



WAYLAND BAPTIST UNIVERSITY
SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES
WBUOnline

Wayland Mission Statement: Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

Course Title, Number, and Section: HIST 5310.VC01- History of the American Revolution

Term: Winter 2017

Instructor: Dr. Autumn Lass

Office Phone Number and WBU Email Address: 806-291-1186; lassa@wbu.edu

Office Hours, Building, and Location: Officers Hours MW 9am-1pm; TR 9-10:30am or by virtual appointment; Gates Hall RM 306. Virtual Appointments can be made via Skype.

Class Meeting Time and Location: WBUonline (Virtual Campus)

Catalog Description: American history from colonial foundations through the American Revolution and the new nation; may be repeated for credit when the topic changes.

There is no prerequisite for this course

Required Textbook(s) and/or Required Material(s):

- Breen, *The Marketplace of Revolution: How Consumer Politics Shaped American Independence* (Oxford University Press, 2005).
- Dull, *A Diplomatic History of the American Revolution* (Yale University Press, 1987).
- Jasanoff, Maya. *Liberty's Exiles: American Loyalists in the Revolutionary War* (Knopf Press, 2011).
- Nash, Gary. *The Unknown American Revolution: The Unruly Birth of Democracy and the Struggle to Create America*. (Penguin Press, Reprint 2006).
- Norton, Mary Beth. *Liberty's Daughters: The Revolutionary Experience of American Women, 1750-1800* (Cornell University Press, 1996).
- Wood, Gordon. *The Creation of the American Republic, 1776-1787* (University of North Carolina Press, 1998).

Optional Materials:

- Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations, Eight Edition: Chicago Style for Students and Researchers* (University of Chicago Press, 2013).
- Middlekauff, Robert. *The Glorious Cause: The American Revolution, 1763-1789* (Oxford University Press, 2007).

Course Outcome Competencies: This course will involve students in an in-depth analysis of American politics and life during the crucial, formative period of the American nation by familiarizing them with several major historical works on that era. When they've completed this course, students will understand and be able to demonstrate the following:

1. American society and politics during the period of nation-building
2. The historiography and scholarship associated with this period
3. Upon successful completion of this particular course, the student will understand and be able to explain the significant scholarship dealing with the American Revolution.

Attendance Requirements:

Virtual Campus

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student "attendance" in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university's attendance policy.

Statement on Plagiarism and Academic Dishonesty: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

➤ Instructor's Academic Honesty Statement:

- Any student caught cheating – whether it be cheating on an examination, plagiarism of a published or unpublished work, plagiarism of online materials, inappropriate contact or collaboration with a fellow student, or any other action that prevents the student's ability to produce an honest, original work – will receive a **ZERO** on that assignment and will not be allowed to redo or retake the assignment. Repeated incidents of cheating will lead to **FAILURE OF THE COURSE** and could lead to punishment from the university up to and including expulsion. I **DO NOT TOLERATE** cheating or plagiarism.

Disability Statement: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.

Course Requirements and Grading Criteria:

➤ Overall Requirements and Grade Allocation (1000 point scale):

- Professor Chats – 100 points (2 chats; 50 points each)
- Course Portfolio– 100 points
- Book Reviews – 200 points (2 reviews; 100 points each)
- Weekly Discussions – 250 points
 - 10 discussions; 20 points each
 - Book Presentation Discussion Post – 50 points
- Comparative Book Review – 350 points
 - Rough Draft – 100 points
 - Writing Center Appointment – 25 points
 - Revisions Summary – 25 points
 - Final Draft – 200 points
- Bonus Opportunities – 50 points
 - Syllabus Quiz – 10 points
 - Self-Introduction Discussion – 10 points
 - Blackboard Scavenger Hunt – 10 points
 - Library Tutorials – 20 points

➤ Assignment Descriptions:

- *Professor Chats* – Students are required to meet with the instructor twice during the semester. The meetings will be held on Skype.
- *Course Portfolio* – Using the template provided by the instructor, students must create the portfolio for the course. Students must complete the portfolio and upload revised versions of your written assignments. (3)
- *Book Reviews* – Students are required to submit two book reviews throughout the semesters. Students **cannot** review the book they have signed up to present or the book they have signed up to write the comparative book review at the end of the semester. Reviews must be turned in the week the book was assigned. **Reviews must come from the other 4 required readings.** (1,2, & 3)
- *Weekly Discussions* – Each week students are required to participate in the weekly reading discussions. Students will be assigned a thread to post their original response then must respond to at least one other student in the other two discussion threads. Original posts to the reading forums are due on Thursday while reaction responses are due Saturday evening. (1,2, & 3)
 - *Book Presentation* – Students are required to sign up for one of the required monographs and for that week's discussion post those students must post a video presentation of the book as their original post to the discussion. The instructor will provide the signup sheet and a detailed description and rubric of the presentation.

- *Comparative Book Review* – Students are required to sign up for one of the required monographs, read the other assigned book, and write an 8-10 page comparative review of those readings. The comparative review should discuss the readings’ theses, arguments, similarities, differences, conclusions, and historiographical contributions. Instructor will provide more detailed instructions for this assignment and all of its components. (1,2, & 3)

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

Student Grade Appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

Additional Information:

Class Materials & Computer/Software Requirements

➤ Computer Access:

- Each student is required to have regular (daily) computer access, preferably a home computer with broadband Internet access. This course can be completed using public computers at a library or other public access areas. However, be aware that using public computers may create a hardship. All course requirements remain the same regardless of your computer access.

➤ Technical Skills: Students who take this course must be comfortable with the following

- using a word processor
- using email for communication
- using webcams
- sending email attachments
- navigating the Internet, websites like Blackboard, and search engines
- downloading appropriate software and or plug-ins

➤ Required Software: Students who take this class will need the following free software installed on their computer.

- A web browser like Internet Explorer, Firefox, Google Chrome, or Safari.
- Adobe Flash Player & Adobe Reader
- QuickTime
- JAVA
- A word processor such as Microsoft Word

- Students only get **ONE** redo on formatting, after that students will receive a letter grade equivalent point deduction for not following citation and formatting guidelines. For each time formatting guidelines are not met the point deduction grows a letter grade. For example, the second (after the one free) infraction will result in points equivalent to two letter grades.

Deadlines, Missed and Late Work:

- Unless otherwise noted, all assignments must be completed by the end of the due date at 11:59pm CST. Any work that is not received by that time will be considered late and given a grade of zero if it does not meet the below "late work policy." There is no exception to this policy.
- Any work submitted late will only be accepted under strict professor approval. **Students only get ONE late acceptance – after students have used their one free "late turn-in" – late work penalized a letter grade for each late day and after five days it will no longer be accepted.** In order to use the free late turn-in, students are required to notify the instructor within 24 hours prior to an assignment due date. **If the professor is not notified or does not give her approval the late work will not be accepted.**
 - Discussion Posts and Responses as well as Book Presentations do not fall into the "late work policy" exception. Discussions must be submitted on time and according to the deadlines!!
- Absence Excuses – It is up to the discretion of the instructor to decide if an absence/assignment excuse is acceptable.

Detailed Schedule:

Week One: Course Introduction & Context (November 13 – 18, 2017)

- **READING:**
 - Robert Allison, "The Revolution's Origins," chapter One in *The American Revolution: A Very Short Introduction*, (Oxford University Press, 2015)– PDF PROVIDED BY INSTRUCTOR
 - Eliga Gould, "Fears of War, Fantasies of Peace: British Politics and the Coming of the American Revolution," Chapter One in Eliga Gould, Ed., *Empire and Nation: The American Revolution in the Atlantic World*, (Baltimore, MD: John Hopkins University, 2005) – PDF PROVIDED BY INSTRUCTOR
 - Tony Petersen, "The Spirit of Party: John Adams, Jonathan Sewall, and the Role of Republicans Ideology in the Coming of the American Revolution," *The Historian* Vol. 79, Issue 2 (Summer 2017): 301-323. – PDF PROVIDED BY INSTRUCTOR
- **ASSIGNMENTS:**
 - Weekly Discussion #1 – Initial Response due Thursday @11:59pm CST; Reaction Response Posts due Saturday @11:59pm CST
 - Bonus Discussion due Saturday @11:59pm CST
 - Bonus Syllabus Quiz due Saturday @11:59pm CST
 - Library Tutorials due Saturday @11:59pm CST
 - Sign up for Comparative Book Review Topic due Saturday @11:59pm CST
 - Sign up for Book Presentation due Saturday @11:59pm CST

THANKSGIVING BREAK (November 20 – 24, 2017)

Week Two: Ideological Origins of the American Revolution (November 26 – December 2, 2017)

- READING: Wood, Gordon. *The Creation of the American Republic, 1776-1787* (University of North Carolina Press, 1998)
- ASSIGNMENTS:
 - Weekly Discussion #2 – Initial Response due Thursday @11:59pm CST; Reaction Response Posts due Saturday @11:59pm CST

Week Three: American Revolution & the Atlantic World (December 3 – 9, 2017)

- READING:
 - Ross Nedervelt, “Caught Between Realities: The American Revolution, the Continental Congress, and Political Turmoil in the Bahama Islands,” *The Journal of Imperial & Commonwealth History* Vol. 43, Issue 5 (December 2015): 747-769.
 - Don Higginbotham, “War and State Formation in Revolutionary America,” Chapter Three in Eliga Gould, Ed., *Empire and Nation: The American Revolution in the Atlantic World*, (Baltimore, MD: John Hopkins University, 2005) – PDF PROVIDED BY INSTRUCTOR
 - Trevor Burnard, “Freedom, Migration, and the American Revolution,” Chapter Fifteen in Eliga Gould, Ed., *Empire and Nation: The American Revolution in the Atlantic World*, (Baltimore, MD: John Hopkins University, 2005) – PDF PROVIDED BY INSTRUCTOR
- ASSIGNMENTS:
 - Weekly Discussion #3 – Initial Response due Thursday @11:59pm CST; Reaction Response Posts due Saturday @11:59pm CST

Week Four: Economic Influences (December 10 – 16, 2017)

- READING: Breen, *The Marketplace of Revolution: How Consumer Politics Shaped American Independence* (Oxford University Press, 2005)
- ASSIGNMENTS:
 - Weekly Discussion #4 – Initial Response due Thursday @11:59pm CST; Reaction Response Posts due Saturday @11:59pm CST

CHRISTMAS BREAK (December 20 – January 1, 2018)

Week Five: Diplomacy, Foreign Relations & The American Revolution (January 2 – 6, 2018)

- READING: Dull, *A Diplomatic History of the American Revolution* (Yale University Press, 1987)
- ASSIGNMENTS:
 - Weekly Discussion #5 – Initial Response due Thursday @11:59pm CST; Reaction Response Posts due Saturday @11:59pm CST
 - Professor Chat #1

Week Six: Society & The American Revolution (January 7 – 13, 2018)

- READING: Nash, Gary. *The Unknown American Revolution: The Unruly Birth of Democracy and the Struggle to Create America*. (Penguin Press, Reprint 2006)
- ASSIGNMENTS:
 - Weekly Discussion #6 – Initial Response due Thursday @11:59pm CST; Reaction Response Posts due Saturday @11:59pm CST

Week Seven: Religion & The American Revolution (January 14 – 20, 2018)

- READING:
 - Charles Akers, "Religion and the American Revolution: Samuel Cooper and the Brattle Street Church," *The William and Mary Quarterly*, Vol. 35, No. 3 (July 1978): 477-498.
 - Michael Breidenbach, "Conciliarism and the American Founding," *The William and Mary Quarterly*, Vol. 73, No. 3 (July 2016): 467-500.
 - Christopher Grasso, "Deist Monster: On Religious Common Sense in the Wake of the American Revolution," *The Journal of American History*, Vol. 98, Issue 1 (June 2008): 43-68.
- ASSIGNMENTS:
 - Weekly Discussion #7 – Initial Response due Thursday @11:59pm CST; Reaction Response Posts due Saturday @11:59pm CST

Week Eight: Women & The American Revolution (January 21 – 27, 2018)

- READING: Norton, Mary Beth. *Liberty's Daughters: The Revolutionary Experience of American Women, 1750-1800* (Cornell University Press, 1996)
- ASSIGNMENTS:
 - Weekly Discussion #8 – Initial Response due Thursday @11:59pm CST; Reaction Response Posts due Saturday @11:59pm CST
 - Comparative Book Review – Rough Draft Due Saturday @11:59pm CST
 - Writing Center Appointments – Confirmation Due by Saturday @11:59pm CST

Week Nine: Slaves, Native Americans, & the American Revolution (January 28 – February 3, 2018)

- READING:
 - Samuel Fisher, "Fit Instruments in a Howling Wilderness: Colonists, Indians, and the Origins of the American Revolution," *The William and Mary Quarterly* Vol. 73, No. 4 (October 2016): 647-680.
 - Rachel Hermann, "No Useless Mouth": Iroquoian Food Diplomacy in the American Revolution," *Diplomatic History* January 2017, Volume 41, Issue, pg. 20-49.
 - Brandon Layton, "Indian Country to Slave Country: The Transformation of Natchez during the American Revolution," *Journal of Southern History* Vol. LXXXII, No. 1 February 2016.
 - Laura Sandy, "Divided Loyalties in a "Predatory War": Plantation Overseers and Slavery during the American Revolution," *The Journal of American Studies*, Vol. 48, Issue 2 (May 2014): 357-392.
- ASSIGNMENTS:
 - Weekly Discussion #9 – Initial Response due Thursday @11:59pm CST; Reaction Response Posts due Saturday @11:59pm CST
 - Professor Chat #2
 - Revision Summary – Due Saturday @11:59pm CST

Week Ten: Loyalists & the American Revolution (February 4 – February 10, 2018)

- READING: Jasanoff, Maya. *Liberty's Exiles: American Loyalists in the Revolutionary War*.
- ASSIGNMENTS:
 - Weekly Discussion #10 – Initial Response due Thursday @11:59pm CST; Reaction Response Posts due Saturday @11:59pm CST

Week Eleven: Legacies (February 11-16, 2017)

- READING:
 - Philip Gould, "Virtue, Ideology, and the American Revolution: The Legacy of the Republican Synthesis," *American Literary History* Vol. 5, No. 3, Eighteenth-Century American Cultural Studies (Autumn, 1993): 564-577.
 - David Fitzsimons, "Tom Paine's New World Order: Idealistic Internationalism in the Ideology of Early American Foreign Relations," *Diplomatic History* 19 (September 1995).
- ASSIGNMENTS:
 - Comparative Book Review Final Draft – Due Wednesday @11:59pm CST
 - Replacement Discussion Grade - Initial Response due Thursday @11:59pm CST; Reaction Response Posts due Friday @11:59pm CST
 - Course Portfolio Due – Friday @11:59pm CST