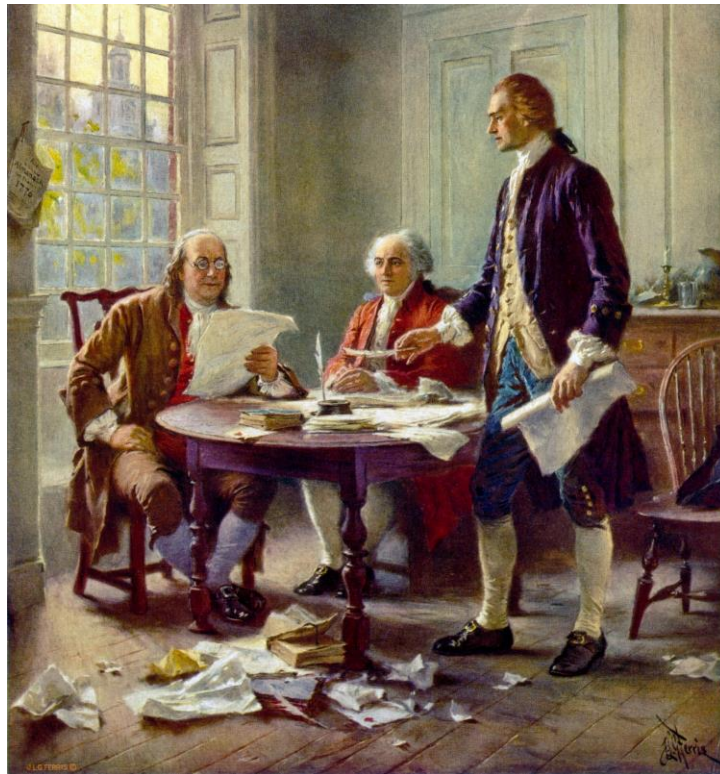




**HISTORY 552.01W: READINGS IN REVOLUTIONARY AMERICA
COURSE SYLLABUS: SUMMER II 2025**



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

Instructor: Professor John Howard Smith

Meeting Time on Zoom: Mondays & Wednesdays, 5:30-10:00 p.m.

Office Location: Ferguson Social Sciences 117

Office Hours: By appointment only on Zoom

Email Address: John.Smith@etamu.edu

COURSE INFORMATION

Course Prerequisites/Co-requisites: None

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:

- Robert Middlekauff, *The Glorious Cause: The American Revolution, 1763-1789*, rev. ed. New York: Oxford University Press, 2005. ISBN13 9780195315882
- Brendan McConville, *The King's Three Faces: The Rise & Fall of Royal America, 1688-1776*. Chapel Hill: University of North Carolina Press, 2006. ISBN13 978-0-8078-5866-0
- 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 G. Parkinson, *Thirteen Clocks: How Race United the Colonies and Made the Declaration of Independence*. Chapel Hill: University of North Carolina Press, 2016. ISBN13 978-1-4696-6527-2

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.

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., 70% 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.

Historiography Paper: (100 pts., 30% 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 12- to 15-page critical review of Robert G. Parkinson's *Thirteen Clocks*. 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.)	70%
Historiography Paper (100 pts.)	30%

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](https://get.adobe.com/flashplayer/) (version 17 or later) <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 East Texas A&M University. 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.

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. Office hours will be conducted via Zoom upon request.

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

East Texas A&M University 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.

"Campus Carry" Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University 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 East Texas A&M University 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 East Texas A&M campuses.** Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Statement on Texas Senate Bill 17

Texas Senate Bill 17, the recent law that prohibits certain diversity, equity, and inclusion programs at public colleges and universities in Texas, **does not** affect academic course instruction, including the content, teaching, or discussion in a course at public colleges and universities in Texas. SB 17 does not alter existing expectations and academic freedom for

teaching and related classroom discussion, including regarding diversity, equity, and inclusion topics.

Statement on the Uses of Artificial Intelligence

East Texas A&M University acknowledges that there can be legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words. **However, use of such tools cannot take the place of original composition on academic writing assignments, and therefore is expressly forbidden by the Instructor in this course.** Any discovered and confirmed use of such software constitutes an instance of academic dishonesty, and will result in the same penalties that attend cases of plagiarism. Students are fully responsible for the content of any assignment they submit, including cases in which A.I. was used, and especially in cases where the A.I. software plagiarized another text and/or misattributed or otherwise misrepresented primary and/or secondary source materials.

For further information please consult East Texas A&M policy 13.99.99.R0.10: Graduate Student Academic Dishonesty.

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

East Texas A&M University

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

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*).

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel.

COURSE OUTLINE / CALENDAR

July 7: Introductions / British-American Society to 1763

Readings: Middlekauff, *The Glorious Cause*, "Prologue and chaps. 1-2; T. H. Breen, "Baubles of Britain': The American Consumer Revolutions of the Eighteenth Century," *Past and Present* 119 (May 1988), 73-104; Paul Kelton, "The British and Indian War: Cherokee Power and the Fate of Empire in North America," *The William and Mary Quarterly*, 3rd Ser., 69 (Oct. 2012), 763-792; John Howard Smith, *A Dream of the Judgment Day: American Millennialism and Apocalypticism, 1620-1890*, chap. 2; McConville, *The King's Three Faces*, "Introduction" and chaps. 1-4

July 9: The "Imperial Crisis," 1764-1770

Readings: Middlekauff, *The Glorious Cause*, chaps. 3-9; McConville, *The King's Three Faces*, chaps. 5-7; Pauline Maier, "Popular Uprisings and Civil Authority in Eighteenth-Century America," *William and Mary Quarterly*, 3rd Ser., 28 (Jan. 1970), 3-35; James F. Hrdlicka, "The Attachment of the People': The Massachusetts Charter, the French and Indian War, and the Coming of the American Revolution," *The New England Quarterly* 89 (Sept. 2016), 384-420;

July 14: From Resistance to Revolution, 1770-1776

Readings: Middlekauff, *The Glorious Cause*, chaps. 10-13; McConville, *The King's Three Faces*, Introduction and chaps. 8-10 and "Epilogue"; Edmund S. Morgan, "The Puritan Ethic and the American Revolution," *William and Mary Quarterly*, 3rd Ser., 24 (Jan. 1967), 3-43; Benjamin H. Irvin, "Tar, Feathers, and the Enemies of American Liberties, 1768-1776," *The New England Quarterly* 76 (Jun. 2003), 197-238; Smith, *A Dream of the Judgment Day*, chap. 3 (pp. 79-92)

July 16: Independence, 1776

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

July 21: The War for Independence, Part I

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; Don Higginbotham, "Some Reflections on the South in the American Revolution," *The Journal of Southern History* 73 (Aug. 2007), 659-670

July 23: The War for Independence, Part II

Readings: Middlekauff, *The Glorious Cause*, chaps. 15-22; Karim M. Tiro, "A 'Civil War'? Rethinking Iroquois Participation in the American Revolution," *Explorations in Early American Culture* 4 (2000), 148-165; Smith, *A Dream of the Judgment Day*, chap. 3 (pp. 92-114)

July 28: The "Critical Period", 1783-1787

Readings: Middlekauff, *The Glorious Cause*, chaps. 23-24; Holton, *Unruly Americans*, Introduction and chaps. 1-10

July 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*, 3rd Ser., 44 (Jul. 1987), 424-457

Aug. 4: Federalism vs. Antifederalism, 1787-1789

Readings: Middlekauff, *The Glorious Cause*, chap. 26; Holton, *Unruly Americans*, chaps. 14-16; 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

Aug. 6: What Was the American Revolution, Then?: A Discussion of *Thirteen Clocks*
Historiographic Essay Due Aug. 7

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.