

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

## American Public University System

*The Ultimate Advantage is an Educated Mind*

**School of Arts and Humanities  
History and Military History Program**

**Course Number: HIST551**

**The American Revolution in Context**

**Credit Hours: 3**

**Length of Course: 16-Weeks**

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

### Table of Contents

<a href="#">Instructor Information</a>	<a href="#">Evaluation Procedures</a>
<a href="#">Course Description</a>	<a href="#">Grading Scale</a>
<a href="#">Course Scope</a>	<a href="#">Course Outline</a>
<a href="#">Course Objectives</a>	<a href="#">Policies</a>
<a href="#">Course Delivery Method</a>	<a href="#">Academic Services</a>
<a href="#">Course Materials</a>	<a href="#">Selected Bibliography</a>

### Instructor Information

### Course Description (Catalog)

This course is a comparative study to demonstrate the importance of the historical context of any great military event. Context includes all aspects of a society or culture and in this case, 18th century British and colonial American political and constitutional philosophies, social norms and societal structure, economics, religious concepts, and foreign and diplomatic policy. Students examine issues such as divergent historiographical opinions on the degree of American constitutional conservatism versus political and social radicalism, and the nature of the soldiery of the continental Army.

[Table of Contents](#)

### Course Scope

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

The American Revolution, or War of Independence, was an event of pivotal importance in the history of the United States. It has also become the object of a great deal of patriotic mythology, often taught to American children beginning in grade school. As a result, many Americans, while aware of the key events and individuals of the Revolutionary period, have an incomplete or distorted understanding of this crucial period. One of the key goals of this course is to provide a more complete and nuanced understanding of the Revolution, from the perspective of political, economic, social, and military factors.

This course will cover events beginning with the end of the military conflict known variously as the French and Indian War, Seven Years War, or Great War for Empire. At the end of this war in 1763, the future seemed brighter than ever for the British Empire and its American colonies. Yet in little more than a decade, the colonies had begun a desperate military struggle against the forces of the Empire that they had been a loyal part of for a century and a half.

This course will examine the events and actions during the period between 1763 and 1775 that led to this dramatic break between the colonies and the mother country. The war itself will be covered, as well as the creation of an American national government. Finally, the early national period, where the federal government was restructured and a two party political system emerged – in some ways the most important and least understood portion of this entire period, will be examined. The course will conclude with Thomas Jefferson assuming the office of the presidency in 1801, marking the establishment of a successful democratic system in the new United States.

[Table of Contents](#)

## Course Objectives

After successfully completing this course, you will be able to:

- 1) Examine the political and economic developments in the period between 1763 and 1775 that created the basis for this conflict.
- 2) Gain an understanding of the major campaigns and battles of the conflict, not only on their own but also how they influenced the war as a whole. Evaluate the military leaders on both sides of the war.
- 3) Analyze the evolution of the national government of the American colonies – why it was so difficult to create one, what factors affected the form it took, how it functioned, the strengths and weaknesses of the first attempt under the Articles of Confederation, why this effort failed and what changes were necessary for a new government to function effectively.
- 4) Explain the importance of the Constitutional Convention, and of the Constitution it created. This will include the goals of those who participated in the Convention, what they envisioned for the new federal government, and how successful they were in fulfilling those goals. The obstacles and problems the Convention faced will be examined as well, and the ratification process that followed.
- 5) Investigate the economic aspects of the period, including the significant impact such issues had on everything from colonial protests to the war effort to the shape and powers of the new federal government.

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

6) Assess the impact of the war on the culture and society of America.

7) Gain a more complete knowledge of the period between the end of the war and the beginning of the 19<sup>th</sup> century. American independence the nature of American government was on very unstable ground during this time, and the triumph of American democracy was by no means assured. It is crucial to understand the factors and personalities that shaped this period.

8) Understand some of the more common myths about this period, and the more complex (and interesting) historical truth behind them.

9) Acquire a familiarity with the literature and historiography of the war.

[Table of Contents](#)

### Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (Located in Resources in SAKAI) and access to the online learning management system (SAKAI) will be made available to each student. Online assignments are due by Sunday evening of the week except as otherwise noted and include discussion questions (accomplished in Forums), examinations, and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

[Table of Contents](#)

### Course Materials

#### Required Course Textbooks

Fenn, Elizabeth Anne *Pox Americana: The Great Smallpox Epidemic of 1775-82* Hill and Wang, 2002 978-0809078219 Soft Cover

Ferling, John *A Leap in the Dark: The Struggle to Create the American Republic* Oxford University Press, 2004 978-0195176001 Soft Cover

Ferling, John *Almost a Miracle: The American Victory in the War of Independence* Oxford University Press, 2009 978-0195382921 Soft Cover

Holton, Woody *Unruly Americans and the Origins of the Constitution* Hill and Wang, 2008 978-0809016433 Soft Cover

Tuchman, Barbara W. *The March of Folly: From Troy to Vietnam* Ballantine Books, 1985 978-0345308238 Soft Cover

## Recommended Books

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Anderson, Fred ***Crucible of War: The Seven Years' War and the Fate of Empire in British North America, 1754-1766*** Vintage, 2001 978-0375706363 Soft Cover

Ellis, Joseph J. ***Founding Brothers: The Revolutionary Generation*** Vintage, 2002 978-0375705243 Soft Cover

Fowler, William M. ***American Crisis: George Washington and the Dangerous Two Years After Yorktown, 1781-1783*** Walker and Company, 2011 978-0802717061 Hard Cover

Hamilton, Alexander, James Madison, John Jay ***The Federalist Papers*** SoHo Books, 2011 978-1612930756 Soft Cover

Ketcham, Ralph ***The Anti-Federalist Papers and the Constitutional Convention Debates*** Signet Classics, 2003 978-0451528841 Soft Cover

Savas, Theodore P. and J. David Dameron ***A Guide to the Battles of the American Revolution*** Savas Beatie, 2010 978-1932714944 Soft Cover

Troiani, Don ***Don Troiani's Soldiers of the American Revolution*** Stackpole Books, 2007 0811733238 (hard cover)

Tuchman, Barbara W. ***The First Salute: A View of the American Revolution*** Ballantine, 1989 978-0345336674 Soft Cover

The above Recommended books are just that – books that are recommended as a means of increasing a student's knowledge of the subject of the American Revolution. In particular, they provide a greater depth and focus, or an alternate perspective, on areas that are not dealt with extensively in the course readings. Students are not required to read any of these books, these titles are provided as a means for further understanding of the subject. This list is by no means inclusive. For a more complete list of additional works, see the Bibliography in the Resources section of the class site. For anyone interested in the uniforms, weapons and equipment of the soldiers of the Revolution, on both sides, the Troiani book is highly recommended, with paintings, photos of surviving artifacts, and explanatory text.

#### **Optional Resources (Recommended)**

- Marius, Richard. *A Short Guide to Writing about History*. NY: Longmans, 1999.
- *The Chicago Manual of Style*, 16th ed. Chicago: University of Chicago Press, 2010.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press, 1997. *Purchase is highly recommended.*
- Turabian Citation Guide Online  
[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

**IMPORTANT NOTE:** The Department of History and Military History requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Copyright/Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

## Websites

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Description	Website URL/Address
General site on the Revolution	<a href="http://www.theamericanrevolution.org/default.aspx">http://www.theamericanrevolution.org/default.aspx</a>
Timeline for the Revolution, lots of embedded links	<a href="http://www.ushistory.org/declaration/revwartimeline.htm">http://www.ushistory.org/declaration/revwartimeline.htm</a>
Site on the Revolution from the British perspective	<a href="http://www.britishbattles.com/american-revolution.htm">http://www.britishbattles.com/american-revolution.htm</a>
Collection of links on various Revolutionary topics	<a href="http://www.historesearch.com/amrevmil.html">http://www.historesearch.com/amrevmil.html</a>
National Park Service Museum Collection of the sites for Revolutionary parks	<a href="http://www.cr.nps.gov/museum/exhibits/revwar/index1.html">http://www.cr.nps.gov/museum/exhibits/revwar/index1.html</a>
Library of Congress collection of period maps	<a href="http://memory.loc.gov/ammem/gmdhtml/armhtml/armhome.html">http://memory.loc.gov/ammem/gmdhtml/armhtml/armhome.html</a>
Links to maps of various locations from the colonial and early national period	<a href="http://www.earlyamerica.com/earlyamerica/maps/">http://www.earlyamerica.com/earlyamerica/maps/</a>
Extensive collection of links to a wide variety of sources on various Revolutionary topics.	<a href="http://vlib.iue.it/history/USA/ERAS/revolutionary.html">http://vlib.iue.it/history/USA/ERAS/revolutionary.html</a>
US Army Center for Military History collection of bibliographic links about the Revolution	<a href="http://www.history.army.mil/reference/revbib/revwar.htm">http://www.history.army.mil/reference/revbib/revwar.htm</a>
US Archives official page on the Constitution	<a href="http://www.archives.gov/exhibits/charters/constitution.html">http://www.archives.gov/exhibits/charters/constitution.html</a>
Full text of the Constitution and amendments	<a href="http://constitutionus.com/">http://constitutionus.com/</a>
Non-profit devoted to establishing a national museum to the Revolution	<a href="http://americanrevolutioncenter.org/">http://americanrevolutioncenter.org/</a>
Collection illustrating and	<a href="http://www.srcalifornia.com/uniforms/uniforms.htm">http://www.srcalifornia.com/uniforms/uniforms.htm</a>

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

describing the uniforms of various types of Revolutionary soldiers	
Sub-section of the History of War Online site, focused on the Revolution	<a href="http://www.historyofwaronline.com/ARW1776MP.html">http://www.historyofwaronline.com/ARW1776MP.html</a>
Online catalog from a company that specializes in creating authentic historical uniforms for re-enactors	<a href="http://www.jarnaginco.com/revwarframe.html">http://www.jarnaginco.com/revwarframe.html</a>
Site for re-enactors of the Revolutionary period	<a href="http://www.georgewashingtonsarmy.com/">http://www.georgewashingtonsarmy.com/</a>
Home site of Don Troiani, famous artist of American military	<a href="http://www.oldgloryprints.com/Troiani%20Revolution.htm">http://www.oldgloryprints.com/Troiani%20Revolution.htm</a>

Copyright/Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

[Table of Contents](#)

### Evaluation Procedures

There will be three types of graded activities in this course – Discussion Forum postings, Reading Opinion Essays, and a Research Proposal and Paper. The breakdown of each activity, in terms of points and percentage of the overall course grade, is given in the table at the end of this section. A brief description of each of these activities follows. For more complete information on the work, see the **Assignments** section as well as the folders in the **Resources** section of the course site. The **Assignments** section will have due dates and point values for the assignments, and the **Resources** section will have folders with instructions and samples of the assignments for viewing. All of the various assignments are intended to promote and provoke critical and analytical thinking on the part of the students, not simply to regurgitate facts. Assignments may be turned in before the required due date.

The discussion topics are the most frequent of the graded assignments. There will be a total of seven different group topics, one every other week, following the Virtual Introduction of the first week. See the **Course Outline** section of this syllabus, as well as the **Calendar** and **Forums** sections of the class site for the due dates. The first topic will begin the second week of the term, and will continue until the due date listed in this syllabus, when the next topic will begin. Participation in the discussion topics will be graded on both the number and the quality of a student's postings. Students will be expected to post both a primary response to the instructor's original subject/question, as well as at least two responses to other student's posts.

The Initial Post for a given topic will be due the first Sunday of the two week period, while the Responses will be due the following Sunday. For example, for the first topic, the Initial Post will be due at the end of Week # 2, and the Responses for that topic due at the end of Week # 3. The topics will be developed in part to encourage the students to do the assigned reading, but also to provoke further investigation, research and thought about the subjects. Initial Response posts are expected to be at least 500 words in length, while Response posts are expected to be

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

at least 250 words each. All Forum posts are expected to be substantive, and to reference readings, both the assigned texts as well as outside reading. For further information on the discussion groups and the expectations for them, see the **Instructions** in the Discussion folder in the **Resources** portion of the class site.

The Reading Opinion Essays will be based on the various books assigned as course reading. Note that while these essays will discuss the books assigned, they are **NOT** traditional “book reviews”. The point of the Reading Opinion Essays is to discuss your personal reaction to the book – what you felt about it, what you liked and didn’t like, and why. These essays are not intended to be an objective analysis of the book, but rather a purely personal reaction to it. The purpose of these assignments is to help students understand and identify the degree to which their own personal reaction to a book influences their analysis of it.

The Reading Opinion Essays are to be a minimum of three full pages of text, exclusive of the required title page and any end matter. Complete instructions for the Essays may be found in the Writing Assignments folder in the Resources section of the class site.

The research proposal and paper constitutes the largest single portion of the graded assigned work. The proposal will be due at the end of Week 4, and the paper will be due at the end of the course, the end of Week 16. The paper will be a minimum of **20** pages of text, **exclusive** of title page, notes, or bibliography. The paper must be about some aspect of the Revolutionary period. The paper subject could be a biographical study, an examination of a battle or weapon, a look at a social, economic, or political aspect of this period – almost anything that relates to the period between the end of the Seven Years War and the beginning of the presidency of Thomas Jefferson.

Instructions for the paper and proposal, and an example of the format for the proposal can be found in the **Research Paper** folder in the **Resources** section of the class site. The annotated bibliography in the **Bibliography** folder in the **Resources** section and in the course texts can serve as a starting point for the research for these papers. The paper should follow the appropriate guidelines for form and style listed in the Policies section of this syllabus. There is also a folder in the **Resources** section containing a PDF file of the US Army’s Center for Military History’s official Writing Manual – an excellent resource for working on the paper.

Graded Activities	Total Number	Points Each	Total Points
Virtual Introduction	1	15	15
Discussion Forum Topics: Initial Post	7	25	175
Discussion Forum Topics: Responses	14	15	210
Reading Opinion Essays	5	50	250
Research Paper Proposal	1	50	50
Research Paper	1	300	300
<b>Total Points</b>			<b>1000</b>

[Table of Contents](#)

## Weekly Course Outline

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Please see the [Student Handbook](#) to reference the University's grading scale  
[Table of Contents](#)

<u>Week</u>	<u>Topic</u>	Learning Objectives	<u>Readings</u>	<u>Assignment</u>
1	Sinister Conspiracy or Accidental Ineptitude? British policy in North America following the Seven Years War	<p>Examine the nature of British government in the 18<sup>th</sup> century.</p> <p>Analyze the problems facing Great Britain, and how their American colonies fit into their solutions for them.</p> <p>Consider the priority American colonial affairs rated for the British government</p>	<p>Text Reading Tuchman, <i>The March of Folly</i>, Section Four: The British Lose America</p> <p>Website The American War of Independence from the British perspective <a href="http://www.britishbattles.com/american-revolution.htm">http://www.britishbattles.com/american-revolution.htm</a></p>	Forum Virtual Introduction
2	"No Taxation Without Representation!" Colonial response to British policy	<p>Evaluate the difference between direct and indirect taxes, between taxes for revenue and for regulating trade, and why the colonists accepted the latter but rejected the former.</p> <p>Consider alternate solutions for the problem with the colonies and revenue – colonial representation in Parliament, or letting the colonies produce the revenue themselves</p>	<p>Text Reading Ferling, <i>A Leap in the Dark</i>, Chapters 1 – 3</p> <p>Website The American Revolution <a href="http://www.theamericanrevolution.org/default.aspx">http://www.theamericanrevolution.org/default.aspx</a></p>	Forum Discussion Topic # 1 – Initial Post

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

3	From Protest to Rebellion: The transformation of colonial sentiment in the 1770s	<p>Examine the cycle of misunderstanding and escalation that contributed to the rise of tension between the colonies and the mother country.</p> <p>Analyze the role of violence and threats of violence in advancing the Patriot cause.</p> <p>Investigate how the events of the 1770s contributed to a collective mindset and response among the previously uncooperative colonies.</p>	<p>Text Reading Ferling, <i>A Leap in the Dark</i>, Chapters 4 – 6</p> <p>Website Historical Research – the American Revolution <a href="http://www.historesearch.com/amrevmil.html">http://www.historesearch.com/amrevmil.html</a></p>	<p>Forum Discussion Topic # 1 – Responses</p> <p>Assignment Opinion Essay # 1 – Tuchman</p>
4	Making it up as you go and the Importance of Alliances – the colonial war effort	<p>Consider how it was possible for the colonies to produce an effective military response despite their traditional antipathy towards standing armies.</p> <p>What were some of the key weaknesses of the colonial war effort?</p> <p>Why was the support of European allies so critical to the success of the</p>	<p>Text Reading Ferling, <i>A Leap in the Dark</i>, Chapters 7 – 9</p> <p>Website Maps and charts of the Revolutionary period <a href="http://memory.loc.gov/amem/gmdhtml/armhtml/armhome.html">http://memory.loc.gov/amem/gmdhtml/armhtml/armhome.html</a></p>	<p><b>Forum</b> Discussion Topic # 2 – Initial Post</p> <p>Assignment Research Paper Proposal</p>

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

		Revolution?		
5	A Brave New World – an independent United States	<p>Examine the various problems and opportunities that confronted the new nation, and the responses to them.</p> <p>Consider the relationship between the United States and various European nations, including the former colonial ruler, Great Britain.</p>	<p>Text Reading Ferling, <i>A Leap in the Dark</i>, Chapters 10 – 11</p> <p>Website History of War Online – the American Revolution <a href="http://www.historyofwaronline.com/ARW1776MP.html">http://www.historyofwaronline.com/ARW1776MP.html</a></p>	Forum Discussion Topic # 2 – Response
6	The struggle for the future of America – Federalist elitism vs. Republican democracy	<p>Examine the openly elitist policies of the Federalists, at both the federal and state levels, and the results of those policies.</p> <p>Consider the factors that led to the rise of a political opposition to the Federalists, and why that movement was able to gain support</p>	<p>Text Reading Ferling, <i>A Leap in the Dark</i>, Chapters 12 – 14</p> <p>Website American Revolution Links <a href="http://vlib.iue.it/history/USA/ERAS/revolutionary.html">http://vlib.iue.it/history/USA/ERAS/revolutionary.html</a></p>	<p>Forum Discussion Topic # 3 – Initial Post</p> <p>Assignment Opinion Essay # 2 – Ferling, <i>Leap</i></p>
7	Events outside of human control – the impact of the great smallpox epidemic on the Revolution	Why is it that despite the enormous impact of factors such as disease – deaths from disease typically outnumbered combat deaths by	<p>Text Reading Fenn, <i>Pox Americana</i>, Chapters 1 – 4</p> <p>Website American Revolution Center <a href="http://americanrevolutioncenter.org/">http://americanrevolutioncenter.org/</a></p>	Forum Discussion Topic # 3 – Responses

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

		at least a factor of 5 to 1, and history is littered with examples of wars decided by epidemics – that the influence of the smallpox epidemic on the Revolution is almost unknown in American history?		
8	A War of the People – the role of the militia in the Revolution	<p>What was the British opinion of the American militia, and why did they feel that way?</p> <p>Examine the role of militia in American colonial society, and the importance of the militia in the early battles of the Revolution.</p> <p>If the militia had been so important in the early stages of the war, why was their role considerably reduced for much of the rest of the war?</p>	<p>Text Reading Ferling, <b>Almost a Miracle</b>, Chapters 1 – 4</p> <p>Website American Revolution National Parks <a href="http://www.cr.nps.gov/museum/exhibits/revwar/index1.html">http://www.cr.nps.gov/museum/exhibits/revwar/index1.html</a></p>	Forum Discussion Topic # 4 – Initial Post
9	The Year of Disasters and Miracles – 1776, Washington, New York and New Jersey	Examine the numerous and nearly fatal mistakes made by Washington during 1776, how they could have lost the war for the colonists, and why	<p>Text Reading Ferling, <b>Almost a Miracle</b>, Chapters 5 – 8</p> <p>Website Soldiers of the Revolution <a href="http://www.srcalifornia.com/uniforms/uniforms.htm">http://www.srcalifornia.com/uniforms/uniforms.htm</a></p>	<p>Forum Discussion Topic # 4 – Responses</p> <p>Assignment Opinion Essay # 3 – Fenn</p>

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

		<p>they did not.</p> <p>Consider the role of the Howe brothers in failing to “finish off” the colonial forces.</p> <p>Why did Washington take the considerable risk of engaging in the battles of Trenton and Princeton, and what was the impact of those victories for the American cause?</p>		
10	The game changer – the Battle of Saratoga and the French alliance	<p>Evaluate Burgoyne’s Hudson Valley campaign. What were its goals, and why did it fail? Had Burgoyne successfully reached New York, would this in fact have “cut off” New England from the other colonies?</p> <p>Consider the importance of French support for the American cause, and how the campaigns of 1777 influenced that support.</p>	<p>Text Reading Ferling, <b><i>Almost a Miracle</i></b>, Chapters 9 – 12</p> <p>Website Center for Military History Bibliographic Material</p> <p><a href="http://www.history.army.mil/reference/revbib/revwar.htm">http://www.history.army.mil/reference/revbib/revwar.htm</a></p>	Forum Discussion Topic # 5 – Initial Post
11	The Forgotten War – 1778-9	Why did the war go into “hibernation”	Text Reading Ferling, <b><i>Almost a</i></b>	Forum Discussion

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

		<p>during the years 1778-9?</p> <p>How did this period contribute to the American army's professionalism?</p> <p>Consider the economic woes of the American Congress, and how those influenced the course of the war.</p>	<p><b>Miracle</b>, Chapters 13 – 16</p> <p>Website            Revolution Re-enactors            Uniforms</p> <p><a href="http://www.jarnaginco.com/revwarframe.html">http://www.jarnaginco.com/revwarframe.html</a></p>	<p>Topic # 5 - Responses</p>
12	<p>Successes, blunders, and disasters – the British campaign in the South</p>	<p>Evaluate the British “Southern Campaign”. Was this in fact a coherent strategy, or simply a shift of the stalemate to a new region?</p> <p>Despite some notable successes, the British ultimately failed in the South – why?</p> <p>Consider some of the unique battles of the South, such as Kings Mountain, fought entirely by militia on both sides, or Cowpens, considered one of the most brilliant tactical successes in American military history.</p>	<p>Text Reading            Ferling, <b>Almost a Miracle</b>, Chapters 17 – 21</p> <p>Website            Don Troiani's American Revolution</p> <p><a href="http://www.oldgloryprints.com/Troiani%20Revolution.htm">http://www.oldgloryprints.com/Troiani%20Revolution.htm</a></p>	<p>Forum            Discussion            Topic # 6 – Initial Post</p> <p>Assignment            Opinion Essay # 4 – Ferling, <b>Miracle</b> (can be submitted even if you have not completely finished the book)</p>
13	The importance	The capture of	Text Reading	Forum

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

	<p>of allies – the contributions of the French to the victory at Yorktown</p>	<p>Cornwallis' army at Yorktown was the last major battle of the war in America. Why then did the war continue for two more years?</p> <p>Is it accurate to consider the Battle of Yorktown to be a French, rather than an American, victory?</p> <p>How did Yorktown demonstrate the new professionalism of the American army?</p>	<p>Ferling, <i>Almost a Miracle</i>, Chapters 22 – 25</p> <p>Website George Washington's Army</p> <p><a href="http://www.georgewashingtonsarmy.com/">http://www.georgewashingtonsarmy.com/</a></p>	<p>Discussion Topic # 6 – Responses</p>
<p>14</p>	<p>Economic chaos and an impotent government – the reasons for the Constitutional Convention</p>	<p>Why did the end of the war and recognition of American independence fail to produce the peace and prosperity that was expected?</p> <p>Examine the paradox of how the American colonies rebelled against England over the issue of taxation, and then when the war was won, how the new states imposed taxes far higher and more difficult to pay.</p>	<p>Text Reading Holton, <i>Unruly Americans</i>, Chapters 1 – 8</p> <p>Website The Constitution</p> <p><a href="http://www.archives.gov/exhibits/charters/constitution.html">http://www.archives.gov/exhibits/charters/constitution.html</a></p>	<p>Forum Discussion Topic # 7 – Initial Post</p>

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

		Consider the unrest that developed in many regions in America. What role did this play in producing the Constitutional Convention?		
15	Hard money and an isolated federal government – the goals of the Constitution	<p>Evaluate the difference between the Constitution and the Bill of Rights. Why did the original Constitution not contain the concepts embodied in the Bill of Rights?</p> <p>What were the goals of the Founders who created the Constitution? What were the problems they wanted to address, and how did the Constitution do so?</p>	<p>Text Reading Holton, <i>Unruly Americans</i>, Chapters 9 – 16</p> <p>Website The text of the Constitution <a href="http://constitutionus.com/">http://constitutionus.com/</a></p>	<p><b>Forum</b> Discussion Topic # 7 – Responses</p> <p>Assignment Opinion Essay # 5 – Holton</p>
16	Almost a dictatorship – the Federalists, the Alien and Sedition Acts, and anti-democracy	<p>Most Americans would consider that the Revolution was fought to establish freedom and democracy. How does this belief compare with the reality of the Federalist agenda?</p> <p>The Alien and Sedition Acts are little known in</p>	<p>Website American Revolution Timeline <a href="http://www.ushistory.org/declaration/revwartimeline.htm">http://www.ushistory.org/declaration/revwartimeline.htm</a></p>	<p>Assignment Research Paper</p>

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

		<p>American history – what was their purpose, and were they constitutional? Why did an ardent patriot such as John Adams feel that it was acceptable to imprison people who publicly criticized the national government?</p> <p>The election of Thomas Jefferson as president, and his assumption of office, is a far more crucial event in American history than is often understood – why?</p>		
--	--	--	--	--

[Table of Contents](#)

## **Policies**

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

## **Writing Expectations**

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7<sup>th</sup> ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#).

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

Front matter--e.g., [title page](#), copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, [abstract](#).

Narrative with [scholarly attributions](#).

Back matter--[bibliography](#), appendices.

### **Citation and Reference Style**

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

- [Endnotes/Footnotes](#), the primary focus in *Turabian*, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.
- [Bibliography](#) is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.
- 
- *Turabian* and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:
  - May be in-line, but preferably set in raised [superscript](#).<sup>1</sup>
  - Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
  - Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: <http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation>

### **Late Assignments**

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

### **Netiquette**

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), : ), J

### Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

[Table of Contents](#)

### **Online Library**

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Inter Library Loans:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

**Request a Library Guide for your course (<http://apus.libguides.com/index.php>)**

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., HIST500) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS

Library: [librarian@apus.edu](mailto:librarian@apus.edu)

[Table of Contents](#)

### **Selected Bibliography**

There is an annotated bibliography file in a folder titled **Bibliography** in the Resources section. This listing is just a tiny sampling of the vast amount of literature on the American Revolution, and should be taken as a starting point. This list is broken down into various categories, such as the Battles and Campaigns, Biographies, Weapons, Politics, Economic Analysis, etc.

[Table of Contents](#)