



**HISTORY 403.01E: REVOLUTIONARY AMERICA, 1775-1789**

**COURSE SYLLABUS: SPRING 2019**



John Trumbull, *Declaration of Independence* (1819)  
U.S. Capitol Rotunda, Washington, D.C.

**Instructor:** Professor John Howard Smith

**Class Time / Location:** Mondays, Wednesdays, & Fridays, 1:00-1:50 p.m. / Ferguson 150

**Office Location:** Ferguson Social Sciences 117

**Office Hours:** Tuesdays and Thursdays, 9:00 a.m.-12:00 p.m., or by appointment

**University Email Address:** [John.Smith@tamuc.edu](mailto:John.Smith@tamuc.edu)

<b>COURSE INFORMATION</b>
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**Materials – Textbooks, Readings, Supplementary Readings***Textbooks Required:*

Richard D. Brown and Benjamin L. Carp, eds., *Major Problems in the Era of the American Revolution, 1760-1791*, 3<sup>rd</sup> ed. Boston: Houghton Mifflin, 2015. ISBN13 978-0-4959-1332-0

Colin G. Calloway, *The American Revolution in Indian Country: Crisis and Diversity in Native American Communities*. Cambridge: Cambridge University Press, 1995. ISBN10 0-521-47569-4

Robert Middlekauff, *The Glorious Cause: The American Revolution, 1763-1791*, rev. ed. New York: Oxford University Press, 2007. ISBN13 978-0-19-531588-2

Pauline Maier, *American Scripture: Making the Declaration of Independence*. New York: Vintage Books, 1998. ISBN13 978-0-679-77908-7

Selected readings available through D2L/Brightspace

**Course Description**

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 unequaled 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 revolutionary American society.

<b>COURSE REQUIREMENTS</b>
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**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., 40% 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 revolutionary American 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.

Final Exam: (100 pts., 30% 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 revolutionary American 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.

Book Review: (100 pts., 30% 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 revolutionary American society.

Students will undertake an in-depth review of Pauline Maier's *American Scripture: Making the Declaration of Independence*. 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.)	40%
Book Review (100 pts.)	30%
Comprehensive Final Exam (100 pts.)	30%

## TECHNOLOGY REQUIREMENTS

As this course is web-enhanced through D2L/Brightspace, students are asked to follow these links for information about course enhancements:

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## ACCESS AND NAVIGATION

This course will be facilitated using D2L/Brightspace, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leoportal.tamuc.edu/uPortal/f/welcome/normal/render.uP>.

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@tamuc.edu](mailto:helpdesk@tamuc.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.

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

## 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, the American Revolution. 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 book review 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.*

For more, see: [Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

### **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 lunch 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.**

### **Attendance**

All students are expected to attend class meetings, and understand that attendance affects the participation grade positively, while non-attendance will do so negatively. For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **"Campus Carry" Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. **Pursuant to Penal Code 46.035 and Texas A&M University-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.** For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer. **Pursuant to Penal Code 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses.** Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **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@tamuc.edu](mailto:StudentDisabilityServices@tamuc.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*).

<b>COURSE OUTLINE / CALENDAR</b>
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**PART I: FROM RESISTANCE TO REVOLUTION, 1750-1775****Jan. 14 Introductions****Jan. 16-25 Background, 1740-1765**

Jan. 16: British America, 1607-1745

Jan. 18: British America, 1745-1754

Middlekauff, "Prologue", chaps. 1-2

T. H. Breen, "'Baubles of Britain': The American and Consumer Revolutions of the Eighteenth Century," *Past and Present* 119 (May 1988), 73-104 (handout)

**Jan. 21 MLK Holiday—No Class Meeting**

Jan. 23: The "French and Indian" War, 1754-1763

Middlekauff, chap. 3

Calloway, "Prologue"

Brown & Carp, chap. 2—documents 1-2

Jan. 25: Discussion of the Fred Anderson essay (Brown & Carp, pp. 54-65)

**Jan. 28-Feb. 1 Reordering the Empire, 1764-1767**

Jan. 28: The Stamp Act Crisis

Middlekauff, chaps. 4-5

Brown & Carp, chap. 2—document 4, chap. 3—documents 1-3

Jan. 30: "In All Cases Whatsoever"

Middlekauff, chap. 6

Brown & Carp, chap. 3—documents 4-5

Feb. 1: Discussion of Pauline Maier, "Resistance in Transition, 1767-1770" (handout)

**Feb. 4-8 Resistance, 1767-1770**

Feb. 4: Sons of Liberty

Middlekauff, chaps. 7-8

Brown & Carp, chap. 3—document 6, chap. 8—document 1

Feb. 6: The "Bastards of Britain"

Middlekauff, chap. 9

Feb. 8: Discussion of the Benjamin Carp essay (Brown & Carp, pp. 94-102)

**Feb. 11-15 The Calm before the Storm, 1771-1774**

Feb. 11: Of Bishops and Tea

Middlekauff, chap. 10

Brown & Carp, chap. 4—document 1

Feb. 13: Intolerable Acts

Middlekauff, chap. 11

Brown & Carp, chap. 4—documents 2-3; chap. 7—document 1

Feb. 18: Discussion of “The First Continental Congress Enumerates American Rights and Establishes a Continental Association, 1774” (Brown & Carp, pp. 128-134)

## **PART II: WAR AND INDEPENDENCE, 1775-1783**

### **Feb. 18-22 Shots Heard ‘Round the World, 1775-1776**

Feb. 18: Lexington Green and Concord Bridge  
Middlekauff, chap. 12  
Brown & Carp, chap. 7—document 2

Feb. 20: “Half a War”  
Middlekauff, chap. 13  
Brown & Carp, chap. 6—document 2

Feb. 22: Discussion of the Brendan McConville essay (Brown & Carp, pp. 155-163)

### **Feb. 25-Mar. 1 Common Sense, 1776**

Feb. 25: Common Sense  
Middlekauff, chap. 14 (pp. 318-326)  
Brown & Carp, chap. 4—documents 5-6; chap. 8—documents 2-3

Feb. 27: Declaring Independence  
Middlekauff, chap. 14 (remainder)  
Original Draft of the Declaration of Independence (Maier, *American Scripture*)  
Brown & Carp, chap. 4—documents 7-8; chap. 7—document 3

Mar. 1: Discussion of the David Armitage essay (Brown & Carp, pp. 163-170)

### **Mar. 4-8 The War for Independence, 1776-1777**

Mar. 4: The “War of Posts”  
Middlekauff, chap. 15  
Brown & Carp, chap. 5—document 1

Mar. 6: Saratoga  
Middlekauff, chap. 16

Mar. 8: Discussion of Michael A. McDonnell essay (Brown & Carp, pp. 192-202)

### **Mar. 11-15 The War for Independence, 1777-1780**

Mar. 11: Becoming a Continental Army  
Middlekauff, chap. 17  
Brown & Carp, chap. 5—documents 2-3

Mar. 13: Strategic Move to the South and the Invasion of Iroquoia  
Middlekauff, chap. 18  
Brown & Carp, chap. 6—documents 4-6

Mar. 15: Discussion of “Mary Jemison’s Memory of the Revolution, 1775-1779” (handout)

### **Mar. 18-22 SPRING BREAK**

**Mar. 25-29 The War for Independence, 1780-1781**

Mar. 25: Greene and Cornwallis  
Middlekauff, chap. 19  
Brown & Carp, chap. 5—documents 4-5

Mar. 27: “Honourable and Glorious”  
Middlekauff, chap. 20  
Brown & Carp, chap. 5—document 6

Mary. 29: Discussion of the John Grenier essay (Brown & Carp, pp. 227-236)

**Apr. 1-5 The War for Independence, 1781-1783**

Apr. 1: The Home Front  
Middlekauff, chap. 21  
Brown & Carp, chap. 5—document 7; chap. 7—document 4

Apr. 3: From Yorktown to Paris  
Middlekauff, chap. 22  
Brown & Carp, chap. 6—document 7; chap. 8—document 4; chap. 9—document 4

Apr. 5: Discussion of the Rosemarie Zagari and Elaine Forman Crane essays (Brown & Carp, pp. 303-325)

**Apr. 8-12 The American Revolution in Indian Country, Part I**

Apr. 8: The Revolution Comes to Indian Country  
Calloway, chaps. 1-2

Apr. 10: From Stockbridge to Oquaga  
Calloway, chaps. 3-4

Apr. 12: The Fort Niagara Refugee Camp  
Calloway, chap. 5

**Apr. 15-19 The American Revolution in Indian Country, Part II**

Apr. 15: From Maquachake to Chota  
Calloway, chaps. 6-7

Apr. 17: From Tchoukafala to Cuscowilla  
Calloway, chaps. 8-9

Apr. 19: Conclusions  
Calloway, chap. 10 and “Epilogue”  
**Book Review Rough Drafts Due for Peer Review**

**PART III: FROM CONFEDERATION TO NATION, 1783-1789****Apr. 22-26 The “Critical Period,” 1783-1787**

Apr. 22: The Articles of Confederation  
Middlekauff, chap. 23  
Brown & Carp, chap. 9—documents 6-7; chap. 10—documents 1-2

Apr. 24: “A Fit Subject for a Mad House”  
Middlekauff, chap. 24  
Brown & Carp, chap. 10—documents 4-6

Apr. 26: Discussion of Robert A. Gross essay (Brown & Carp, pp. 396-407)  
**Book Review Revised Rough Drafts Due for Instructor Review (D2L dropbox)**

**Apr. 29-May 3 The Constitution, 1787-1789**

Apr. 29: The “Grand Convention”  
 Middlekauff, chap. 25  
 Brown & Carp, chap. 11—documents 1-3

May 1: Ratification  
 Middlekauff, chap. 26  
 Brown & Carp, chap. 11—documents 4-7

May 3: Discussion of the Richard Beeman essay (Brown & Carp, pp. 464-473)

**May 10 Final Examination, 10:30 a.m.**  
**Book Review Final Drafts Due (submit copy to D2L Dropbox)**

<b>BOOK REVIEW PARAMETERS AND POLICIES</b>
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Format: Paper must be composed using Microsoft Word, with a file suffix of .doc or .docx.

Length of Final Draft: 10-12 pp. (*not including* the bibliography). ***Stiff penalties will be enforced for papers that are less than 10 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 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 two components of the book review (revised rough draft and final draft) will constitute the total grade for the paper project like so:

1. Revised Rough Draft: 30 pts.
2. Final Draft: 70 pts.

I expect both components to be submitted ON TIME, and only the most extraordinary—and **documented**—excuses will lead me to allow late submissions without penalties. ***I cannot accept a late submission of the final draft beyond May 12, and failure to submit either a rough draft or a final draft 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. Three or four students will be grouped together by the instructor, and each will read the others’ drafts and be required to discuss their papers either in-person or via email. If a student suspects that any of his or her partners are less than diligent in editing their paper, please bring this to the attention of the Instructor, who will set the wayward student(s) straight.

**Concerning Turnitin**

All students will be required to submit the rough and final drafts of their paper to Turnitin ([www.turnitin.com](http://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.