Course Description:
This course will examine themes and figures related to the development of American history during the revolutionary period. We will discuss not only the social, cultural, political, and economic developments that ultimately led to the break that occurred between Americans and the British Crown, but also important revolutionary era events and people often neglected in traditional accounts of the period. Thus, in addition to reviewing military history students will be required to read material related to the experiences of late eighteenth-century soldiers and those civilians and places they came in contact with during the revolutionary era.

Student Learning Objectives:
1) To gain an understanding of the key events and themes related to American Revolutionary history;
2) To develop verbal communication skills through regular class discussions;
3) To analyze, interpret, and evaluate primary and secondary sources;
4) To develop critical reading and research skills, particularly in the area of evaluating historical arguments and interpretations.

Required Readings:
**Vista**

Vista will not be used regularly, but lecture slides will be placed online for viewing following each lecture. Communication with the instructor should take place during regular schedule office hours or (if needed) via email. That said, students are encouraged to utilize the discussion forums available via Vista to exchange ideas and notes.

**Method of Evaluation (see below for details):**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Term Test</td>
<td>15 percent</td>
<td>February 22, 2010</td>
</tr>
<tr>
<td>Class Participation</td>
<td>35 percent</td>
<td>See schedule below</td>
</tr>
<tr>
<td>Research Essay Outline</td>
<td>10 percent</td>
<td>March 8, 2010</td>
</tr>
<tr>
<td>Research Essay</td>
<td>40 percent</td>
<td>April 12 and/or May 12, 2010</td>
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**Term Test:** (15 percent)

**Due Date:** February 22, 2010

By drawing from the course readings and lecture material, students will be required to answer one (1) question (to be determined and posted online at a later date) that will address the early revolutionary period. Student will have the entire class to complete the term test.

**Class Participation:** (35 percent)

**Due Date:** See schedule below

For those students seeking to not only pass but to do well in the course, regular, informed, and thoughtful participation during the scheduled “Discussion” periods will be crucial component of HIST 431. The participation mark will be based on regular attendance, preparation, and the quality of contributions made by the student. Each student is responsible for printing out and bringing to the first discussion class their own self-evaluation sheet which is available online via Vista. Some basic questions to keep in mind while preparing for discussion include: “How do the authors differ in their arguments?” “What arguments do you find more convincing, interesting, etc. and why?” Students are expected to be on time and to conduct themselves with decorum and courtesy in the classroom. Telephones and any other electronic devices that ring, beep, clang, buzz, etc. must be turned off during discussions.

**Research Essay Outline:** (10 percent)

**Due Date:** March 8, 2010

To receive a passing grade in HIST 431, all students will be required to submit one major research assignment based on primary and secondary sources. The “Research Essay Outline” will be the first component of your final essay – and the most important. First, you must chose and sign-up for an essay question (essay topics will be circulated in class). After doing so, be sure to familiarize yourself with the source requirements below. The Research Essay Outline must be double-spaced, 12 point font (Times New Roman), and 3-5 pages in length. The proposal must include a working thesis statement, an essay outline, and a brief annotated bibliography (one paragraph per source that references why the materials selected are relevant to the topic selection). Again, please note the minimum source requirements below.

**Research Essay:** (40 percent)

**Due Date for Line-Edited Comments (Optional):** April 19, 2010 (Returned to you by April 21, 2010)

**Final Due Date (Resubmits & First and Final Drafts):** In class, May 12, 2010.

As noted above, there will be one writing assignment based on primary and secondary sources. The number of students writing on each question will be limited to ensure that sources are not unduly difficult to find. The research essay must be double-spaced, 12 point font (Times New Roman), and 12 to 15 pages in length (approx. 3500-4000 words, not including endnotes/footnotes or bibliography). The essay must include at least seven (8) secondary sources, and (3) primary source references. You must use proper history bibliographic citation format for recording the sources (Chicago/Turabian). For details related to proper citation methods, please consult the “Essay Pointers” slide on Vista, and/or Mary Lynn Rampolla’s *A Pocket Guide to Writing History* and/or CSU Chico’s online reference at: [www.csuchico.edu/links/handouts/Chicago_Style_Basics.pdf](http://www.csuchico.edu/links/handouts/Chicago_Style_Basics.pdf) While the course readings are acceptable for reference, seven (7) of the eight (8) secondary sources must be in addition to the course readings. They
can be any other scholarly articles, books, or a chapter or essay from a scholarly book dealing with your subject. These sources must be focused on your specific topic, used in developing your argument in the paper, and written by different scholars. The six secondary sources may not be the following:

1. A book review
2. A general survey textbook (i.e. the general survey texts used in HIST 130)
3. A newsmagazine or newspaper article
4. An encyclopedia entry (i.e. Wikipedia)
5. An internet source, unless it is an article from a scholarly on-line peer-reviewed journal or database (ask the professor if you are not sure).

With reference to the primary sources, students are encouraged to use both printed material and online databases. Note: In general, be very careful when using a website as a source of information. Be sure to carefully analyze and evaluate its content before incorporating information in any of your essays or papers. A short trip to the stacks in the library, in many cases, might even be more efficient and could actually save you much-needed time. A helpful reference for online primary sources can be found at http://www.constitution.org/primarysources/primarysources.html. Whenever using information from websites and secondary sources, avoid plagiarism. For a CSU Chico reference guide, see www.csuchico.edu/sjd/integrity/Avoid%20Plagiarism.pdf Those assignments that do not meet the requirements will receive a failing grade.

**Absences and Late Assignments:**
Please notify me as soon as a problem arises which might prevent you from completing your work in a timely manner. Absences or missed assignments/discussions due to illness or family emergency must be documented with an official form. Late assignments will be penalized 5 percent per day they are late (weekends included).

**Documented Disabilities:**
If you have a documented disability that may require reasonable accommodation, please contact me privately and also contact Disability Support Services (DSS) for coordination of your academic accommodations. DSS is located in the University Center. The DSS phone number is 898-5959; the V/TDD or Fax is 898-4411. Visit the DSS Web site at http://www.csuchico.edu/dss/.

**Academic Integrity:**
“The students, faculty, administrators, and staff of CSU Chico are committed to a culture of honesty in which members of the community accept responsibility to uphold academic integrity in all they say, write, and create.” CSU Chico values academic integrity. So do I. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences outlined in the university’s Executive Memorandum dated 24 June 2004. For detailed information, please see http://www.csuchico.edu/prs/EMs/EM04/em04_36.htm Failure to comply with the regulations of the university will result in a failing grade in the course, and could result in expulsion. Ignorance is not an excuse, and those caught will be prosecuted.

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**Weekly Readings and Lecture Schedule:**

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| **Week 1** | (01/25): Lecture: Introduction  
(01/27): Mandatory Faculty Furlough Day (No Class) | 
| **Week 2** | (02/01): Lecture: Memory and the American Revolution, Pt. I  
(02/03): Discussion Class  
| **Week 3** | (02/08): Lecture: Colonial America and 1763 |
(02/10): Discussion Class  
Readings:  
1) Nash, *The Unknown*, Intro and Chp. 1  
2) Ellis, *The Long Road*, Intro and Chp. 1  

**Week 4**  
(02/15): State Budget Closure Day (No Class)  
(02/17): Discussion Class  
Readings:  
1) Nash, *The Unknown*, Chp. 2  
2) Ellis, *The Long Road*, pp. 49-59  
3) Brown, ed. *Major Problems*, Chp. 4: Documents (#1-7)

**Week 5**  
(02/22): Term Test  
(02/24): Film, *John Adams*, Pt. I  
Readings: No Readings

**Week 6**  
(03/01): Discussion Class  
Readings:  
1) Nash, *The Unknown*, Chp. 3  
2) Ellis, *The Long Road*, pp. 59-78  
3) Brown, ed. *Major Problems*, Chp. 4: Documents (#8,9); Essay (Maier)  
Chp. 5: Documents (#1-3)  
(03/03): Discussion Class  
Readings:  
1) Nash, *The Unknown*, Chp. 4  
2) Ellis, *The Long Road*, Chp. 3  
3) Brown, ed. *Major Problems*, Chp. 5: Documents (#4-8); Essays

**Week 7**  
(03/08): Lecture: “Common Sense” and Justifying Rebellion  
(03/10): Mandatory Faculty Furlough Day (No Class)

**MARCH 15-19, 2010:** Spring Break

**Week 8**  
(03/22): Mandatory Faculty Furlough Day (No Class)  
(03/24): Discussion Class  
Readings:  
1) Ellis, *The Long Road*, Chp. 4  
2) Brown, ed. *Major Problems*, Chp. 6: Documents and Essays

**Week 9**  
(03/29): Discussion Class  
Readings:  
1) Nash, *The Unknown*, Chps. 5 and 6  
2) Brown, ed. *Major Problems*, Chp. 7: Documents and Essays  
(03/31): Discussion Class  
Readings:  
1) Nash, *The Unknown*, Chp. 7  
2) Brown, ed. *Major Problems*, Chp. 8: Documents and Essays

**Week 10**  
(04/05): Lecture: The Problems with Independence  
(04/07): Discussion Class  
Readings:  
1) Nash, *The Unknown*, pp. 366-417  
2) Ellis, *The Long Road*, Chp. 5  

**Week 11**  
(04/12): Discussion Class  
Readings:  
1) Nash, *The Unknown*, pp. 417-422  
2) Brown, ed. *Major Problems*, Chp. 9: Documents and Essays  
(04/14): Lecture: Religion and the American Revolution

**Week 12**  
(04/19): Discussion Class  
Readings:  
1) Ellis, *The Long Road*, pp. 185-193  
Week 13 (04/26): Lecture: Memory and the American Revolution, Pt. II
(04/28): Discussion Class
Readings: 1) Nash, *The Unknown*, Epilogue

Week 14 (05/03): Mandatory Faculty Furlough Day (No Class)
(05/05): Lecture: The Politics of the Federalist Era
Readings: 1) Ellis, *The Long Road*, Chp. 7

Week 15 (05/10): Film: *John Adams*, Pt. II
(05/12): Film: *John Adams*, Pt. III

Note:
The syllabus outline and course requirements are subject to change as the instructor sees fit.