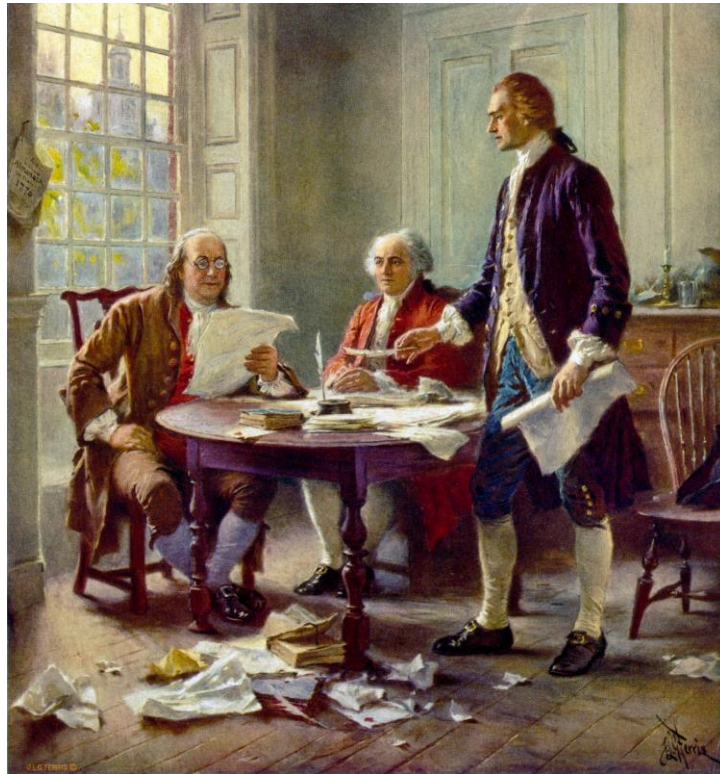




**HISTORY 552.01W: READINGS IN REVOLUTIONARY AMERICA  
COURSE SYLLABUS: FALL 2020**



Jean Leon Gerome Ferris, *Writing the Declaration of Independence, 1776* (1900)

**Online Course**

**Instructor:** Professor John Howard Smith  
**Office Location:** Ferguson Social Sciences 117  
**Office Hours:** By appointment only  
**Email Address:** [John.Smith@tamuc.edu](mailto:John.Smith@tamuc.edu)

<b>COURSE INFORMATION</b>
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**Course Prerequisites/Co-requisites: None**

**Materials – Textbooks, Readings, Supplementary Readings:**

*Textbooks Required:*

- Bernard Bailyn, *The Origins of American Politics*. New York: Vintage Books, 1967. ISBN10 0-394-70865-2
- Carol Berkin, *Revolutionary Mothers: Women in the Struggle for America's Independence*. New York: Vintage Books, 2005. ISBN10 1-4000-7532-7
- Colin G. Calloway, *The American Revolution in Indian Country: Crisis and Diversity in Native American Communities*. Cambridge: Cambridge University Press, 1995. ISBN13 978-0521475693
- Sylvia R. Frey, *Water from the Rock: Black Resistance in a Revolutionary Age*. Princeton: Princeton University Press, 1991. ISBN10 0691006261
- Woody Holton, *Unruly Americans and the Origins of the Constitution*. New York: Hill and Wang, 2007. ISBN13 978-0809016433
- Pauline Maier, *American Scripture: Making the Declaration of Independence*. New York: Vintage Books, 1997. ISBN10 0679779086
- Robert Middlekauff, *The Glorious Cause: The American Revolution, 1763-1789*, rev. ed. New York: Oxford University Press, 2005. ISBN13 9780195315882
- Barbara W. Tuchman, *The First Salute: A View of the American Revolution*. New York: Ballantine Books, 1988. ISBN10 0345336674
- Gordon S. Wood, *The Radicalism of the American Revolution*. New York: Vintage Books, 1991. ISBN10 0679736883

Selected primary sources available from Early American Imprints, Series I, and journal articles available from JSTOR—all accessible through Gee Library's Electronic Databases

**Course Description:**

The theme for this course is “Revolutions,” and we will examine the history and legacy of the American Revolution, particularly the difficult struggle with its political, social, and economic philosophies in the nineteenth century. The individualism, egalitarianism, and libertarianism of the Revolution were simultaneously an expression of late eighteenth-century ideals and the formulation of radical new ideas, the consequences of which the revolutionary and subsequent generations were unprepared to grasp. We will examine this period of revolutionary America, and evaluate its achievements and shortcomings.

**Student Learning Outcome:**

Students will gain a greater understanding of the American Revolution and its social, economic, and political facets.

<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 gain a greater understanding of the American Revolution and its social, economic, and political facets.

Participation in class discussions on D2L is intended to allow students 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 students are absorbing course content. They will also allow students to further develop 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.

Short Book Review: (100 pts., 20% of course grade)

Student Learning Outcome: Students will gain a greater understanding of the American Revolution and its social, economic, and political facets.

Students will write a brief 6- to 8-page critical review of **one** of the monographs assigned during the course (but not Wood's *The Radicalism of the American Revolution*—see below).

Historiography Paper: (100 pts., 40% of course grade)

Student Learning Outcome: Students will gain a greater understanding of the American Revolution and its social, economic, and political facets.

Students will write an extensive 15- to 20-page critical review of Gordon S. Wood's *The Radicalism of the American Revolution*. Substantive use of primary *and* secondary sources read for this course is expected.

**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.)	40%
Short Book Review	20%
Historiography Paper (100 pts.)	40%

**TECHNOLOGY REQUIREMENTS**

To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.

You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required courses are heavily video intensive

- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

You must have a:

- Sound card, which is usually integrated into your desktop or laptop computer
- Speakers or headphones.
- \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)

Current anti-virus software must be installed and kept up to date.

Run a browser check through the Pearson Learning Studio Technical Requirements website. [Browser Check http://help.D2L/Brightspace.com/LS\\_Tech\\_Req\\_WebHelp/en-us/#LS\\_Technical\\_Requirements.htm#Browse](http://help.D2L/Brightspace.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browse).

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software, if you do not already have them:

- [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
- [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
- [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
- [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

For additional information about system requirements, please see: [System Requirements for LearningStudio https://secure.D2L/Brightspace.com/tamuc/index.learn?action=technical](https://secure.D2L/Brightspace.com/tamuc/index.learn?action=technical).

## 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://leo.tamuc.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@tamuc.edu](mailto:helpdesk@tamuc.edu).

Consistent and reliable access to the Internet is a fundamental requirement for this course. ***Lack of such ability will make participating in the course difficult—if not impossible—and***

***the Instructor is not responsible for accommodating students who are unable to log onto the course when it is necessary to do so.***

## COMMUNICATION AND SUPPORT

### **Interaction with Instructor Statement:**

Email is the most reliable method of reaching me. Expect a reply within 36 hours.

## 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). **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.**

*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. If the Instructor determines that a student is not being respectful toward other students or the Instructor, or is otherwise behaving in an inappropriate manner, 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.***

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **COVID-19 Statement**

**Texas A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.**

**Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.**

### **“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:**

Texas A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **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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**Aug. 24-28: Introductions / Pre-Revolutionary American Society****Aug. 28: Zoom Meeting (TBD)**

**Readings:** Middlekauff, *The Glorious Cause*, "Prologue and chaps. 1-2; Bailyn, *Origins of American Politics* (entire); T. H. Breen, "'Baubles of Britain': The American Consumer Revolutions of the Eighteenth Century," *Past and Present* 119 (May 1988), 73-104

**Aug. 31-Sept. 4: The "Imperial Crisis," 1764-1770**

**Readings:** Middlekauff, *The Glorious Cause*, chaps. 3-9; Edmund S. Morgan, "The Puritan Ethic and the American Revolution," *William and Mary Quarterly*, 3<sup>rd</sup> Ser., 24 (Jan. 1967), 3-43; Pauline Maier, "Popular Uprisings and Civil Authority in Eighteenth-Century America," *William and Mary Quarterly*, 3<sup>rd</sup> Ser., 28 (Jan. 1970), 3-35

**Sept. 7-11: From Resistance to Revolution, 1771-1776**

**Readings:** Middlekauff, *The Glorious Cause*, chaps. 10-13; Thomas Jefferson, *A Summary View of the Rights of British America* (1774—Early American Imprints); Thomas Bradbury Chandler, *The American Querist* (1774—Early American Imprints)

**Sept. 14-18: Independence, 1776**

**Readings:** Middlekauff, *The Glorious Cause*, chap. 14; Maier, *American Scripture* (entire)

**Sept. 21-25: "Blows Will Decide," 1775-1783**

**Readings:** Middlekauff, *The Glorious Cause*, chaps. 15-22; Sung Bok Kim, "The Limits of Politicization in the American Revolution: The Experience of Westchester County, New York," *The Journal of American History* 80 (Dec. 1993), 868-889

**Sept. 28-Oct. 2: "Our generals and admirals don't seem to be in earnest about this business"**

**Readings:** Tuchman, *The First Salute* (entire)

**Oct. 5-9: The American Revolution in Indian Country, Part I**

**Readings:** Calloway, *The American Revolution in Indian Country* (Introduction and chaps. 1-5)

**Oct. 12-16: The American Revolution in Indian Country, Part II**

**Readings:** Calloway, *The American Revolution in Indian Country* (remainder)

**Oct. 19-23: The "Critical Period", 1783-1787**

**Readings:** [The Articles of Confederation and Perpetual Union](#); Middlekauff, *The Glorious Cause*, chaps. 23-24; Holton, *Unruly Americans*, Introduction and chaps. 1-10

**Oct. 26-30: The Constitutional Convention, 1787**

**Readings:** Middlekauff, *The Glorious Cause*, chap. 25; Holton, *Unruly Americans*, chaps. 11-13; Jack N. Rakove, "The Great Compromise: Ideas, Interests, and the Politics of Constitution Making," *William and Mary Quarterly*, 3<sup>rd</sup> Ser., 44 (Jul. 1987), 424-457

**Nov. 2-6: Federalism vs. Antifederalism, 1787-1789**

**Readings:** Middlekauff, *The Glorious Cause*, chap. 26; Holton, *Unruly Americans*, chaps. 14-16 and Epilogue; “*Brutus*” No. 5 and James Madison, [Federalist No. 10](#); Michael J. Faber, “Democratic Anti-Federalism: Rights, Democracy, and the Minority in the Pennsylvania Ratifying Convention,” *The Pennsylvania Magazine of History and Biography* 138 (Apr. 2014), 135-162

**Nov. 9-13: The African-American Revolution**

**Readings:** Frey, *Water from the Rock* (entire)

**Nov. 16-20: Daughters of Liberty**

**Readings:** Berkin, *Revolutionary Mothers* (entire)

**Nov. 23-27: No Class Meetings (Happy Thanksgiving!)**

**Short Book Review Due Nov. 29**

**Nov. 30-Dec. 4: What Was the American Revolution, Then?**

**Readings:** Wood, *The Radicalism of the American Revolution* (entire)

**Historiographic Essay Due Dec. 9**

**Paper Parameters**

Paper must be composed using Microsoft Word.

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

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.

*Consult the Style Guide, “Wade Mecum” (distributed separately), for detailed information about how a proper history paper should look and what it should contain.*