

Course Information

HST 406: The American Revolution

Credits: 3

Prerequisites: None

Co-requisites: None

Faculty Information

Name: Dr. Peter Van Cleave

Office: Coor 4507

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Office Hours: Online and by appointment

Catalog Description

Causes, course, and consequences of the American Revolution culminating in the ratification of the Constitution.

Course Overview

This course examines the history of one of the most important and most debated events in American history, the American Revolution. We will explore the conditions that led to a break between American colonists and the British Empire, the conduct of the Revolution, and its immediate aftermath. We will utilize both primary and secondary documents in order to achieve our goal of coming to our own conclusions about this decisive event and measuring what meaning the Revolution still has to this day.

Our class will be framed around two themes: the Atlantic World and the limits of revolution. The American Revolution did not just take place in those areas that would become the thirteen United States, but was waged in North America, the Caribbean, Europe, and Africa. Further, the effects of the Revolution reverberated throughout the Atlantic world and shaped interactions for years to come. While maintaining the Atlantic perspective, we will also explore how the Revolution played out on the ground, who benefitted and who suffered from independence, and ask ourselves a central question: was the American Revolution truly revolutionary?

Required Reading

Edmund Morgan, *The Birth of the Republic, 1763-89*

Pauline Maier, *American Scripture*

Kathleen DuVal, *Independence Lost*

Additional unit readings posted on Blackboard

Learning Outcomes

At the completion of this course, students will be able to:

1. Understand the general history of the American Revolution from roughly the Seven Years' War to the passage of the Constitution in the larger context of the Atlantic World.
2. Analyze primary and secondary documents and historical arguments in order to develop original ideas about the American society before, during, and after the Revolution.
3. Identify and evaluate the major events of the Revolutionary period and the causes and outcomes of the major events, individuals, and themes that comprise the history of the American Revolution.
4. Determine whether or not the American Revolution was a revolutionary event.
5. Effectively write persuasive arguments using primary sources and historical information

Grading and Assignments:

Assignments:

Midterm Exam: 200 points

Final Exam: 200 points

Project: 305 points

Discussion Boards: 175 points (7 @ 25 points each)

Quizzes: 120 points (6 @ 20 points each)

Total Points: 1000 points

Grading

Grade	Percentage	Points Range
A	90-100	900-1000
B	80-89	800-899
C	70-79	700-799
D	60-69	600-699
E/F	59 and below	599 and below

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. The best effort will be made to have graded assignments available within 48 hours of the due date via the Gradebook.

Communicating With the Instructor

This course uses a discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

When emailing, please include the course number (HST 406) and follow formal email guidelines. Begin with an introduction (Dear Dr. Van Cleave, for example) and close with your name. If inquiring about group issues, please include your Group number. Email questions of a personal nature to your instructor. You can expect a response within 48 hours.

Online Course

This is an online course. There are no face-to-face meetings. This course requires that you have access to a computer that can access the Internet. You are responsible for having a reliable computer and Internet connection throughout the course. Please review the hardware and software requirements below to insure you are properly prepared for this course. This course uses Blackboard Learning Management Software. Please review the information at the following link to determine if your computer is properly configured for your participation in this course: [Blackboard Supported Browsers and Operating Systems](#)

Email and Internet

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. All instructor correspondence will be sent to your ASU email account.

Course Time Commitment

This three-credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course.

Late or Missed Assignments

Because of the condensed timeframe of the course, no late work will be accepted except in the case of extreme and documented emergencies (I have final say on what constitutes a documented emergency). If any situation arises, you must contact me BEFORE the assignment is due. This is particularly important for any technical difficulties; any difficulty after the fact will be met with a good deal of skepticism. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities.

Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Blackboard. Do not submit an assignment via email. It is your responsibility to make sure you

have successfully submitted your assignments. If there are any problems, you must contact me before the assignment is due and we can work on the issue. For any unsuccessful attempt or any contact made after the assignment is due, the assignment will be considered late and you will receive 0 points.

Discussion Boards

There will be seven discussion boards you are required to participate in. You will be divided into Groups in order to better facilitate discussions. You will have to submit one, page-length, original post and then two responses, each at least a full paragraph in length. The original must clearly reference both the reading and the lecture. The responses must be original, productive comments and not merely agreement with a post. The first post is worth 15 points and the two responses are worth 5 points each. There is a more detailed description on Blackboard.

Quizzes

There will be six weekly quizzes conducted on Blackboard. The quizzes will be done via the lectures. As you watch the lectures, you will be prompted with quiz questions, and the questions will be spread across the Unit's lectures. The total for each Unit will be 20 points.

Exams

There will be a Midterm and Final exam in this course. The Midterm will cover Unit 1 through Unit 3 and the Final will cover Lesson Units 4-6. The exams will assess all of the material assigned during those units. The format of the exams will be multiple choice and essay questions. The exam will take place through the Blackboard. The first exam will take place during Unit 4, and you will have 120 minutes to complete the exam. The final exam will be available during Lesson Unit 6, and you will have 120 minutes to complete the exam. The exams will be open for the entirety of the week they are released (Midterm Unit 4, Final Unit 6) but once the exam is open, you must finish it.

Project

The Project will consist of two fundamental elements: a public history portion and a research paper. The two elements, however, will be mutually reinforcing in that the research you do for the paper will be the same that you do for the public history portion—they are essentially just two different expressions of the same idea. Both the public history portion and the paper will focus on the Declaration of Independence and its greater impact.

The paper will be a 5-7 page argumentative paper based on independent research. The paper will be on the Declaration, but you have the freedom to choose what you focus on and what direction you take the paper. You do, however, have to perform research in the primary documents of the era, which will form the heart of the paper and drive your argument, as well as any secondary sources needed to successfully write the paper.

The public history portion is a chance to relate your findings in your research paper to your fellow students (and theoretically to a public audience). This can take any one of several forms, including a podcast (which you can pair up with a fellow student even), a Twitter account with a series of tweets, a website, a museum exhibit, a blog, or any project that is approved by me.

Academic Honesty

Students found to have plagiarized material for any of the assignments will result in an automatic 0 on the assignment, and be subject to further penalties such as a failing grade in the

course. A particular egregious act of plagiarism is further subject to an XE, removal from a course for academic honesty and possible dismissal from the university. Further, all of the material for the course must be produced specifically for this course. Any violation of this will be considered a breach of academic honesty.

For more information, see

<https://provost.asu.edu/sites/default/files/AcademicIntegrityPolicyPDF.pdf>

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course. Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades.

Student Conduct and Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, ASU Student Academic Integrity Policy, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior.

Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact their campus DRC.

Course Topics and Schedule

Introduction: 10/12 – 10/16

Readings:

- Syllabus
- Selection from Gordon Wood, *The Radicalism of the American Revolution*
- Essay from Edmund Morgan, *American Heroes*

Assignments:

- Introduction
- Discussion Board and Responses

Unit 1: 10/17 – 10/23

26 Colonies

Readings:

- Morgan, Lexington Green and Chapter 1 (pages, 1-14)
- DuVal, Introduction-Part I, (pages, xiii-70)
- Fred Anderson, *Crucible of War*, Introduction, Chapter 46, Chapter 62
- Document, Minavavana, a Chippewa chief, addressing trader Alexander Henry, as recorded by Henry, 1761,
<http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?PrimarySourceId=1183>

Assignments:

- Watch Video Lectures
- Discussion Board Post and Responses
- Lecture Quizzes

Unit 2: 10/24 – 10/30

The Imperial Crisis and the Duel Revolution

Readings:

- Morgan, Chps. 2-4 (pages, 15-60)
- Maier, Introduction-Chp. 2 (pages ix-96)
- Document, John Dickinson, *Letters from an American Farmer*, Letter 4,
<http://www.let.rug.nl/usa/documents/1751-1775/john-dickensons-letter-4-from-letters-from-a-farmer-1767-1768.php>
- Document, North Carolina Regulators, 1769,
http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3878

Assignments:

- Watch Video Lectures
- Discussion Board Post and Responses
- Lecture Quizzes

Unit 3: 10/31 – 11/6

The Times That Try Men's Souls: Independence and War

Readings:

- Morgan, Chp. 5-6 (pages, 61-87)
- Declaration of Independence (in Morgan, pages, 159-162)
- Maier, Chp. 3-Epilogue (pages, 97-215)
- DuVal, Part II (pages 73-129)
- Danielle Allen, *Our Declaration*, Ben Franklin's World: A Podcast About Early America, <http://www.benfranklinsworld.com/018>

Assignments:

- Project Approval Due 11/6 by 11:59p**
- Watch Video Lectures
- Discussion Board Post and Responses
- Lecture Quizzes

Unit 4: 11/7 – 11/13

The Revolution in the Atlantic World

Readings:

- Morgan, Chp. 7 (pages, 88-100)
- DuVal, Part III (pages, 133-218)
- Document, Johan Derk van der Capellen, *Aan het Volk van Nederland [To the People of the Netherlands]* <http://members.casema.nl/wilschut/ahvvne.htm>

Assignments:

- Midterm Due 11/13 by 11:59p**
- Watch Video Lectures
- Discussion Board Post and Responses
- Lecture Quizzes

Unit 5: 11/14 – 11/20*The Articles Period and the Limits of Revolution***Readings:**

- Morgan, Chp. 8-9 (pages, 101-128)
- Articles of Confederation (in Morgan, pages 163-170)
- DuVal, Part IV (pages 223-339)
- Document, Thomas Jefferson, *Notes on the State of Virginia*, Selection on Slavery, <http://www.let.rug.nl/usa/documents/1776-1785/jeffersons-notes-on-slavery.php>
- Document, Thomas Jefferson, Draft of a Bill for Establishing Religious Freedom, <http://www.let.rug.nl/usa/documents/1776-1785/draft-for-a-bill-for-establishing-religious-freedom-by-jefferson-1779.php>
- Document, Abigail Adams to John Adams, 31 March-April 5, 1776, <https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa>

Assignments:

- Watch Video Lectures
- Discussion Board Post and Responses
- Lecture Quizzes

Unit 6: 11/21 – 11/27*The Constitution, Ratification, and the Revolution***Readings:**

- Morgan, Chps. 10-11 (pages 129-156)
- Constitution (in Morgan, pages 171-184)
- DuVal, Conclusion (pages 340-351)
- Document: Pennsylvania Constitution of 1776, http://avalon.law.yale.edu/18th_century/pa08.asp
- Document: New York Constitution of 1777, http://avalon.law.yale.edu/18th_century/ny01.asp
- Optional, DuVal, *Independence Lost*, Ben Franklin's World: A Podcast About Early America <http://www.benfranklinworld.com/037/>

Assignments:

- Watch Video Lectures
- Discussion Board Post and Responses
- Lecture Quizzes

Unit 7: 11/28 – 12/4

Remembering the Revolution: Whose Revolution Was It?

Readings:

None

Assignments:

- Final Exam due 11/30 by 11:59p (note the Wednesday deadline)
- Presentation Due 12/2 by 11:59p
- Presentation Response Due 12/4 by 11:59p
- Paper Due 12/4 by 11:59p