



**HISTORY 403.01E: REVOLUTIONARY AMERICA AND THE EARLY NATIONAL
UNITED STATES, 1775-1850**

COURSE SYLLABUS: FALL 2014



Thomas Cole, *View of L'Esperance on the Schoharie River* (1826-27)
Private Collection

Instructor: Associate Professor John H. Smith
Class Time / Location: Tuesdays & Thursdays, 9:30-10:45 a.m. / Hall of Languages 203
Office Location: Ferguson Social Sciences 117
Office Hours: Wednesdays, 10:00 a.m.-12:00 p.m., 2:00-4:00 p.m.
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COURSE INFORMATION

Course Prerequisite/Co-requisite: HIST. 253: Reading and Writing History

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:

Richard D. Brown, ed., *Major Problems in the Era of the American Revolution, 1760-1791*, 2nd ed. Boston: Houghton Mifflin, 2000. ISBN10 0395903440

Robert Middlekauff, *The Glorious Cause: The American Revolution, 1763-1791*, rev. ed. New York: Oxford University Press, 2007. ISBN13 9780195315882

Selected readings available through eCollege

Course Description:

A lone figure stands on a promontory overlooking the Schoharie River town of Esperance in upstate New York, welcoming the clearing skies after a thunderstorm that is passing over the Catskills in the distance to his left. Although the town and the bridge over the river indicate that civilization has been established here, the valley still carries much of its wilderness qualities, though the man's posture speaks of his mastery and confidence in that dominance over nature. This scene is emblematic of the early national United States which, at the time Cole painted this scene, remained a foothold of Euro-American civilization abutting a vast and largely "untamed" wilderness.

However, no event in the history of the United States is more important than that which gave it birth: the American Revolution (1775-83). How did a loose confederation of thirteen British colonies, each with its own interests and—in some cases—bitter rivalries with one another, manage to challenge the mother country's right to rule, as well as its unequalled military might on the field of battle? How did these Anglo-American societies, which had arisen out of a monarchical worldview, develop a modern democratic republic that still endures?

Our objective is to gain an understanding of the maturation of colonial British America in the latter half of the eighteenth century, and the development of the political, economic, and social conditions which precipitated the American Revolution, and culminated in the formation of the United States and its republican government to 1820. Students will examine the character of the early national United States, using a combination of reading primary and secondary source texts, lectures, and class discussions.

Student Learning Outcome:

Students will analyze and assess, and demonstrate an understanding of, the interrelationships between religion, politics, race and culture in the formation of early national U.S. society.

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., 25% of course grade)

Student Learning Outcome: Students will analyze and assess, and demonstrate an understanding of, the interrelationships between religion, politics, race and culture in the formation of early national U.S. society.

Participation in class discussions is intended to allow students to talk about issues pertaining to the topics at hand concerning various aspects of revolutionary and early national U.S. history, and will serve to inform the Instructor about how well students are absorbing course content. They will also allow students to learn and refine skills in scholarly debating, as they will be required to answer questions posed by the Instructor and by their classmates in coherent and insightful ways.

Readings Quizzes: (100 pts., 25% of course grade)

Student Learning Outcome: Students will analyze and assess, and demonstrate an understanding of, the interrelationships between religion, politics, race and culture in the formation of early national U.S. society.

The readings quizzes are designed to test students' comprehension of the readings for each particular day a quiz is administered, testing the depth of their knowledge of the topic(s) at hand and their analytical skills. Administration will be random, and each quiz will take up no more than 10 minutes of class time at the beginning of each class period. Grading will be on a 0-10 point scale for each quiz, with a running average maintained through the semester.

Final Exam: (100 pts., 25% of course grade)

Student Learning Outcome: Students will analyze and assess, and demonstrate an understanding of, the interrelationships between religion, politics, race and culture in the formation of early national U.S. society.

The final exam, to be administered via eCollege, will be an open-book examination wherein students will be required to write substantive analytical essays in response to two questions within a two-hour time period. Students will be required to utilize their absorption of the course content, supplemented by their use of the course texts as evidentiary support, in order to compose fulsome responses to questions that test their understanding of the development of revolutionary and early national American society and culture.

Research Paper: (100 pts., 25% of course grade)

Student Learning Outcome: Students will analyze and assess, and demonstrate an understanding of, the interrelationships between religion, politics, race and culture in the formation of early national U.S. society.

Students will receive—through blind selection—a broad topical area from which a specific research paper topic will be derived in consultation with the Instructor and presented in a 13-page minimum length essay. The research paper is designed to allow the student to explore in greater depth and detail a particular aspect of revolutionary or early national U.S. history through the use of the course texts and substantial consultation of outside sources in the form of scholarly books and articles. Students currently enrolled in History 253 will gain further instruction in the art of researching and writing academic essays, while students who had History 253 in the past will further refine and enhance those skills. See below for further details.

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

Attendance and Participation (100 pts.)	25%
Readings Quizzes (100 pts.)	25%
Research Paper (100 pts.)	25%
Comprehensive Final Exam (100 pts.)	25%

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). You are neither required nor expected to come up with original ideas about, or new interpretations of, early America. It is more important for students to understand why events unfolded in the ways they did, as well as what other scholars have said and written about them, so use proper citation in papers where appropriate. **However, 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.** There is an easy way to avoid such a dire fate: take pride in your work, and please take full advantage of the instructor's abundant willingness to help you at every opportunity.

Likewise, no element of the course grade is negotiable or optional, meaning that failure to take the final exam or to submit the research paper in the absence of compelling, documented circumstances **will result in automatic failure of the course.** *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, or is otherwise behaving in a disruptive manner, it is the Instructor's prerogative to remove the student from the class either temporarily or permanently, as the case requires.

Please refrain from using cellphones during class. Food is not permitted in the classroom, though beverages are permitted. Eat breakfast on your own time! Noncompliance will result in deductions from the final grade to be determined at the Instructor's discretion.

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

PART I: FROM RESISTANCE TO REVOLUTION, 1750-1775

Aug. 26 Introductions

Aug. 28-Sept. 4 Background, 1740-1765

Aug. 28: British America in the 1740s

Sept. 2: British America in the 1750s
Middlekauff, "Prologue", chaps. 1-2

Sept. 4: The "French and Indian" War, 1754-1765
Middlekauff, chap. 3
Brown, chap. 3—all documents

Sept. 9-11 Reordering the Empire, 1765-1767

Sept. 9: The Stamp Act Crisis
Middlekauff, chaps. 4-5
Brown, chap. 4—documents 1-5

Sept. 11: "In All Cases Whatsoever"
Middlekauff, chap. 6
Brown, chap. 4—documents 6-7

Sept. 16-18 Resistance, 1767-1770

Sept. 16: Sons of Liberty
Middlekauff, chaps. 7-8
Brown, chap. 4—document 8

Sept. 18: The "Bastards of Britain"
Middlekauff, chap. 9
Brown, chap. 4—document 9

Sept. 23-25 The Calm before the Storm, 1771-1774

Sept. 23: Of Bishops and Tea
Middlekauff, chap. 10
Brown, chap. 5—document 1

Sept. 25: Intolerable Acts
Middlekauff, chap. 11
Brown, chap. 5—documents 3-5

PART II: WAR AND INDEPENDENCE, 1775-1783

Sept. 30-Oct. 2 Shots Heard 'Round the World, 1775-1776

Sept. 30: Lexington Green and Concord Bridge
Middlekauff, chap. 12
Brown, chap. 8—document 4

Oct. 2: "Half a War"
Middlekauff, chap. 13
Brown, chap. 5—document 6; chap. 7—documents 1-2
Paper Topic Statements Due

Oct. 7-9 Common Sense, 1776

Oct. 7: Common Sense
Middlekauff, chap. 14 (pp. 318-326)
Brown, chap. 5—document 7; chap. 8—document 2; chap. 9—document 1

Oct. 9: Declaring Independence
Middlekauff, chap. 14 (remainder)
Original Draft of the Declaration of Independence (eCollege doc sharing)
Brown, chap. 5—document 8; chap. 9—document 2

Oct. 14-16 The War for Independence, 1776-1777

Oct. 14: The "War of Posts"
Middlekauff, chap. 15
Brown, chap. 6—document 2

Oct. 16: Saratoga
Middlekauff, chap. 16
Brown, chap. 6—document 6

Oct. 21-23 The War for Independence, 1777-1780

Oct. 21: Becoming a Continental Army
Middlekauff, chap. 17
Brown, chap. 6—document 5

Oct. 23: Strategic Move to the South
Middlekauff, chap. 18
Paper Thesis Statements Due

Oct. 28-30 The War for Independence, 1780-1781

Oct. 28: Greene and Cornwallis
Middlekauff, chap. 19

Oct. 30: "Honourable and Glorious"
Middlekauff, chap. 20

Nov. 4-6 The War for Independence, 1781-1783

Nov. 4: The Home Front
Middlekauff, chap. 21
Brown, chap. 7—documents 4-6

Nov. 6: From Yorktown to Paris
 Middlekauff, chap. 22
 Brown, chap. 6—document 7

PART III: FROM CONFEDERATION TO NATION, 1783-1789

Nov. 11-13 The “Critical Period,” 1783-1787

Nov. 11: The Articles of Confederation
 Middlekauff, chap. 23
 Brown, chap. 11—documents 1-5

Nov. 13: “A Fit Subject for a Mad House”
 Middlekauff, chap. 24
 Brown, chap. 11—documents 6-8

Paper Rough Drafts Due for Peer Review

Nov. 18-20 The Constitution, 1787-1789

Nov. 18: The “Grand Convention”
 Middlekauff, chap. 25
 Brown, chap. 12—all documents

Nov. 20: Ratification
 Middlekauff, chap. 26
 Brown, chap. 13—all documents

Paper Rough Drafts Due for Instructor Review (eCollege dropbox)

Nov. 25 Paper-Writing Seminar

Nov. 26-28 Thanksgiving Break

PART IV: LEGACIES

Dec. 2-4 The Elusive Republic, 1789-1850

Dec. 2: Perfecting American Society

Dec. 4: “Manifest Destiny”
 Brown, chap. 1—essays by Smith and Wood

Dec. 8-12 Final Examination (on eCollege)

Final Paper Drafts Due Dec. 12 (submit copy to eCollege Dropbox)

RESEARCH PAPER PARAMETERS AND POLICIES

Format: Paper must be composed using Microsoft Word, with a file suffix of .doc or .docx.

Length of Final Draft: 13-15 pp. (*excluding* the cover page and bibliography). *Stiff penalties will be enforced for papers that are 12 or fewer pages in length.*

Format for Components: 1” margins all around, full justification of text, 12 pt. Times New Roman font for main text, 10 pt. Times New Roman for footnotes. See the [Style Guide](#) for greater details concerning mechanics.

Bibliography for the Topic Statement: No fewer than five (5) secondary sources (books and articles), and no fewer than two (2) primary sources.

Bibliography for the Rough Draft: No fewer than seven (7) secondary sources (books and articles), and no fewer than three (3) primary sources. Any of the course texts may be used—in fact, it is expected.

Bibliography of Final Draft: No fewer than ten (10) secondary sources (books and articles), and no fewer than five (5) primary sources.

Citation of Sources: Footnotes or endnotes—no MLA or APA allowed!

The composition and submission of the four components of the research paper (topic with working bibliography, thesis with expanded bibliography, rough and final drafts) will constitute the total grade for the paper project like so:

1. Topic Statement and Preliminary Bibliography: 5 pts.
2. Thesis Statement with Expanded Bibliography: 5 pts.
3. Revised Rough Draft: 40 pts.
3. Final Draft: 50 pts.

Thus the final paper grade will be the result of a cumulative process of construction. I expect all components to be submitted ON TIME, and only the most extraordinary—and **documented**—excuses will lead me to allow late submissions without penalties. That said, the following penalty scale will be used: for each business day that component #1 is late, there will be a one-point deduction, and a three-point deduction for every business day that components #2 and #3 are late. ***I will not accept a late submission of the final draft (component #3), and failure to submit any one or more components will result in a 0 for the assignment.***

Regarding the rough draft, this will be subjected to peer review, meaning that once collected, it will be redistributed to one of your classmates, whose job will be to read the draft and make whatever corrections s/he deems necessary. Two students will be paired together by the instructor, and each will read the other's draft and be required to arrange a private meeting to discuss their papers. If a student suspects that his or her partner is less than diligent in editing their paper, please bring this to the attention of the Instructor, who will set the wayward student straight.

Concerning Turnitin

All students will be required to submit the rough and final drafts of their paper to Turnitin (www.turnitin.com), a web-based plagiarism detection program. It scours the Worldwide Web and its database of all submissions (over 135 million so far) for evidence of “lifted” material indicative of plagiarism. It generates a report that notes the percentage of material that appears in other places, and highlights all examples along with the sources from which they came.

I do not employ this service based on a prior assumption of guilt or nefariousness on the student's part, but rather as an aid to students learning how to avoid committing overt and incidental plagiarism, and students are asked to trust me to know how to use this service wisely and without prejudice. Please see Turnitin's FAQ page for answers to how the service works, after which you may consult with me for further information and assurances. Students must establish an account, and will need to input the course information announced by the Instructor during the first class meeting.