



HISTORY 343.01E: REVOLUTIONARY AMERICA, 1775-1789

COURSE SYLLABUS: SPRING 2026



John C. McRae, *Pulling Down the Statue of King George III* (1859)

Instructor: Professor John Howard Smith

Class Time / Location: Tues. & Thurs., 11:00-11:50 p.m. / McDowell Business Admin. 257

Office Location: Ferguson Social Sciences 117

Office Hours: Mondays—Fridays, 8:00-9:00 a.m., or by appointment

University Email Address: John.Smith@etamu.edu

COURSE INFORMATION

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*, 3rd ed. Boston: Houghton Mifflin, 2015. ISBN13 978-0-4959-1332-0

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

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.

ASSIGNMENTS, STUDENT RESPONSIBILITIES, EXPECTATIONS, & TIPS FOR STUDENT SUCCESS
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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.

Attendance and 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 revolutionary American society.

Attendance to class meetings and participations in discussions of the content are intended to allow students to discuss issues pertaining to the topics at hand concerning various aspects of reading, researching, and writing history, and will serve to inform the Instructor about how well students are absorbing course content. Grading will be assessed according to the following rubric:

- A = Always well prepared, frequently participates without solicitation, never absent without a valid excuse
 B = Always generally prepared, participates only when called on, rarely absent without a valid excuse
 C = Usually prepared to some extent, rarely speaks, rarely absent
 D = Often unprepared, several unexcused absences
 F = Always unprepared, frequent unexcused absences

Mid-Term 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 revolutionary American society.

Students will take a mid-term exam assessing their absorption and understanding of the course material, which will be administered in class (see below).

Review Essay: (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 revolutionary American society.

Students will write a substantive 12-15-page review of Ken Burns' six-part documentary, *The American Revolution* (<https://www.pbs.org/show/the-american-revolution/>), assessing the series' editorial orientation and factual accuracy (see below).

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 revolutionary American society.

The final exam will be delivered in-person during Finals Week (see below).

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%
Mid-Term Exam (100 pts.)	25%
Film Review (100 pts.)	25%
Final Exam (100 pts.)	25%

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

ACCESS & 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.etamu.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@etamu.edu.

Consistent and reliable access to the Internet is a fundamental requirement for this course.

COMMUNICATION & 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 to confer via Zoom 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 36 hours, and replies will only be sent to students' LeoMail accounts. **Do not email me from your personal email account.**

If you are having technical difficulty with any part of D2L/Brightspace, please contact D2L/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. **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. *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:

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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 have 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 strongly discouraged by the Instructor in this course.** 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.

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.

Please refrain from using cellphones during class. Food is not permitted in the classroom, though beverages are permitted. Noncompliance will result in deductions from the participation grade.

Note: Refusal 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.

Statement on Student Grievances

Students who have questions or concerns about the Instructor's course policies or the conduct either of the Instructor or a classmate should first consult with the Instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky (Sharon.Kowalsky@tamuc.edu). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

“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.

University Specific Procedures:

East Texas A&M 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
East Texas A&M University
Waters Library 132
Phone (903) 886-5150 or (903) 886-5835
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*).

Mental Health Services

The Counseling Center at A&M-Commerce, 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.



<http://telusproduction.com/app/5108.html>

COURSE OUTLINE / CALENDAR

PART I: RESISTANCE, 1750-1774

Jan. 12 Introductions

Jan. 14-23 Background, 1740-1765

Jan. 14: British America, 1607-1745

Jan. 16: 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 (pdf download on D2L)

Jan. 19 Martin Luther King, Jr. Holiday—No Class Meeting

Jan. 21: The "French and Indian" War, 1754-1763

Middlekauff, chap. 3

Calloway, "Prologue"

Brown & Carp, chap. 2—documents 1-2

Jan. 23: Discussion of the Fred Anderson essay (Brown & Carp, pp. 54-65)

Jan. 26-30 Reordering the Empire, 1764-1767

Jan. 26: The Stamp Act Crisis

Middlekauff, chaps. 4-5

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

Jan. 28: "In All Cases Whatsoever"

Middlekauff, chap. 6

Brown & Carp, chap. 3—documents 4-5

Jan. 30: Discussion of Pauline Maier, "Popular Uprisings and Civil Authority in Eighteenth-Century America." *The William and Mary Quarterly*, 3rd Ser., 27 (Jan. 1970), 3-35 (pdf download on D2L)

Feb. 2-6 Resistance, 1767-1770

Feb. 2: Sons of Liberty

Middlekauff, chaps. 7-8

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

Feb. 4: The "Bastards of Britain"

Middlekauff, chap. 9

Feb. 6: Discussion of the Benjamin Carp essay (Brown & Carp, pp. 94-102)

Feb. 9-13 The Calm before the Storm, 1771-1774

Feb. 9: Of Bishops and Tea

Middlekauff, chap. 10

Brown & Carp, chap. 4—document 1

Feb. 11: Intolerable Acts

Middlekauff, chap. 11

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

Feb. 13: 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. 16-20 Shots Heard ‘Round the World, 1775-1776**

Feb. 16: Lexington Green and Concord Bridge

Middlekauff, chap. 12

Brown & Carp, chap. 7—document 2

Feb. 18: “Half a War”

Middlekauff, chap. 13

Brown & Carp, chap. 6—document 2

Feb. 20: Discussion of the Brendan McConville essay (Brown & Carp, pp. 155-163)

Feb. 23-27 Common Sense, 1776

Feb. 23: *Common Sense*

Middlekauff, chap. 14 (pp. 318-326)

Brown & Carp, chap. 4—documents 5-6; chap. 8—documents 2-3

Feb. 25: Declaring Independence

Middlekauff, chap. 14 (remainder)

Original Draft of the Declaration of Independence (pdf download on D2L)

Brown & Carp, chap. 4—documents 7-8; chap. 7—document 3

Feb. 27: No Class Meeting**Mar. 2-6 The War for Independence, 1776-1779**

Mar. 2: The “War of Posts”

Middlekauff, chaps. 15-16

Brown & Carp, chap. 5—documents 1-2

Mar. 4: Turning Points

Middlekauff, chaps. 17-18

Brown & Carp, chap. 5—document 3

Mar. 6: Mid-Term Exam**MAR. 9-13 SPRING BREAK**

Mar. 16-20 The War for Independence, 1780-1783

Mar. 9: Becoming a Continental Army
Middlekauff, chaps. 19-20
Brown & Carp, chap. 5—documents 2-5

Mar. 11: From Yorktown to Paris
Middlekauff, chaps. 21-22
Brown & Carp, chap. 5—documents 6-7; chap. 9—document 4

Mar. 13: Discussion of the Maya Jasanoff essay (Brown & Carp, pp. 202-211)

Mar. 23-27 The American Revolution in Indian Country

Mar. 23: The Revolution Comes to Indian Country
Brown & Carp, chap. 6—essay by Grenier

Mar. 25: From Stockbridge to Oquaga

Mar. 27: Discussion of the Gregory Evans Dowd essay (Brown & Carp, pp. 236-245)

Mar. 30-Apr. 3 The African-American Revolution

Mar. 30: Slavery in a Libertarian Republic
Brown & Carp, chap. 7—document 4 and essay by Brown

Apr. 1: Fight for Freedom
Brown & Carp, chap. 7—documents 5-7

Apr. 3: Discussion of the Christopher Leslie Brown essay (Brown & Carp, pp. 261-277)

Apr. 6-10 Women of the Republic

Apr. 6: Daughters of Liberty
Brown & Carp, chap. 8—documents 4-5

Apr. 8: “Noble passions swell e’en female hearts”
Brown & Carp, chap. 8—document 6 and essay by Zagarri

Apr. 10: Discussion of the Elaine Forman Crane essay (Brown & Carp, pp. 315-325)

Apr. 13-17 Religion and the American Revolution

Apr. 13: Daughters of Liberty
Brown & Carp, chap. 9—documents 2-3

Apr. 15: The Apocalyptic Revolution
Brown & Carp, chap. 9—document 4
John Howard Smith, *A Dream of the Judgment Day: American Millennialism and Apocalypticism, 1620-1890*, chap. 3 (pdf download on D2L)

Apr. 17: Discussion of the Jon Butler essay (Brown & Carp, pp. 346-354)

PART III: FROM CONFEDERATION TO NATION, 1783-1789**Apr. 20-24 The “Critical Period,” 1783-1787**

Apr. 20: The Articles of Confederation

Middlekauff, chap. 23

Brown & Carp, chap. 9—documents 6-7; chap. 10—documents 1-2

Apr. 22: “A Fit Subject for a Mad House”

Middlekauff, chap. 24

Brown & Carp, chap. 10—documents 4-6

Apr. 24: Discussion of Robert A. Gross essay (Brown & Carp, pp. 396-407)

Apr. 27-May 1 The Constitutional Convention and Ratification, 1787-1789

Apr. 27: The “Grand Convention”

Middlekauff, chap. 25

Brown & Carp, chap. 11—documents 1-3

Apr. 29: Ratification

Middlekauff, chap. 26

Brown & Carp, chap. 11—documents 4-7

May 1: Discussion of the Richard Beeman essay (Brown & Carp, pp. 464-473)

Review Essay Due (upload to D2L under “Assignments”)

May 5: Final Examination, 10:30 a.m.

REVIEW ESSAY PARAMETERS & POLICIES

Format: Paper must be composed using Microsoft Word, with a file suffix of .doc or .docx. **DO NOT USE GOOGLE DOCS.**

Length: 12-15 pp. (*not including* the bibliography). ***Stiff penalties will be enforced for papers that are less than 12 pages in length.***

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

Bibliography: Limit your research to the course texts, but use must be made of at least five (5) of the primary source documents, and at least five (5) of the secondary source selections from the *Major Problems* book.

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

The paper must 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 essay beyond May 8, and there will be a 10-point penalty for every day that a submission is late from May 2 through May 8.***