



**HISTORY 589.01E: THE GLORIOUS REVOLUTION IN AMERICA
COURSE SYLLABUS: SUMMER I 2014**

Instructor: Associate Professor John H. Smith

Course Time/Location: TBA

Office Location: Ferguson Social Sciences 117

Office Hours: Monday & Wednesday, 10:00 a.m.-12:00 p.m., or by appointment

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COURSE INFORMATION

Course Prerequisite/Co-requisite: None

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:

David S. Lovejoy, *The Glorious Revolution in America*. New York: Harper & Row Publishers, 1972.

Michael G. Hall, Lawrence H. Leder, & Michael G. Kamman, eds. *The Glorious Revolution in America: Documents on the Colonial Crisis of 1689*. Chapel Hill: University of North Carolina Press, 1964.

Course Description:

The Glorious Revolution in England (1688-1689) saw Parliament once again oust a king, James II, for attempting—as his father had done in the 1640s—to implement divine right autocracy. Replaced by his daughter, Mary, and her husband, William of Orange, it is sometimes mistakenly called a bloodless transfer of power, when in fact there was bloodshed as James struggled to raise an army against William and Parliament. It was futile, and what ensued was indeed a political and philosophical revolution that turned English politics down a more democratic and republican path—one that the American colonists would take themselves nearly a century later. However, the Revolution had a great impact upon the American colonies, especially New England and the Middle Colonies, and this course explores those effects on American political development.

Student Learning Outcome:

The student will understand how the Glorious Revolution became a significant touchstone in American political development.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course consists of a series of activities and assessments to assist students in achieving the outcomes/objectives for the course and instructional units/modules. Each week students will work on various combinations of readings, discussions, and research.

Participation: (100 pts., 50% of course grade)

Student Learning Outcome: The student will understand how the Glorious Revolution became a significant touchstone in American political development.

Participation in class discussions is intended to allow the student to talk about issues pertaining to the topics at hand concerning various aspects of historiography and historical methodology, and will serve to inform the Instructor about how well s/he is absorbing course content. They will also allow the student to further develop and refine skills in scholarly debating, as s/he will be required to answer questions posed by the Instructor in coherent and insightful ways.

Analytical Essay: (100 pts. each, 50% of course grade)

Student Learning Outcome: The student will understand how the Glorious Revolution became a significant touchstone in American political development.

The student will write an analytical essay that addresses the subject matter using primary and secondary source materials assigned by the Instructor.

Grading

Grading will be calculated using a standard 10-point scale, with course elements weighted accordingly:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Participation (100 pts.)	50%
Analytical Essay (100 pts.)	50%

TECHNOLOGY REQUIREMENTS

As this course is web-enhanced through eCollege, students will require the following hardware and software:

Our campus is optimized to work in a Microsoft Windows environment. Windows XP or newer, and Internet Explorer 6.0 or newer is best.

Internet access/connection—high speed preferred (not dial-up).

Word Processor (preferably Microsoft Word 1997-2003 or newer).

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Office hours are given at the top of this syllabus, and are posted outside of my door. Arrangements can be made if a student cannot meet with me during regular office hours for consultations. Email is the most reliable method of reaching me outside of my office. Expect a reply within 24 to 48 hours, and replies will only be sent to students' LeoMail accounts. **Do not email me from your personal email account.** Students may also be able to reach me by phone during office hours, and at other times do not leave a callback number as I do not return students' phone calls.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Academic Honesty

It is the policy of the University, the History Department, and the instructor that no form of plagiarism or cheating will be tolerated. Plagiarism is defined as the deliberate use of another's work and claiming it as one's own. This means ideas as well as text, whether paraphrased or presented verbatim (word-for-word). **Anyone caught cheating or plagiarizing will automatically fail the assignment in question, may summarily fail the course, and could be subject to disciplinary action by the University.**

*The instructor's evaluative judgment of tests and examinations is **final**, and will not be subject to revision except in cases of mathematical error.*

Class Decorum

All students must show respect toward the Instructor and the Instructor's syllabus, presentations, assignments, and point of view. Students should also respect each others' differences. Disruptive behavior will not be tolerated. If the Instructor determines that a student is not being respectful toward other students or the Instructor, it is the Instructor's prerogative to remove the student from the class either temporarily or permanently, as the case requires.

Note: Failure to comply with any of the Instructor's policies will result in immediate deregistration from the course.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment

that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

June 2: Background, 1650-1660

Readings: Lovejoy, "Introduction" and chaps. 1-2; Hall, "Prologue"

June 4: Turmoil in the Chesapeake Colonies

Readings: Lovejoy, chaps. 3-5

June 9: The Situation in New York and Massachusetts

Readings: Lovejoy, chaps. 6-8; Hall, docs. 1-6

June 11: James II and the Dominion of New England

Readings: Lovejoy, chaps. 9-11; Hall, docs. 7-9

June 16: The Glorious Revolution in Old England and New England

Readings: Lovejoy, chaps. 12-13; Hall, docs. 10-14

June 18: Turmoil in the Dominion

Readings: Lovejoy, chaps. 14-15; Hall, docs. 22-35, 43-61

June 23: Resistance

Readings: Lovejoy, chaps. 16-17; Hall, docs. 15-17, 36-38, 62-63

June 25: Resettlement

Readings: Lovejoy, chaps. 18-19 and "Conclusion"; Hall, docs. 20-21, 39-40, 64-70 and "Epilogue"

June 30: John Locke

Readings: John Locke, *Two Treatises on Government*

July 3: Essay Analysis Due

Analysis Essay Parameters

Papers must be composed using Microsoft Word.

Text must be in 12 pt. Times New Roman font (10 pt. for footnotes).

The length for the paper is 15 pp—no more, no less.

Margins must be one inch on top and bottom, left and right, with full justification. Disable the extra space between paragraphs function.

Bibliography must begin on a separate page, not on the same page as the end of the text.

A title page must begin with the paper's title, followed by the course information and date of submission.

Make sure that the title page is not numbered, and that the paper begins with the "first" page—in other words, the title page is not "p. 1."

Consult the Style Guide, "Wade Mecum" (eCollege Doc Sharing), for detailed information about how a proper history paper should look and what it should contain.