

Texas A&M University Central Texas
Department of Humanities

Spring 2019
HIST 3311 Creating A Nation: A World Turned
Upside Down

Instructor: Dr. Timothy C. Hemmis
Meeting Room: FH 209
Meeting Time: TR: 11-12:15PM
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Office Hours: by appointment



Course Description and Objectives:

This class delves into the history of America since 1760 to 1815. The American Revolutionary Period is a complex story of how a group of diverse colonies united to become an American Republic. Through lecture, discussions, readings, and multimedia, this course will explore themes in American history. This course will strengthen your critical thinking, reading, and writing skills, and provide a foundation for understanding the modern world. You will demonstrate the ability to develop and focus on one topic in writing assignments and present ideas in an organized, logical, and coherent form. You will also demonstrate the ability to use Standard English grammar, punctuation, spelling, and usage. Lastly, you will hopefully leave this class with a better understanding of America's past and how it has shaped the present.

The course objectives:

- To draw connections between the past and the present.
- To understand historical debates.
- To work with primary documents and develop an understanding of how historians use documents to interpret the past.
- To critically analyze a historical text.
- To write clear and coherent essays that develop a historical argument.

Required Texts

Freeman, Joanne B. *Affairs of Honor: National Politics in the New Republic*. New Haven: Yale University Press, 2002.

Holton, Woody. *Forced Founders Indians, Debtors, Slaves, and the Making of the American Revolution in Virginia*. Chapel Hill; London: The University of North Carolina Press, 2011.

McBride, Spencer W. *Pulpit and Nation: Clergymen and the Politics of Revolutionary America*. University of Virginia Press, 2017.

Wood, Gordon S. *Radicalism of the American Revolution*. New York: Vintage, 1993.

Recommended Texts

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 2018.

There can be other articles and book chapters that the Professor may provide electronically each week.

Course Requirements

Grades will be determined on the following basis:

Seminar Participation/ Attendance	100 points	All semester
Exam 1 (Midterm)	100 points	February 28 th
Exam 2 (Final)	200 points	May 7 th
Book Review 1 (Holton)	100 points	February 7 th
Book Review 2 (Wood)	100 points	March 7 th
Book Review 3 (Freeman)	100 points	March 28 th
Book Review 4 (McBride)	100 points	April 18 th
Rough Draft	100 points	April 4 th
Biography Research Paper	100 points	April 25 th

Scoring:

Final Grades will be determined based upon the following scale:

A	=	900-1000 points
B	=	800-899 points
C	=	700-799 points
D	=	600-699 points
F	=	Below 600 points

Attendance and Participation

Class attendance and participation are crucial elements of the learning experience. Attendance is your responsibility. Attendance will be taken daily. In addition, attendance means staying for the whole class. Do not leave early without speaking to me beforehand. Failure to regularly attend class will result in dire consequences such as failing the class. Please come to class prepared and ready to discuss the readings assigned for the day.

Exams

There will be two exams in this class. Exams for this class will not be cumulative, although they will reflect persistent themes, ideas, and terminology that run throughout American History. The exams will be identification terms and essays.

Writing Assignments

Book Reviews

There will be four critical reviews of monographs. Each review will be 900-1100 words long and be modeled after critical reviews in academic journals such as the *American Historical Review* or *The William and Mary Quarterly*. A book review concentrates on identifying and critiquing on the author's thesis. What is the author trying to argue, what evidence do they use, and do you agree and disagree? It is not just a simple summary of the book.

Biography Research Paper

You will perform primary and secondary historical research on one individual who lived in Revolutionary America (1763-1815) and write a biographic paper (10 pages of text) with appropriate footnotes and bibliography. The topic choice is the student's decision (within the class's subject area), but it must be reached in consultation with the instructor. Students should get to the library early and begin searching out primary documents they can base their research.

Please let the instructor know your person of interest by Week 3 via email.

The essay will be 2,000-3,000 words and be worth 20% of the grade.

There will be period research checks throughout the semester (orally or written)

Important Reminder

Late Papers will be penalized 10% (or 1 letter grade) for every class day they are late. Weekends do not count as class days.

Academic Dishonesty

Academic dishonesty will not be tolerated. You must follow to honesty codes set forth in the student handbook. Plagiarism is a serious offense. This or any other violation of the university's Code of Student Conduct can result in penalties that can include up to an F in the class and expulsion from the university. For the official definition of what constitutes plagiarism, see the Student Handbook.

The instructor reserves the right to use electronic resources to detect plagiarism.

If you have any questions about this, please see me.

FORMATTING

Essays must comply with the following formatting guidelines. Writing assignments are due at the beginning of class on the date indicated. Essays must be submitted as hard copies (electronic copies of papers will not be accepted).

Your papers must be typewritten, with 12 pt. font in Times New Roman and double-spaced lines. The header of your paper should be single-spaced and in the following format:

Your Name
Paper, HIS 343
Dr. Timothy Hemmis
janedoe@yahoo.com
Due Date

Your paper should have 1” margins on the top and bottom and 1.25” margins on the left right margins. Evidence must be cited using footnotes. Use of alternate forms of citation, such as the MLA format, is not acceptable. Finally, your essays must be stapled (no “dog ears,” paper clips, or binders) and the pages numbered! If you have questions about the proper format of your essay, please see me during my office hours.

The essay must include evidence from the text, and you must cite that evidence using footnotes. Use the following examples as models:

First citation:

¹ Alfred F. Young, *The Shoemaker and the Tea Party: Memory and the American Revolution* (Boston: Beacon Press, 1999), 45.

Subsequent citations:

⁵ Young, *The Shoemaker and the Tea Party*, 74.

Unexcused/ Late Work or Absences from Exams:

The only valid excuses for missing an exam or failing to turn in a paper or homework on time are illnesses requiring medical care, required university activities, religious holidays, or a personal emergency of a serious nature. To be excused without penalty, documentation is required. In certain other circumstances, I will allow you to turn in an assignment early or take an exam in advance, but you must see me as soon as possible. Do not wait until the last possible minute.

Academic Accommodations:

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations

please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion web page [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the Student Affairs web page [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Cell Phones

In accordance with College policy, the use of all personal electronic communication devices in this class (or laboratory) is prohibited. Students are required to turn off or silence their personal electronic communication devices during this class.

Office Hours

I am available in my office hours to answer your questions and look over drafts before paper your papers are due.

Academic Support Services

Tutoring is available to all students, both on-campus and online. Tutors are available at the Tutoring Center in Warrior Hall, Room 111. Please contact Academic Support Programs if you are interested in tutoring at (254) 501-5830 or by e-mailing c.garza@tamuct.edu.

***This syllabus is a mutual contract between the professor and student and the student and professor. It will not be altered lightly, however if circumstances make it necessary, the changes will be made as far in advance as is possible.

Course Schedule

Week 1 Class Introduction and Colonial America (Jan 15 and 17)

Reading Assignment: Read the Syllabus

Week 2 Unrest in the Colonies (Jan 22 and 24)

Read William Knox *On Public Debt* – see Canvas

Week 3 Imperial Crisis and American Resistance (Jan 29 and 31)

Week 4 Fighting for Independence Part 1 (Feb 5 and 7)

Holton Review Due: Feb 7th

Week 5 Fighting for Independence Part 2 (Feb 12 and 14)

Week 6 Gender and the American Revolution (Feb 19 and 21)

Week 7 Slavery and the American Revolution / Midterm Exam (Feb 26 and 28)

Midterm Exam: February 28th

Week 8 The Articles of Confederation and its problems (Mar 5 and 7)

Wood Review Due: March 7th

******March 12 and 14 = Spring Break******

Week 9 The Federal Constitution (Mar 19 and 21)

Week 10 Testing the Constitution (Mar 26 and 28)

Freeman Review Due: March 28th

Week 11 The Federalist Era (Apr 2 and 4)

Rough Draft Bio Paper Due: April 4th

Week 12 Federalism Home and Abroad (Apr 9 and 11)

Week 13 The Making of the Jeffersonian Democracy (Apr 16 and 18)

McBride Review Due: April 18th

Week 14 The Jeffersonian Republic (Apr 23 and 25)

Final Draft Bio Paper is due April 25th

Week 15 The Second War for American Independence (Apr 30 and May 2)

Week 16: Final Exam

May 7th 2019