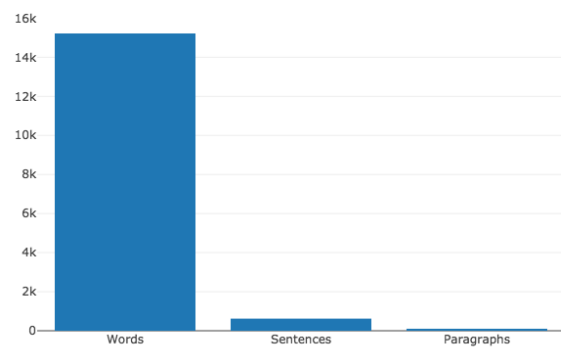
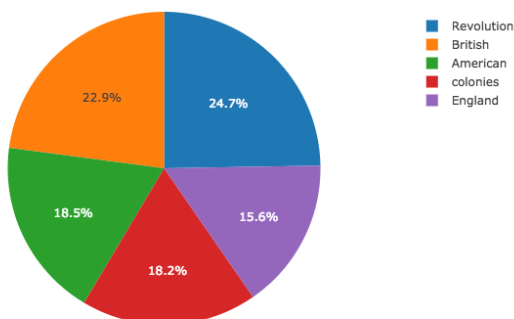
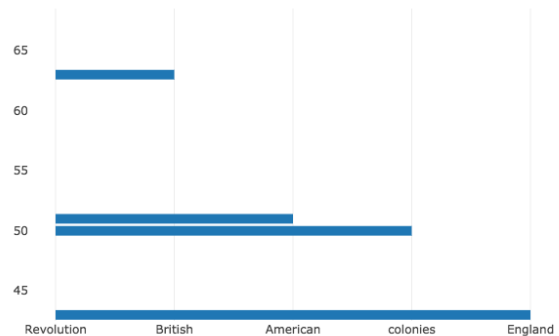
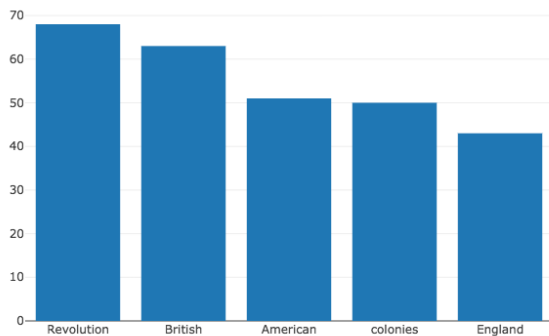
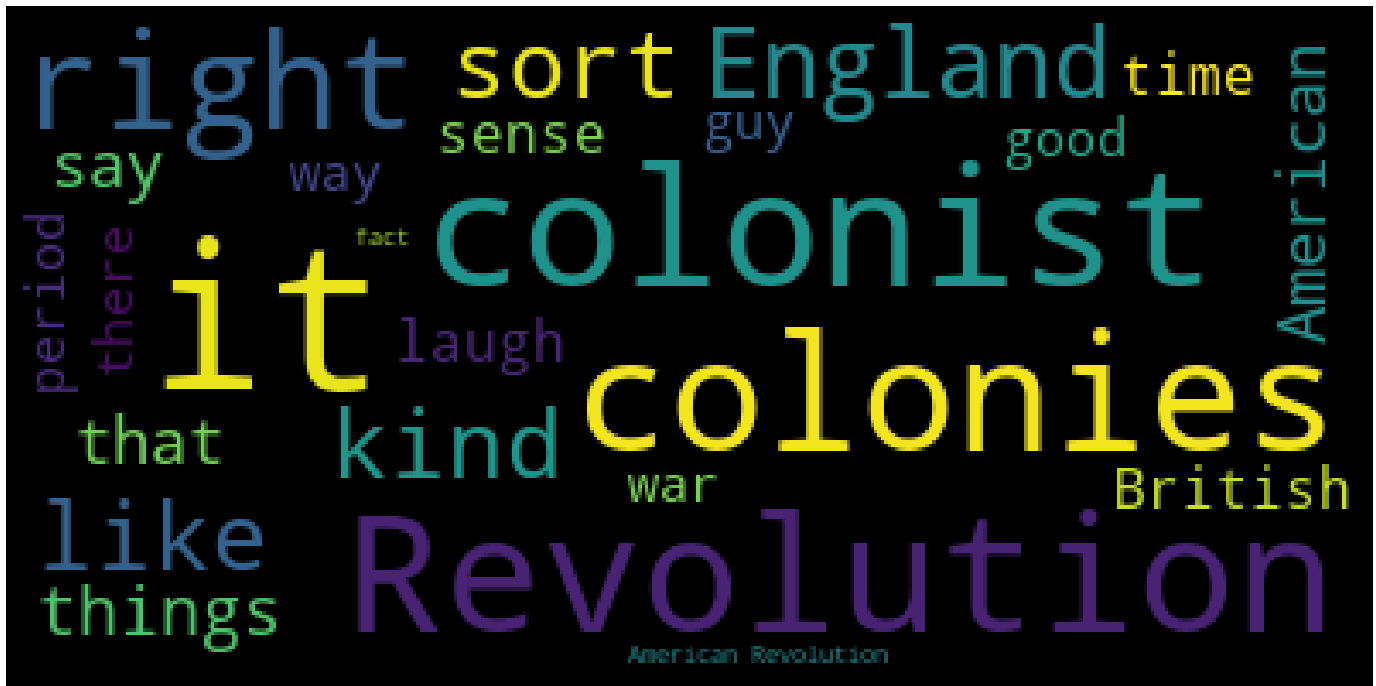
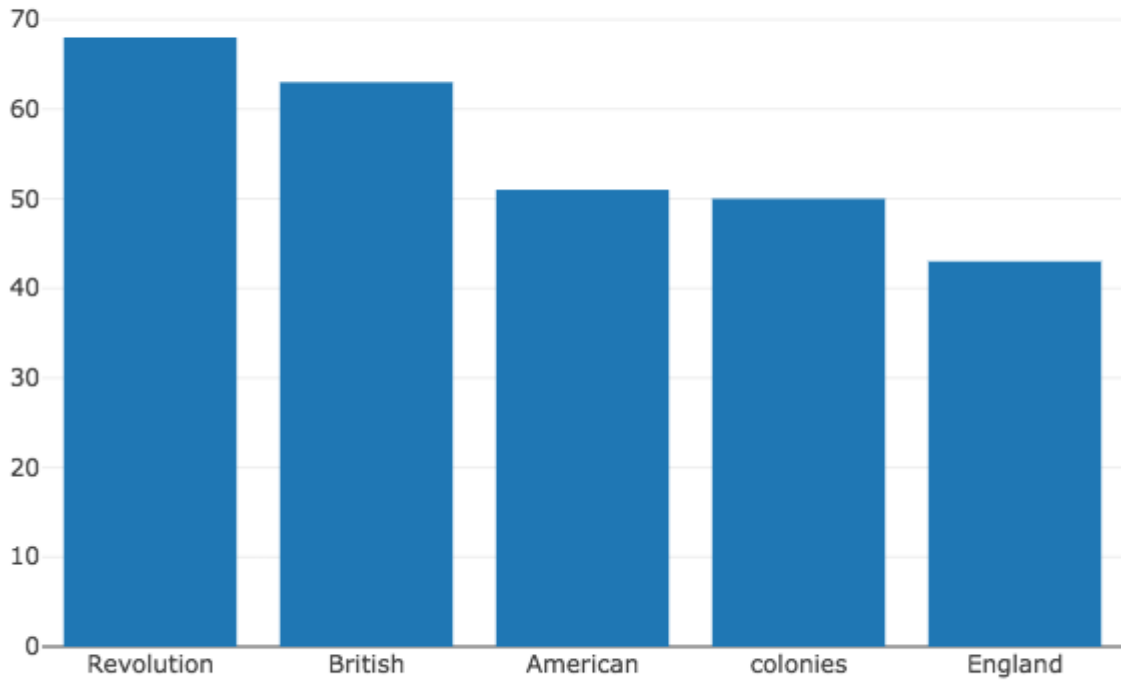


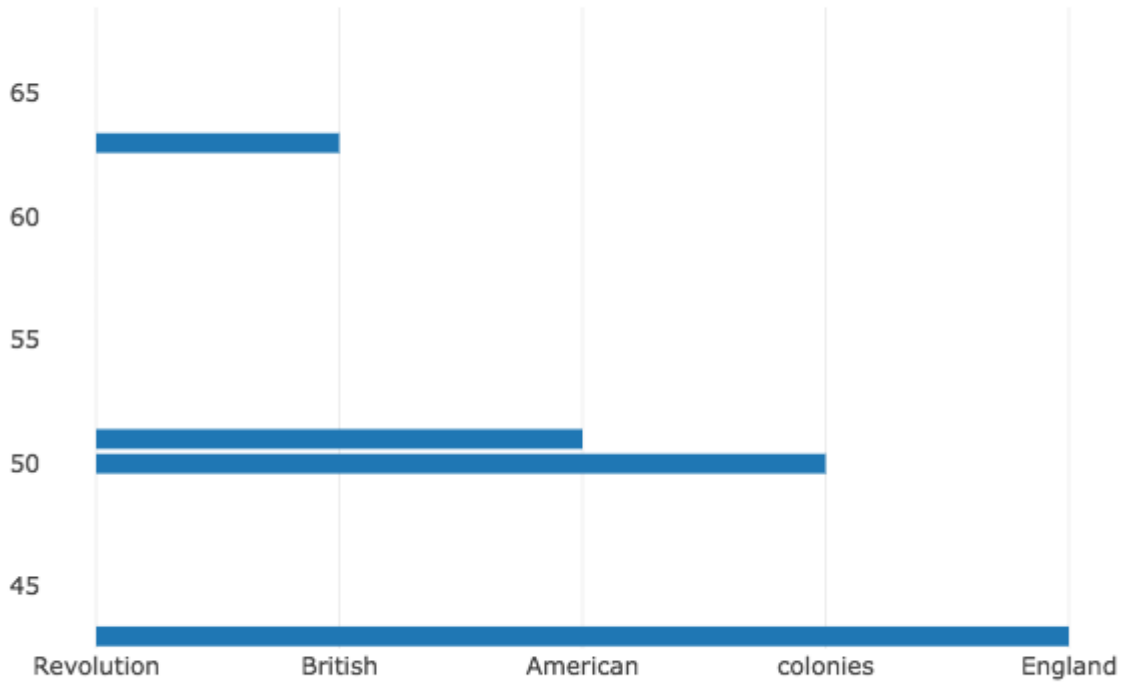
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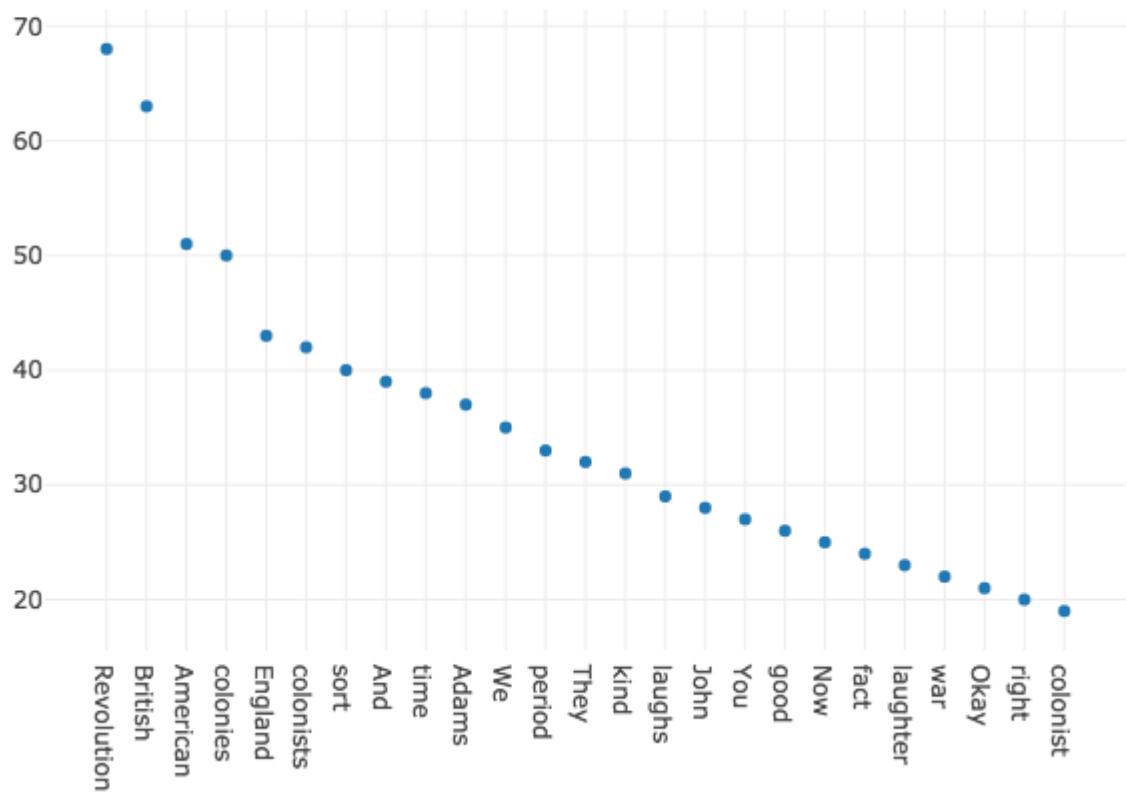
Word count



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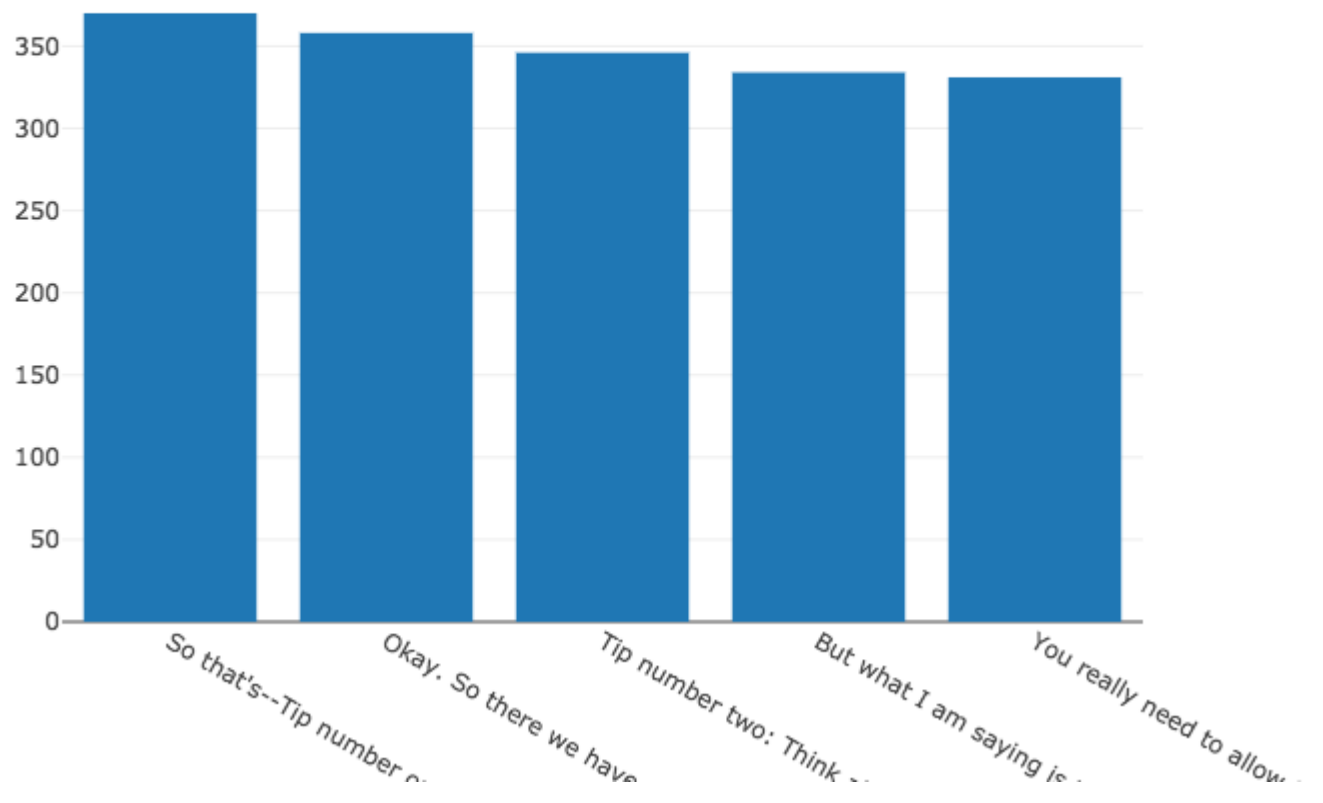


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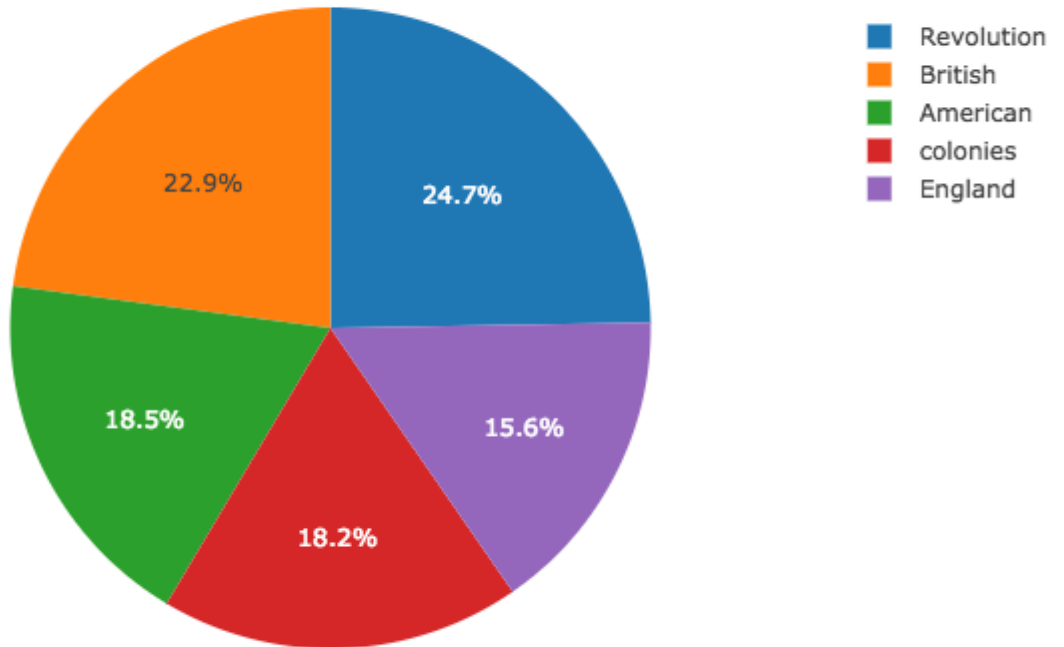


Paragraph Word-Count

- **Paragraph** : So that's--Tip number one is don't get lost in the dreaded Revolutionary War fact bubble, which I have to say it makes me think of the first time that I taught this course. I was actually a brand new professor and I had just come to Yale and it was my first course and it was my first lecture in my first course and I'm [sound cuts out] It actually was in Connecticut Hall, which, for those of you who don't know, dates back to the period when this course is talking about and was Nathan Hale's--essentially his dorm. So there I am. I'm a brand new professor to Yale and I'm teaching a course about the Revolution and it's in a building that dates to the Revolution, so I'm having sort of a "wow" Yale moment as it is, and I'm off, I'm giving my lectures, and I'm really eited. I give about three of them and someone raises their hand after about three lectures and they have kind of a puzzled expression on their face. I said, "Yes?" And he says, "Euse me, Professor Freeman. What are we supposed to be memorizing? Where are the facts and dates?" [laughs] So as a new professor my first impulse was: Darn! I forgot the facts and dates. [laughter] I got it wrong. [laughs] But actually, the fact of the matter is, they're not the star of the show. Certainly, dates are not the star of the show. There are dates you're going to have to remember so don't think Easy Street; there's not a date I have to know. There will be some dates, but this isn't a story about dates. It's obviously something a lot more interesting and a lot broader than that. Okay. Avoid fact bubble. **has 370 words.**
- **Paragraph** : Okay. So there we have John Adams saying that the war was actually no part of the Revolution. It's a pretty famous quote but it's a pretty interesting statement. Now I want to mention here, and it's very early in the course for me to have worked you in to liking John Adams and I'm going to talk more about John Adams in a few minutes, but I will mention here since I've just read that quote if partway through the semester you decide you're just dying to read dead people's mail, which is basically what historians do for a living, a great volume to read is actually the letters that Jefferson and Adams sent back and forth to each other over the course of their lives. They've all been pulled together into one volume and the best part of that volume is the end section, the letters in which these guys were writing to each other in their old age. So you have these two Founder figures, former presidents, and they're just basically letting it rip in these letters. They're talking about everything. They're talking about all the things actually you probably wouldn't talk about normally: religion, politics, who they hate, who they like, what they thought of the Revolution, what they thought of their own presidency, what they thought of the other guy's presidency, the top ten Founder funerals. Actually, there's a little section, although I think it's the top three Founder funerals, but it's a weird, really interesting range of stuff and it's just these two people really eited about the fact that they've retired and all they need to do now is write to each other and really get to know each other better. So it's a great volume. It's edited by Lester Cappon. The last name is C-a-p-p-o-n if you're interested. **has 358 words.**
- **Paragraph** : Tip number two: Think about the meaning of words. Now on the one hand, this may seem really obvious and you may be sitting here thinking oh, great, this is going to be a semester of Freeman saying: "What does revolution mean? What does war mean?", which would be a really, really, really long semester, and that's actually maybe--There might even be a point where I'll say, "What does revolution mean?" I even kind of, sort of said it already, but that's not what I mean when I say think about the meaning of words. What I really mean here is be careful what you assume about words because what seems obvious in meaning to you now probably meant something really different in 1776 or 1787, and I want to look at one example because it's a really striking one and that's the word "democracy." Okay. So sitting here in this room, by our standards, democracy is a good thing. Right? Democracy is a good thing. Every once in a while as a professor you say something and then you think with horror about how it's going to look in your notes. So you'll have all these notes, and then it will say "democracy is a good thing," [laughs]--a really sophisticated class we're teaching here at Yale. But to us it's good, and to people in the founding generation, not so much. They weren't so sure about it. To them the word "democracy" signaled a kind of government in which every single person participated personally, not a government based on representation. We're talking mass politics, in the minds of most people in the founding generation just the definition of what chaos was. **has 346 words.**
- **Paragraph** : But what I am saying is that they're not the only ones who mattered. They didn't have their own revolution while everybody else watched. We're talking about a popular revolution grounded on the ideas and actions of people throughout many different levels of society. Now somewhat conversely this brings us to John Adams. As I promised at the beginning, John Adams is coming and here's John Adams. You'll be hearing from him more than once this semester and actually you already heard from him once so I can promise that that's true. This isn't because I think that John Adams is the most important figure from the period. It's not because I think that he's always right. In fact, the reason I quote him a lot is he's a brilliant, blunt, really direct commentator with--and this is all-important; you almost need a drum roll here--he has a sense of humor. John Adams has a sense of humor. It's not every day that you find a Founder with a sense of humor. [laughs] I can vouch. There aren't a lot of chuckling Founders. Certainly on paper there's not a lot of chuckling going on among the Founders. Probably in person there was, but on paper not a lot of them commit humor to paper and John Adams does. He's even self-deprecating sometimes, which--Nobody wants to be self-deprecating on paper when they know that they're going to be a Founder, but John Adams sometimes is, and I'm going to offer one little, tiny dumb example, the first thing that popped in to my mind when I thought, 'well, what am I going to say to show John Adams' sense of humor?' **has 334 words.**
- **Paragraph** : You really need to allow for contingency because literally what they assumed was: anything can happen. Anything can happen. Again one of the things that I love about this time period is that the emotions are so heightened. If you're in an atmosphere where everything's up in the air and you're in the middle of a revolution or you're trying to create a government and you literally don't know what's coming next and anything can happen, 'maybe I'll get hanged by the king, maybe I'll get shot going home, maybe America will hate the Constitution so much they will throw rocks at my head.' I mean, I don't know what they were thinking -- 'maybe the Constitution will last four days and then collapse.' Whatever they're thinking, the fact is because they literally think anything can happen, anything could fall apart at any second, the emotions are really raised and it's why a lot of the rhetoric in this period is so extreme. It's not that these guys are trying to be dramatic. They actually are dramatic; they're feeling that this is a dramatic kind of a moment, and I don't think you get that sense, I don't think you get that idea unless you remind yourself about contingency, about the fact that there are no predetermined outcomes and that anything can happen. I think particularly when you're studying a revolution it's really important to remember contingency, and we will discover what contingency means in this time period over the course of the semester. And I will end there. I will see many of you perhaps on Thursday. I will probably know next week better about the reality of when we'll be meeting for discussion sections. **has 331 words.**



Percentage



Document statistics

