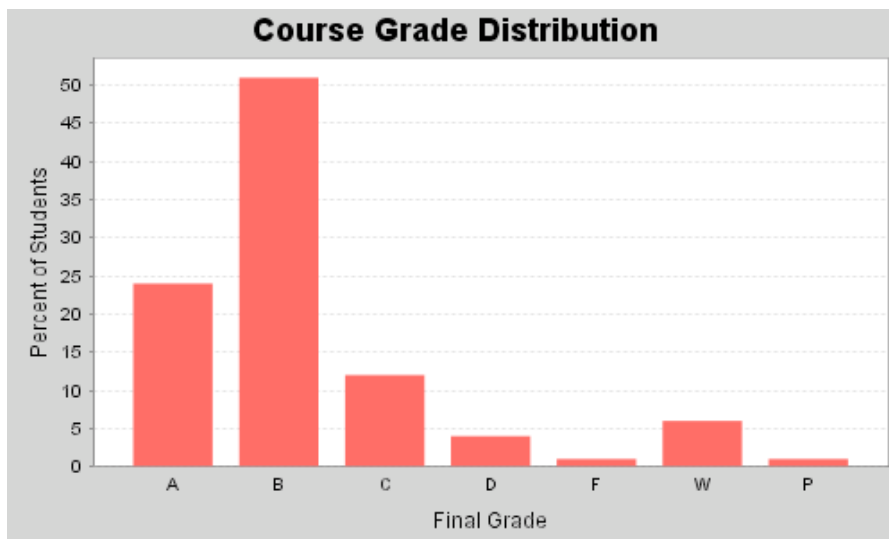
STUDENT UNIVERSITY-WIDE INSTRUCTOR ITEMS:

Questions for use by faculty/instructors and students

N/A responses have been excluded from the following calculations.

	Instructor: Bell, R						HIST289E	0101,0102,0103, 0104	COLLEGE COMPARISON*
	Number of Responses	% Strongly Disagree	% Disagree	% Neutral	% Agree	% Strongly Agree	Mean	Stdv.	Mean
The instructor was effective in communicating the content of the course.	64	2	2	2	11	84	3.75	0.713	3.24
The instructor was responsive to student concerns.	63	2	0	8	16	75	3.62	0.771	3.35
The instructor helped create an atmosphere that kept me engaged in course content.	64	0	0	5	16	80	3.75	0.535	3.16

* Average rating for all similarly leveled course sections (e.g., all 200-level course sections) in this college.



Grade distribution is current as of May 25, 2011 and includes students receiving a W for the