

HIST 328: Colonial and Revolutionary America

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Course Description

Colonial and Revolutionary America covers the development of the British colonies in North America through the eighteenth century, the American Revolution, and the establishment of the institutional foundations of the new American Republic under the Confederation period.

Course Delivery Method: face-to-face

Textbook

Karen Ordahl Kupperman, Major Problems in American Colonial History, Third Edition (Boston: Houghton Mifflin Company, 2013). 0-495-91299-9

Student Learning Outcomes: Students who successfully complete Colonial and Revolutionary America will be able to

1. explain the motivations for the colonization of the Western Hemisphere,
2. identify and evaluate the political, social, and cultural influences on the development of the United States,
3. list and analyze the causes for the conflict with England and the events associated with the Revolution,
4. compare and contrast American government under the Articles of Confederation and the United States Constitution.

Course Outline: see following

Methods of evaluation: three examinations will be a combination of multiple-choice questions and a discussion topic.

Grading scale: 90% - 100% = A, 80% - 89% = B, 70% - 79% = C, 60% - 69% = D, <59%=F

In accordance with university policy, the teacher will not post grades, report grades over the telephone, or report grades through e-mail.

Library/Media Resources Assessment: adequate

Student Participation

Within the boundaries of propriety and courtesy, students are encouraged to question, discuss, and debate subjects pertinent to the course.

Course Etiquette: Be polite.

Discussion Board Standards: not applicable

Disability Accommodations: Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

Academic Integrity: Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog.

A&M-Texarkana Email Address: Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

Drop Policy: To drop this course after the census date, a student must complete a Drop/Withdrawal Request Form, located on the University Registrar's webpage or obtained in the Registrar's Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an "approval" to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be submitted to the Registrar's office for processing in person, email Registrar@tamut.edu, mail (7101 University Ave., Texarkana, TX 75503) or fax (903-223-3140). Drop/withdraw forms missing any of the required information will not be accepted by the Registrar's Office for processing. It is the student's responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

Tardiness for examinations: Any student who enters class after the first test-taker has left may be required to take a make-up examination.

Absences from examinations: Students are expected to take the examinations when they are scheduled. They must make arrangements for missed examinations in advance of their absence or prior to the next class. Documented medical and job-related issues are appropriate excuses for missing an examination.

Request for Permission to Makeup an Examination or an Assignment

I, _____, a student in _____, request permission to
makeup _____ (examination or assignment). The reason for this request is

If the makeup is approved, I will complete the assignment by _____.

Signature

University Guidelines for Assigning an Incomplete Grade

1. An incomplete grade ("X") may be assigned when circumstances beyond the student's control prevents the student from completing a course on time. The student should contact the instructor and request an incomplete grade in the course.
2. If the faculty member agrees to the student's request, an Incomplete Grade Form must be completed listing the circumstances that prevented the student from completing the course and the remaining requirements for completing the course. The deadline for completing the course work is to be specified up to a maximum of twelve months from the end of the semester the student was enrolled in the course in question.
3. The instructor and student must sign the completed Incomplete Grade Form. The form may be accessed at the university web site. In cases where the student is unavailable, written agreement by the student may be given by fax, email, or letter. A representative of an incapacitated student must contact the university Registrar.
4. The original copy of the Incomplete Grade Form will be maintained by the faculty member with a copy given or mailed to the student. A copy will also be sent to the Registrar's Office to be filed along with the Official Grade Sheets. A copy will also be sent to the Dean's office.

Wagy's Guidelines for Assigning an Incomplete Grade

1. I assign the grade of Incomplete when circumstances beyond the student's control result in a small portion of the course requirements not being completed (for example, one examination missed or one written assignment unfinished). If several assignments have not been completed, then the appropriate grade is F.
2. The student is responsible for initiating the process by requesting a grade of Incomplete. If the student does not contact me, then he or she will receive a grade of F for the course assignment not completed. Failure to complete more than one assignment will result in a grade of F for the course.
3. The student is responsible for meeting with me and filling out the Incomplete Grade Form.
4. The student is responsible for completing the assignment in accordance with the Incomplete Grade Form. If the student fails to complete the assignment in accordance with the Incomplete Grade Form, then he or she will receive a grade of F.

Opportunities for Enriched Study

Students may contract to do projects that will enrich the course. The purpose of these projects is to enrich the educational experience for students who have an interest in the course. Some students want extra study on a particular topic (for example, military history or women's history). Some students enjoy historical study and want more than is offered in the lectures and textbook. A second purpose is the possible improvement of the student's grade for the course. Occasionally, the enriched study will improve a marginal grade, but most often it does not influence the grade. The quality of the work will be evaluated.

The evaluation of projects is by its nature subjective. The following are tentative criteria that are intended to be general guides to evaluation. Student initiative in working with the instructor will improve the process of evaluation. The student should seek guidance and evaluations from the instructor throughout the semester. The student should keep written records of the teacher's suggestions and the student's responses to those suggestions. The student should not wait until the due-date, submit the project, and then be surprised by a lower grade than anticipated. The instructor will help the student to do her or his best work. The instructor will evaluate the work fairly to the best of his ability.

The last class period prior to the first examination is the deadline for the instructor to approve projects.

Study Options

1. With the instructor's assistance and approval, an interested student may contract to read one or more books. The books must be scholarly studies in history, culture, society, or biography. The student will write a review of the book. The instructor will provide a guide for writing the review. He will evaluate the review based on the clarity of the writing, the quality of the analysis, and the thoroughness of the response. He will score the review on the basis of 100 points.

2. Students may choose to form a colloquium for extra-credit reading. Three to five students may choose to read books on the same subject. Each will then write a review of her or his book and make an oral presentation to the others in the group. Others in the colloquium will question the presenter and discussion will follow. The instructor will provide a guide for writing the review and making the presentation. He will evaluate the review based on the clarity of the writing, the quality of the analysis, and the thoroughness of the response. He will evaluate the oral presentation on the quality of organization, analysis, and presentation. He will score the review on the basis of 100 points and the oral presentation on the basis of 50 points.

3. Students may choose to write a research paper (about 1,800 to 2,200 words; plus citations) on a topic of special interest. Essays will be based on readings of secondary sources (for example books, journals, most WEB resources), although optional primary sources such as documents may strengthen the paper. The instructor will evaluate the paper on the quality of the documentation, writing, and analysis. He will score the paper on the basis of 200 points.

HIST 328: Lecture Guide

First Examination

1. First Americans

Expansion of Europe

2. Corporate World View, Middle Ages, Roman Catholic Church
3. Why expansion? Renaissance, Christopher Columbus
4. Scramble for Empire: Spanish, Portuguese, French, Dutch

The Reformation and the English monarchy

5. Reformation: Martin Luther/John Calvin/Counter-Reformation/
English Reformation/Puritans, Presbyterians, Congregationalists, Separatists, Quakers
6. English monarchy: Tudors/Stuarts/Puritan Revolution (1650 - 1660)/The Restoration (1660 - 1688)/Glorious Revolution (1688)/ Hanoverian dynasty (since 1714)

Foundations of English Colonization

7. The idea of America
8. Discovery and early failures: John Cabot (1497), Martin Frobisher (1576), Humphrey Gilbert (1583), Walter Raleigh
9. Jamestown: joint-stock companies, settlement (1607-1625), John Smith, starving time, continuing problems, tobacco, House of Burgesses, African-Americans, royal colony
10. Pilgrims: Separatists, Plymouth (1620), Mayflower Compact
11. Massachusetts Bay Company (1630): Great Migration, Massachusetts Bay Company, John Winthrop

New England Colonies

12. Rhode Island (1636): Roger Williams
13. Connecticut (1636): Thomas Hooker
14. New Hampshire (1796)

Middle Colonies

15. New York (1664): New Netherlands, English settlement
16. New Jersey (1702): Duke of York, George Carteret, John Berkely
17. Pennsylvania (1682): Society of Friends, William Penn, settlement
18. Delaware (1704)

Southern Colonies

19. Proto-South
Motivations for colonization: economic motives, the influences of Anglicanism
Plantation system: influences on politics, ruralism, slavery, class structure
20. Maryland (1634): proprietary colonies, George Calvert, Lord Baltimore, settlement
21. Carolinas (1663)
22. Georgia (1733)

Examination Two

African-Americans

23. African heritage: diversity, shared characteristics, the persistence of the African heritage
24. Enslavement and the Middle Passage
25. The institution of slavery

Society in the New England

26. Church and state, towns and farms in Puritan New England
27. Women and the family in New England (helpmeets, Anne Hutchinson, Abigail Adams)

Societies in the Southern Colonies

29. Chesapeake society: population and economy, class structure, culture (amusements, church, education)
30. Carolina society: population and economy, class structure, Charleston society
31. The Back Settlements: population (folk migration, ethnic diversity), economy, government, women and the family, amusements, churches, schools

Society in the Middle Colonies

28. Immigration, commerce, and town life in the Middle Colonies (Benjamin Franklin)

Third Examination

Why was there an American Revolution?

29. What was the traditional status of the Anglo-American colonies?

The theory of British colonial policy: mercantilism, Navigation Acts (1660, 1663, 1673, 1696)

The reality of British colonial policy: administrative decentralization; British officials; colonial assemblies; Robert Walpole - salutary neglect

30. Why did the traditional status change?

Imperial conflicts

Comparison of English and French colonization

War of the League of Augsburg/King William's War 1689-1697

War of the Spanish Succession/Queen Anne's War 1701-1713

War of the Austrian Succession/King George's War 1743-1748

Seven Years War/French and Indian War 1756-1763: Albany Congress, Ohio Company 1749, Washington's expedition 1754, Braddock 1755, William Pitt 1757, Quebec 1759, why the English won

Treaty of Paris 1763: effects on England, effects on the Anglo-American colonies

31. What was the new colonial policy?

New leadership: George III, George Grenville

New program: Proclamation Line of 1763, Mutiny Act (1765), anti-smuggling measures, Sugar Act 1764, Currency Act 1764, Stamp Act 1765

32. What were the potential effects of the new colonial policy?

Economic effects, political effects

33. Why did the threat to the colonists' traditional status lead to revolution? The new British imperial system, social status, leadership, emotional conflicts, economic interests, the threat to home rule

34. Steps to revolution

Stamp Act 1765

Townshend Acts 1767

Boston Massacre 1770

Gaspee Affair 1772

Committees of Correspondence

Boston Tea Party 1773

Intolerable Acts 1774

Quebec Act 1774

First Continental Congress 1774

Lexington and Concord, April 18, 1775

Second Continental Congress, May 1775

Olive Branch Petition, May 1775

Ticonderoga, May 1775

Bunker Hill, June 17, 1775
Declaration of Causes of Taking Up Arms, July 6, 1775
Common Sense, January 1776
Dorchester Heights, March 1776
Declaration of Independence, July 4, 1776

35. Revolution

Advantages and disadvantages
Lexington and Concord: April 19, 1775
Capture of Fort Ticonderoga: May 10, 1775
Second Continental Congress: May 10, 1775
Mecklenburg County Resolutions: May 20, 1775
Battle of Bunker Hill: June 17, 1775
Olive Branch Petition: July 5, 1775
Battle of Quebec: December 31, 1775
Common Sense published: January 9, 1776
British evacuation of Boston: March 17, 1776
Secret French aid to Americans: May 1776
Declaration of Independence signed: July 4, 1776
Battle of Long Island: August 27, 1776
Battle of Trenton: December 26, 1776
Battle of Princeton: January 3, 1777
Battle of Brandywine Creek: September 21, 1777
Battle of Germantown: October 4, 1777
Burgoyne's surrender at Saratoga: October 17, 1777
Articles of Confederation: 1777 (ratified March 1, 1781)
Valley Forge: 1777-78
Franco-American alliance: February 6, 1778
Battle of Monmouth: June 28, 1778
Capture of Vincennes: February 25, 1779
Spain's declaration of war on England: June 21, 1779
Jones's *Bonhomme Richard* defeated *Serapis*: September 23, 1779
Battle of Camden: August 16, 1780
Battle of King's Mountain: October 7, 1780
Greene replaced Gates: October 14, 1780
Treason of Benedict Arnold: September 21, 1780
Ratification of the Articles of Confederation: March 1, 1781
Battle of Cowpens: January 17, 1781
Battle of Guilford Courthouse: March 15, 1781
Cornwallis's surrender at Yorktown: October 19, 1781
Peace of Paris: January 20, 1783

Articles of Confederation

36. The government: structure, problems
37. Successes: Treaty of Paris 1783, territories (settlement, Ordinance of 1785, Ordinance of 1787)
38. Failures: disputes on the Treaty of 1763, Jay-Gardoqui Treaty 1786, financial problems

The Constitution of the United States

39. Philadelphia Convention of 1787
40. Constitution
41. Ratification
42. The new government