

HISTORY 241 SYLLABUS: ONLINE

- I. **DIVISION:** Social Science
- II. **COURSE NUMBER AND TITLE:** History 241: "The Revolutionary War Era: 1763-1791"
- III. **CREDIT HOURS:** 3
- IV. **PREREQUISITES:** None.
- V. **COURSE GRADING SCALE:** A – E scale
- VI. **CATALOG DESCRIPTION:** A study of the America's Revolutionary War Era, including the causes, social, political and economic conditions, military aspects, founding documents and legacy of America's formative years. (1763-1791)
- VII. **SUPPLEMENTAL COURSE DESCRIPTION:** History 241 is an online course designed to provide a scholarly look into the social, economic, political and military aspects of the Revolutionary War era, starting with the close of the French and Indian War and ending with the ratification of the Bill of Rights. This is not a traditional survey course. It is not the intent of this course to simply investigate battlefield casualties, troop movements, chains of command, or weapons technology. This course takes a scholarly approach, incorporating critical essays and primary sources, in an attempt to formulate broad-based theses dealing with this formative era. For those exposed to a traditional understanding to this time, either through textbooks or even in Revolutionary War re-enactments, this course will provide the perspective and context necessary for every student of America's Revolutionary War era.
- VIII. **MAJOR COURSE OBJECTIVES**
At the conclusion of the course, students should be able to:
1. Demonstrate an understanding of time and chronology throughout this period of time in American History;
 2. Identify, summarize and analyze major elements of the American Revolutionary War;
 3. Analyze cause and effect in the American Revolutionary War;
 4. Trace the elements of change and continuity in the American Revolutionary War;*
 5. Emphasize parallelism by describing the impact of major events, personalities, and places upon American history during this period.

**This learning objective addresses the Critical Thinking General Education Outcomes.*

- IX. **DETAILED COURSE OBJECTIVES**
At the conclusion of the course, students should be able to:
1. Develop an understanding of 18th century civilian life in the American colonies.
 2. Recognize the opportunities (or lack of opportunities) available to a wide variety of American colonials in the mid-18th century.
 3. Analyze the colonial reactions to British policies in 1763.
 4. Understand British motivations for the formulation of colonial policies in America in 1763.
 5. Compare and contrast the intentions, provisions, and reactions to the Stamp Act of 1765 and the Townsend Act of 1767.
 6. Identify the different roles played by everyday colonial men and women in resisting British policies.
 7. Identify important American colonial personalities involved in resisting British colonial policies and in advocating independence.

8. Understand the issues and forces that eventually led to the exchange of hostilities between British soldiers and colonial militiamen.
9. Analyze the impact of the writings of Thomas Paine upon the calling for American independence in 1776.
10. Identify the conflict between the ideals of the Declaration of Independence and the lifestyles of some of the Founders.
11. Identify the specific factors and conditions allowing the Patriots to emerge triumphant in the Revolutionary War.
12. Identify the reasons why Great Britain had difficulty preventing a successful colonial war for independence from resulting in an American victory.
13. Analyze the military abilities of General George Washington from 1776 to early 1780 based upon the military decisions and actions he took as leader of the Continental Army.
14. Understand how the personal character and traits of George Washington impacted his generalship.
15. Understand the contributions made by France and how they determined the final result of the Revolutionary War.
16. Contrast American and British viewpoints concerning the Battle of Yorktown.
17. Identify the roles played by women, Indians, Loyalists, and Black Americans – slave and free – in the Revolutionary War.
18. Understand the obstacles faced by the aforementioned four groups during the Revolutionary War.
19. Discuss the role played by religion throughout the revolutionary Era.
20. Analyze the impact of Christianity upon the Constitution.
21. Identify and discuss the factors that led to the calling of the Constitutional Convention only six years after the commencement of the Articles of Confederation.
22. Examine the evidence for either the extraordinary character or the ordinariness of the Founders.
23. Analyze the impact of James Madison upon the Constitutional Convention.
24. Discuss the general political and personal behavior of the delegates at Philadelphia in 1787.
25. Identify the two groups engaging each other over the ratification of the Bill of Rights and the political motivations of each.
26. Compare and contrast the original vision of the Founders concerning the operation of the federal government by the Constitution with the political parties and politicians of the present day.
27. View a popular Revolutionary War Era film.
28. Compare/contrast themes, images, and personalities in the selected film with similar themes, images, and personalities in the scholarly historic accounts used in HIST 241.

X. ASSESSMENT OF ACADEMIC ACHIEVEMENT

1. **Examinations.** (2 tests @ 50 points each, for a total of 100 points; the second of these tests will be considered as the FINAL EXAMINATION. Each test will be subjective in nature, based on the assigned readings from the HIST 241 texts. Each exam will have a specified due date and formatting style.
2. **Media Project.** (1 essay, based upon a Revolutionary War Era film @ 50 points.) Students will view a selected film from the Revolutionary War era and comment upon it based upon the criteria established by the instructor.
3. **Critical Thinking Exercise.** (13 Critical Thinking essays @ 10 points each, for a total of 130 points.) Every week (with the exception of test/exam weeks) each student will write and submit a Critical Thinking essay according to the format and procedures outlined in the class syllabus and UCompass. The essay is based upon the readings for the current week. Your response will be about 400 to 500 words in length. Since each week's packet of work will be open for a two-week time frame, the Critical Thinking essay can only be submitted within that time. No points can be earned after that week's Discussion Board has been closed! The Critical Thinking essays will be assigned in weeks 1, 2, 3, 4, 5, 7, 8, 9, 10, 12, 13, 14 and 15.
4. **Discussion Board.** (7 Discussion Board entries @ 10 points per week, for a total of 70 points.) During 8 weeks in HIST 241, the Discussion Board format will be operative. Each student is to visit the "Discussion Board" link and post their responses (when applicable) relevant to the Discussion Board topic of the week. Students are to respond to (1) the weekly Discussion Board topic, and (2) also to at least one Discussion Board posting made by another student. The quality of each student's responses will determine the point total allotted to that student. Your initial response to the Discussion Board topic will earn from 1 to 5 points. Your response to other students' post can earn from 1 to 5 points, for a weekly total of 10 points. Since each week's packet of work will be open for a one-week time frame, the Discussion Board responses can only be submitted within that time frame. You may not revise/resubmit your initial posting after submission, but you may respond to the postings of other students for added points. No points can be earned after that week's Discussion Board has been closed! Discussion Board entries will be made only in weeks 1, 2, 5, 10, 13, 14, and 15.
5. **Grading.** The number of total semester points equals 350. They are evenly divided between exam points (150) and non-exam points (200). Grading will follow the traditional percentage system:

A	90-100% (315 to 350 points)
B	80-89% (280 to 314 points)
C	70-79% (245 to 279 points)
D	60-69% (210 to 244 points)
E	59-below (206 or fewer points)

Points earned over the course of the semester will be added, then divided by the total possible number of available points (350). That number will then be assigned a grade according to the scale shown above.

6. **Sequenced curriculum.** Each week a new lesson will be introduced. This will ensure that the entire class is working together over the same course materials at the same pace. In addition, there are established deadlines each week for completing and transmitting your work. Each week's lesson will remain open for a period of one week. For example, the first lesson will be open beginning at the start of the first week in the semester. At the end of that first week, the second lesson will be opened and the first week's lesson will be closed. This system accomplishes two purposes: (1) It keeps the class working together; and (2) It prevents a large load of late work at the end of the semester. Stay current with your coursework – do not fall behind!

- XI. TEXTBOOKS:**
1. *“Major Problems in the Era of the American Revolution, 1760-1791”*
Richard D. Brown
 2. *“A History of the American Revolution”*
John R. Alden
 3. *“A Brilliant Solution: Inventing the American Constitution”*
Carol Berkin
 4. *“Decision in Philadelphia”*
Christopher and James Collins

XI. GENERAL COURSE REQUIREMENTS AND RECOMMENDATIONS

What does it mean to be a student in an online course?

In many ways, taking an online course is like taking a face-to-face course. Both feature individual assignments, and both require you to take exams to show you are learning the course material. The instructor directs students through the activities, posting announcements, delivering lecture materials, responding to questions, and grading assignments and exams. The great benefit of being in an online course is that you can have direct, one-to-one communication with your instructor and fellow students via email or message boards.

Participation

1. You will be expected to do the same amount of homework you might do in a face-to-face class.
2. You will be asked to spend more time generating and participating in discussions with the instructor and the other students. These discussions, in which you will respond to other students' comments, play a central role in the learning experience.
3. You must be responsible for keeping up with the workload so that you can be an active participant in online discussions.

Unlike the situation in most face-to-face courses, where you can show up for class, listen to lectures, and perhaps not play an active role in discussions, the assignments in online courses *require* your participation. If you do not keep up with reading and other homework, you will not be able to contribute meaningful, timely comments to the online discussions. Avoid this predicament by setting aside specific times each week for

engaging in course participation activities, and stick to them. Otherwise, you may find you quickly fall behind in reading messages to which you need to respond.

How often will I have to be online?

A good rule of thumb is to log on at least once a day to check announcements and review online materials. How long you need to be online depends on the activities for that session. Look at the calendar to see when certain assignments are due and when projects begin and end. Different courses may offer very explicit schedules that tell you when you need to be online for different assignments. For example, you may have a class discussion for which you will need to submit an initial comment on a Monday and then respond to another student's comment on Tuesday. Requirements of this kind will be spelled out in the respective assignment or discussion.

Additional things to consider:

- 1) Although online courses are asynchronous (students are not online at the same time), there are deadlines.
2. You are responsible for going online at least weekly to get assigned reading materials.
3. You will need to add to discussions and reply to other students' comments.
4. You will need to e-mail assignments, chapter quizzes and exams on time.

Your presence in the course will be apparent only if you add to discussions and do the online assignments. Also, as stated above, it is crucial that you keep up to date by reading all lecture materials and posted comments before participating in the online discussions.

XII. ADDITIONAL COURSE RECOMMENDATIONS

1. **Attendance Policy.** Students are expected to log in to the web site several times per week. Make up work will be accepted only within a two week period. If you encounter a personal problem of such a magnitude that it may result in an online "absence," it is YOUR responsibility to email to me as soon as possible, alerting me to your particular situation.

Withdrawal/Drop Policy. It is the policy of the Social Science Division to give a "Drop" grade for cause only. These causes include, but are not necessarily limited to, illness, injury or hospitalization of the student or family member for whom the student is responsible, change in job or in job shift, loss of transportation, incarceration, or loss of childcare. The fact that a student is failing the class or getting an otherwise unsatisfactory grade is not a reason to request a "Drop" grade in and of itself. The student must contact the instructor and inform that instructor of the problem and ask for the "Drop" grade, providing proof if necessary.

Student Dishonesty/Conduct. Academic Dishonesty Policy. HFCC considers academic dishonesty to be a serious offense. HFCC policy is that the determination of such an offense and the appropriate action needed to remediate that offense be left to the individual judgment of the instructor. The instructor may administer a penalty up to and including failure in the particular course. It is the professional obligation of the faculty to enforce academic integrity in their courses.

Academic dishonesty is any activity intended to improve a student's grade fraudulently.* It includes, but is not limited to, the following:

- A. Unauthorized acquisition of tests or alteration of grades;
- B. Unauthorized use of notes, books, or other prohibited materials during an examination;
- C. Open cheating during an examination;
- D. Permitting another person to take a test in the student's place or receiving unauthorized credit assistance with any work for which academic credit is received;
- E. Providing unauthorized assistance with any work for which academic credit is received;
- F. Revision of graded work in an attempt to receive additional credit fraudulently;
- G. Plagiarism or using another person's work without acknowledgment;
- H. Any other conduct intended to obtain academic credit fraudulently or dishonestly.

Instructors (or their designees) reserve the right to require students to provide picture identification for test-taking, graded papers or projects or other appropriate purposes. (Source: Minutes of College Organization Meeting of May, 2006).

If an instructor fails a student in a course for academic dishonesty, the instructor will immediately notify, in writing, the division/department head, the student, and the Registrar of the infraction, retaining copies of all notifications.

The Registrar will maintain a record of all such violations. If a student fails two classes as a result of academic dishonesty, he or she will be dismissed from the College for two academic years. In addition, a notation of the reason for academic dismissal will be placed on the student's transcript. The notation may be expunged at the discretion of the appropriate Vice-President/Dean if a student petitions for its removal after at least a two-year period has elapsed since the disciplinary action.

If a student believes that the accusation of academic dishonesty is false, he or she may appeal through the Student Complaint Policies and Procedures. If the appeal reaches the Student Complaint Board, the Board will only consider whether the charge of academic dishonesty is justified and will not set aside the charge or penalty given by the instructor unless the charge of academic dishonesty is set aside.

*Any action that violates the Student Conduct Policy: Due Process Procedure will also be subject to review under that policy.

Policy on Incomplete Grades. The HFCC Policy on "incompletes" states that "A student performing satisfactory work in a course may be granted an incomplete (I) at semester's conclusion if some part of his/her work remains unfinished." The History Department has agreed that most of a student's work must be completed and that the student must be passing the course to receive the incomplete (I) grade. Both the student and the instructor must agree to the date of completion of unfinished work and exactly what work needs to be done. A student must not be required to sit through the course again to make up the "I."

Web Etiquette. Each student, during the required time spent in the discussion room, will refrain from any correspondence meant to threaten, demean, intimidate, harangue or belittle legitimate, academic comments made by students as they respond to weekly discussion topics. With respect to the HFCC "Student Dishonesty and Conduct Code," the instructor can enforce penalties for such "cyber" behaviors to the extent of removing the offending student from the class register.

COURSE CHRONOLOGY (Weeks #1-16)

1. "Society and Politics on the Eve of the Revolution"
2. "1763: The Turning Point"
3. "British Reforms and Colonial Resistance"
4. "The Imperial Crisis: From Tea to War"
5. "The Writers: Jefferson and Paine"
6. **TEST #1:** "Causes of the Revolution"
7. "The War: Opposing Forces:"
8. "The War: Washington in the North"
9. "The War: The British Move South"
10. "The War: The Outsiders"
11. **MOVIE PROJECT DUE**
12. "Religious Freedom in a Republic"
13. "The Call for a Convention"
14. "Philadelphia, 1787: Schisms, Threats, and Compromises"
15. "Ratification Politics and the Bill of Rights"
16. **FINAL EXAMINATION:** "Consequences and Analysis of the Revolution"

ADDITIONAL COURSE REQUIREMENTS AND RECOMMENDATIONS

Attendance Policy. Students are expected to log onto UCompass at least twice each week. (This includes HIST 235, 236, 241, and 242.) It is encouraged that you do so even more frequently as there will be announcements posted nearly every day during the semester. You are fully liable for the content of any and all course announcements I post throughout the semester. These announcements will range from “This Day in History” to important deadlines for the submission of work. In addition, it is important that you check your UCompass email account for any messages that either I or your fellow classmates may send you.

Withdrawal/Drop Policy. The HFCC “drop policy” states that a student can drop a course on his or her own initiative up until the end of the tenth week of classes, which is April 1, 2009 this semester. After that date, all student drops are at the discretion of the instructor. The History Department’s policy is that students cannot obtain a drop after the end of the tenth week of classes merely because of a poor grade, but only for *cause*. Cause is defined as something which prevents a student from finishing the course which is beyond the student’s control. (Students should understand that *cause* is determined solely by the instructor.) If a student is receiving a poor grade in that course, they should decide to drop or stay until April 1st. After that date, they should not expect a drop from the instructor. In addition, a student cannot drop a class if failing for reasons of academic dishonesty. If caught cheating on any coursework, that student will receive the grade assigned by the instructor (an “E” on that assignment, if not for the entire course), not a drop from the Registrar’s Office.

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Academic dishonesty is any activity intended to improve a student’s grade fraudulently.* It includes, but is not limited to, the following:

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