

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 & Humanities History and Military History

MILH320

The American Revolution

Credit Hours: Three

Length of Course: 8-Weeks

Prerequisite: HIST300 highly recommended

The course materials, assignments, learning outcomes, and expectations in upper level (300-400) undergraduate courses assume that you have completed lower level (100-200) History courses to develop content knowledge and skills necessary for research, writing, and critical thinking.

Students who have not fulfilled these requirements or awarded transfer credit should strongly consider completing these requirements prior to registering for upper level courses.

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Instructor Information

Please see the Syllabus Tool in your classroom for your instructor contact information. Thank you!

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Course Description (Catalog)

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This course examines the American Revolution from its antecedents to its legacy; the events leading to the revolt and the Declaration of Independence; the strategy and tactics of the war emphasizing the land campaigns; and the aftermath of war on the new Nation.

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Course Scope

The American Revolution did not actually begin with Paul Revere's famous "ride" or the "shot heard 'round the world." The seeds of revolt had been planted much earlier. Looking back, the historian is tempted to believe that what happened between England and her North American colonies was inevitable. Few would deny that the economic system of mercantilism was "strangling" the upstart colonies and that their options had diminished to total submission or war. On the other hand, many in the colonies had grown prosperous through the benevolent economic treatment of the English Crown and any open conflict between the two would severely test the traditions and loyalties of all but a few. This course has been designed to study the events which set off the revolution among the colonists, the individuals involved, the hostilities from Lexington and Concord to Yorktown, and the results and conclusions of the outcome. Also covered will be a study of the forces and individuals who won the peace and instituted the most perfect form of self-government ever devised in the history of humankind. Every effort will be made to correlate socio/political events with their appropriate military historical significance.

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Course Objectives

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

- Discuss basic traits of the famous individuals involved in the American Revolution
- Research major military campaigns
- Examine the participation of Native Americans, African-Americans, and women in the conflict
- Identify the foundations to the unique American characteristics of waging war
- Examine the lives of Colonists, soldiers, Patriots and Loyalists
- Analyze the military tactics employed by the participants of the Revolution
- Explain how the American Revolution is viewed in pop culture

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Course Delivery Method

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This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

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Course Materials

Required Course Textbooks

- *Almost a Miracle: The American Victory in the War of Independence* by John Ferling
-E-book available in the APUS Online Library

Required Readings:

- Lecturettes and additional readings within Classroom

Additional Resources

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
Purchase Optional.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional.*
- [MILH 320 Library Course Guide](#)

Important Note: The Director of the Undergraduate History, Military Studies, Western & World History Programs requires conformity with the traditional citation method used by Historians. This is the [University of Chicago Style Manual and its Turabian offshoot](#). Citations will follow traditional endnote attribution. Do not use parenthetical (APA / MLA) variations. Students cannot use Wikipedia, about.com, encyclopedias (this includes online encyclopedias) and similar sources as references for any forum or assignment.

Recommended References

The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will

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need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

Microsoft Word (if you do not have MS Word, please save all files as a Rich Text Format (.rtf). **NOTE - The classroom only supports .doc, .docx, and .rtf files.** Please visit Adobe for a free copy of [Adobe Reader](#).

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Evaluation Procedures

There are several types of assignments to complete for this course. In the lesson section of the class, under the tab Assignment, are detailed expectations for each assignment. Here, in the syllabus, I am providing a brief description of each assignment and the grading in general terms. Please see the Classroom Lessons and Assignment for details on each evaluation.

Forum Assignments: See instructions in the Forums.

Forums 1 & 8 will be introductory and conclusion forums to discuss what students have learned. Forums Week 2-7 will be a virtual staff ride conducted by students analyzing and presenting different aspects of major battles during the American Revolution.

Research/ Written Assignments:

There will be 3 research assignments due. See instructions under Assignments.

Weighting of Assignments:

Every assignment is worth 100 points, though they are weighted differently. Your overall grade for this course will be determined in the following fashion:

Grade Instruments	Total Points
Eight Forum assignments	48
Three Research Papers	52
Total	100

I will post your grades for each assignment within five days of the due date. I will also provide detailed feedback about what you did well, and what may need improvement. In Gradebook-click on each assignment and comments will pop up on the right. If you have any questions about a grade or need clarification on the feedback, please feel free to email to discuss your concerns. Be respectful.

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Grading Scale- LINK

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

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Class Outline- LINK

<u>Week</u>	<u>Topic</u>	<u>Weekly Learning Objective(s)</u>	<u>Reading(s) and Web-Activities</u>	<u>Assignment(s) and Forum(s)</u>
1	Going to War 1770- 1775	Examine briefly how the French and Indian War affected the Revolution Identify causes of the war and how the Colonies became united Recognize that the Revolution was a civil war and not everyone wanted freedom from England. Develop analytical thinking and historical writing skills that will help to fully comprehend the American Revolution	Read the syllabus. <i>Almost a Miracle:</i> Introduction & Chapters 1-3	Forum #1
2	The War in the North 1775-1776	Analyze and evaluate the <i>Declaration of Independence</i> and its importance to the	<i>Almost a Miracle:</i> Chapters 4-7 Read the Declaration of Independence (link	Forum #2 Ask and answer 1 question

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		<p>Revolution</p> <p>Discuss the Revolution's beginning battles</p> <p>Demonstrate knowledge of the Founding Fathers and Mothers of America</p>	<p>found in the classroom)</p>	
3	<p>War in the North</p> <p>1777-1778</p>	<p>Examine and analyze Thomas Paine's <i>Common Sense</i></p> <p>Discover the common soldier of the American Revolution</p> <p>Discuss tactics and weaponry used in the war</p> <p>Examine the lives of American Loyalists</p>	<p><i>Almost a Miracle:</i> Chapters 8-12</p> <p>Read the 1st Chapter of Thomas Paine's <i>Common Sense</i> (link found in the classroom)</p>	<p>Forum #3</p> <p>Ask and answer 1 question</p> <p>Part 2 Week 2</p>
4	<p>War in the North</p> <p>1779</p>	<p>Discuss how women, African Americans, and Native Americans were involved in the Revolution</p> <p>Examine how the war was fought on the high seas</p>	<p><i>Almost a Miracle:</i> Chapters 13-16</p>	<p>Forum #4</p> <p>Ask and answer 1 question</p> <p>Part 2 due for Week 3</p> <p>Annotated Bibliography due</p>

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		Define how the rest of the world was reacting to the Colonists rebelling and how it impacted other countries		
5	War in the South 1780	Discuss the Southern Campaign of the Revolution Examine foreign intervention and how it influenced the war Analyze battles in the Southern Campaign and their tactics	Chapters 17-18	Forum #5 Ask and answer 1 question Part 2 for Week 4
6	A Civil War: War in the Backcountry 1781	Discuss how the Revolution was a civil war especially in the backcountry of the South Examine how the world turned upside down for the British at Yorktown	<i>Almost a Miracle:</i> Chapters 19-21	Forum #6 Ask and answer 1 question Part 2 for Week 5 Essay on American Revolution in Popular culture due
7	Victory! 1782-1783	Examine the Treaty	<i>Almost a Miracle:</i> Chapters 22-25	Forum #7 Ask and answer

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		<p>of Paris</p> <p>Discuss the American victory, how it came about, and how it affected the rest of the world</p> <p>Analyze and evaluate the United States Constitution and its ratification</p>	<p>Read the Treaty of Paris 1783 (link found in the classroom)</p>	<p>1 question</p> <p>Part 2 for Week 6</p>
8	Final Week	<p>Demonstrate knowledge of the American Revolution in a final paper</p> <p>Discover how movies sometimes get History right and wrong</p> <p>Discuss any final thoughts on the Revolution</p>	<p>Finish and review all readings</p>	<p>Forum #8</p> <p>Part 2 for Week 7</p> <p>Final Paper</p>

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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](#)

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Writing Expectations

- Typewritten in double-spaced format
- Times New Roman 12-point font
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.
- Footnotes as applicable

Citation and Reference Style

Students in this course will follow the Chicago Manual of Style as the sole citation and reference style used in written work submitted as part of coursework to the University.

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. If I deduct points, it will be within the overarching policy set forth by the Director of the History and Military History. This general policy is that I may reduce assignments that are one week late by 25 percent of the grade, two weeks late by 50 percent, and anything later than that may receive a zero. There are exceptions to this policy, on a case-by-case basis, and generally deal with emergencies.

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 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: ;-), :), ☺

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Disclaimer Statement

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

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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.

Charles Town Library and Inter Library Loan: 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.

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THE END!