**Course information:**

*Copy and paste current course information from Class Search/Course Catalog.*

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Historical, Philosophical and Religious Studies</th>
<th>Department</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>HST</td>
<td></td>
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<tr>
<td>Number</td>
<td>406</td>
<td></td>
<td></td>
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<tr>
<td>Title</td>
<td>American Revolution/1763-1789</td>
<td></td>
<td>Units: 3</td>
</tr>
</tbody>
</table>

*Is this a cross-listed course?*  
*If yes, please identify course(s)*  
No

*Is this a shared course?*  
Yes  
*If so, list all academic units offering this course*  
SLS, NCIAS

**Requested designation:** Social and Behavioral Sciences-SB  
*Note: a separate proposal is required for each designation requested*

**Eligibility:**
- Permanent numbered courses must have completed the university's review and approval process.
- For the rules governing approval of omnibus courses, contact Phyllis Lucie@asu.edu or Lauren Leo@asu.edu.

**Submission deadlines dates are as follow:**  
For Fall 2015 Effective Date: October 9, 2014  
For Spring 2016 Effective Date: March 19, 2015

**Area(s) proposed course will serve:**
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**
Complete and attach the appropriate checklist  
- Literacy and Critical Inquiry core courses (L)  
- Mathematics core courses (MA)  
- Computer/statistics/quantitative applications core courses (CS)  
- Humanities, Arts and Design core courses (HU)  
- Social-Behavioral Sciences core courses (SS)  
- Natural Sciences core courses (S0/SG)  
- Cultural Diversity in the United States courses (C)  
- Global Awareness courses (G)  
- Historical Awareness courses (H)

**A complete proposal should include:**
- Signed General Studies Program Course Proposal Cover Form  
- Criteria Checklist for the area  
- Course Catalog description  
- Course Syllabus  
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

**Contact information:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Cindy Baade</th>
<th>Phone</th>
<th>5-7183</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mail code</td>
<td>4302</td>
<td>E-mail</td>
<td><a href="mailto:cynthia.baade@asu.edu">cynthia.baade@asu.edu</a></td>
</tr>
</tbody>
</table>

**Department Chair/Director approval:** *(Required)*

<table>
<thead>
<tr>
<th>Chair/Director name (Typed):</th>
<th>Matthew J. Garcia</th>
<th>Date: 2/9/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair/Director (Signature):</td>
<td>[Signature]</td>
<td></td>
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</tbody>
</table>

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12, 5/14
Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014
### ASU--[SB] CRITERIA

A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
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<tr>
<td>☐</td>
<td>☒</td>
<td>Syllabus, TOC</td>
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</tbody>
</table>

1. Course is designed to advance basic understanding and knowledge about human interaction.

2. Course content emphasizes the study of social behavior such as that found in:
   - ANTHROPOLOGY
   - ECONOMICS
   - CULTURAL GEOGRAPHY
   - HISTORY

   History, economics, anthropology

3. Course emphasizes:
   a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).
   **OR**
   b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).

4. Course illustrates use of social and behavioral science perspectives and data.

---

### THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily arts, humanities, literary or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>General Studies Designation</th>
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<tbody>
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<td>American Revolution</td>
<td>SB</td>
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</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
</table>
| 1                         | Students explore the competition and conflict that led to the American Revolution, characterized the war, and structured the peace; particular attention is given to interactions among different ethnic and national groups | Throughout, but especially Week Two, Week Four, Week Ten, Week Twelve, Week Thirteen
Brown, Major Problems Chapters 2, 4, 11, 12                                                                 |
| 2                         | Readings address the formation of group allegiances and customs, the creation and transformation of markets, and the creation of political communities and military forces | Throughout, but especially Weeks Two, Three, Four, Five, Six, Seven, Eight
Blackboard Reading: Shaughnessy, Breen, Holton, Nash
Brown, Major Problems Chapters 5, 6, 7                                                                 |
| 3b                        | Students study and use historical methods of analysis throughout the course, and ethnographic and economic methods in specific weeks    | Week One, Week Three, Week Four, Week Six, Week 12
Andres and Burke reading, Brown, Major Problems Chapter 2, 3, 4, 11
Blackboard Reading: Breen, Holton, Kleepp                                                                 |
| 4                         | Students work with data from realms including commerce and trade, land ownership and its correlates to political affiliation, fertility and family formation, and voting patterns | Week Two, Week Three, Week Four, Week Eight, Week Twelve
Brown, Major Problems, Chapter 3, 12
Blackboard Reading: Kleepp, Newman and Smith                                                                 |
HST 406  American Revolution/1753-1789
Causes, course, and consequences of the American Revolution culminating in the ratification of the Constitution.

Allow multiple enrollments: No
Repeatable for credit: No

Primary course component: Lecture
Grading method: Student Option

Offered by:
New College of Interdisciplinary Arts and Sciences -- School of Humanities, Arts, and Cultural Studies
Pre-requisite: ENG 102, 105 or 108 with C or better; Minimum 55 hours
College of Letters and Sciences -- College of Letters and Sciences
Pre-requisite: ENG 102, 105 or 108 with C or better; Minimum 55 hours
College of Liberal Arts and Sciences -- Historical, Philosophical & Religious Studies, Sch
Pre-requisite: ENG 102, 105 or 108 with C or better; Minimum 55 hours
In this course, we will explore one of the most important events in American history, the American Revolution. Contemporary observers and historians have disagreed ferociously over what caused the Revolution and over what the Revolution caused. We will read works that explore the era from a number of different perspectives and that find in it many meanings, successes, and failures. These works also offer, implicitly or explicitly, competing accounts of which factors shape and transform society, politics, and character. As we investigate the era and come to our own conclusions about its events and people, we will be honing our skills as readers and writers of history and pondering what the Revolution and its many retellings mean for the America we are creating today.

**Course Texts (available at campus bookstore):**


**Grading:**

40% Weekly quizzes, group work, and class reflections/class participation (full semester)
20% Final Exam (date)
15% First Paper (due: September 24)
15% Second Paper (due: November 5)
10% Newspaper discussion (due: November 26)

**Week One: August 25, 27**

Monday:
Review Syllabus and class expectations
Andrews and Burke, "What Does It Mean to Think Historically?"
Homework reading due Wednesday, August 27:

**Wednesday:**
10 minute quiz on reading assignment:

**Week Two: September 3**

**NO CLASS MONDAY, SEPTEMBER 1ST**

Homework reading due Wednesday, September 3rd:

**Monday:**
Reading Quiz
Revolutions in the Atlantic World

**Wednesday:**
Nova Scotia's Neutrality
Phillis Wheatley and Samson Occum

**Week Three: September 8, 10**

Homework reading due Monday, September 8th:

**Monday:**
Reading Quiz
Anatomy of Land Speculation

**Wednesday:**
"Considerations upon the act of Parliament," (1764).

**Week Four: September 15, 17**

Homework reading due Monday, September 15th:

**Monday:**
Reading Quiz
Analyzing the Causes of the American Revolution

**Wednesday:**
Political Cartoon analysis
1st Paper preparation discussion and exercise

**Week Five: September 22, 24**
Homework reading due Monday, September 22nd:

**Monday:**
Reading Quiz
Independence and the Birth of a National Military

**Wednesday:**
First Paper due, before class starts.
In class video and discussion: *Progressive Ideologies: Imperialism, Nationalism, Capitalism Egalitarianism.* (or something else? It’s an Australian film, global in perspective.)

**Week Six: September 29, October 1**
Homework reading due Monday, September 29th:

**Monday:**
Reading Quiz
Cherokee Nation and the American Revolution

**Wednesday:**
Treaty of Holston, July 2, 1791

**Week Seven: October 6, 8**
Homework reading due Monday, October 6th:

**Monday:**
Reading Quiz

**Wednesday:**
Benjamin Banneker

**Week Eight: October 15**
NO CLASS MONDAY, OCTOBER 13TH:

Homework reading due Wednesday, October 15th:

Wednesday:
Reading Quiz
Primary Source study: Abigail Adams’s writing

Week Nine: October 20, 22
Homework reading due Monday, October 20th:

Monday:
Reading quiz
Mary Wollstonecraft

Wednesday:
American Jurisprudence and the Mormons

Week Ten: October 27, 29
Homework reading due Monday, October 27th:

Monday:
Reading Quiz:
Analyze Text

Wednesday:
2nd Paper preparation discussion and exercise:

Week Eleven: November 3, 5
Homework reading due Monday, November 3rd:
Blackboard reading: Edmund S. Morgan, “The Witch and We, the People” 6 pp.

Monday:
Reading Quiz

Wednesday:
Hand in paper at beginning of class: In class video and discussion:

**Week Twelve: November 10, 12**
Homework reading due Monday, November 10th:
Brown and Carp, *Major Problems in the Era of the American Revolution*, chapter eleven:
pp. 409-487.

**Monday:**
Reading quiz
Federalists and Anti-federalists

**Wednesday:**
American incarceration

**Week Thirteen: November 17, 19**
Homework reading due Monday, November 17th:
pp. 489-539.

**Monday:**
Reading Quiz
James Madison: From federalist to republican
Discuss newspaper assignment

**Wednesday:**
*Significance of the American Revolutionary War Era:*
Discuss Poetry readings and assign groups
Bring chosen article to class: Review newspaper assignment

**Week Fourteen: November 24, 26**

**Monday:**
Newspaper article day
Discussion and hand in

**Wednesday:**
Group presentations on Poetry, include hand in assignment.

**Week Fifteen: December 1, 3**
Semester in Review:

Final Exam:
Required Reading, HST 406


Chapters available on Blackboard:

Andrews and Burke, “What Does It Mean to Think Historically?”


Edmund S. Morgan, “The Witch and We, the People” 6 pp.

Higher Education

Major Problems in the Era of the American Revolution, 1760-1791, 3rd Edition
Richard D. Brown University of Connecticut, Storrs
Benjamin L. Carp Tufts University
560 Pages
Previous Editions: 1998
© 2014 | Published
College Bookstore Wholesale Price = $94.75

*Why an online review copy?
If you prefer a print copy to review, please contact your representative.

Overview | Features/Benefits | Table of Contents | What's New

1. The Consequences of Revolution.
ESSAYS.
Gordon S. Wood • The Revolution Launched a Bold Republican Experiment.
Alfred F. Young • The Revolution Was Radical In Some Ways, Not in Others.
Gary B. Nash • The Worldwide Repercussions of the Revolution Were Limited

2. The British Empire and the War for North America.
DOCUMENTS.
Benjamin Franklin Touts the Importance of Imperial Ties between Britain and America, 1760.
Rev. Thomas Bernard Looks to Future Glories, 1763.
The British Treasury Attempts to Reform the Customs Service, 1763.
King George III Seeks to Limit Westward Expansion, 1763.
A British Minister Justifies Customs Reform, 1765.
George Washington Scraps the Proclamation Line, 1767.
ESSAYS.
Fred Anderson • Britain's Victory Exposed the Need for Greater Control.
P. J. Marshall • The British Empire Tried to Reconcile Freedom and Authority.

3. Imperial Reforms and Colonial Resistance
DOCUMENTS.
Patriot Henry Resolves against the Stamp Act, 1765.
New York Reacts Violently to the Stamp Act, 1765.
The Stamp Act Congress Articulates the Rights of the Colonists, 1765.
Lord Camden (Charles Pratt) Exhorts Parliament to Change Direction, 1766.
Parliament Declares Its Authority, 1766.
John Dickinson Railes the Colonists to Opposition, 1767-1768.
Charleston Merchants Propose a Plan of Nonimportation, 1769.
North Carolinians Seek Regulation, 1768-1771.
Ralph McNaer Ponders the Legality of the Uprising, 1768.
A North Carolinian Describes the Battle of Alamance, 1771.
ESSAYS.
Benjamin L. Carp • Urban Taverns Shaped Mobilization against British Policies.
Wayne E. Lee • North Carolina Regulators Used Violence for a Purpose.

4. The Imperial Crisis and the Declaration of Independence
DOCUMENTS.
Lord North Calls for Punishing the Town of Boston, 1774.
Gouverneur Morris Remarks on Popular Mobilization, 1774.
Thomas Jefferson Asserts American Rights, 1774.
The First Continental Congress Enumerates American Rights and Establishes a Continental Association, 1774.
Patriots Intimidate New Jersey Loyalist, 1775.
Thomas Paine Calls for Common Sense, 1776.

Articles of Confederation and Perpetual Union, 1781.
Congress Passes an Ordinance on Western Lands, 1785.
Northwest Ordinance, 1787.
Kentucky Farmers Reconsider Their Allegiance, 1786.
Delegates Report from Demoralized Congress, 1787.
Stephen Mix Mitchell to Jeremiah Wadsworth, January 24, 1787.
James Madison to George Washington, February 21, 1787.
The Regulation (or Shay's Rebellion) Rocks Massachusetts.
Petition from the Town of Greenwich, Massachusetts, 16 January 1786.
Thurlow Weed to the Printer of the Hampshire Herald, December 7, 1786.
Massachusetts General Court, An Address from the General Court to the People of the Commonwealth of Massachusetts, 1786.
James MadisonEnumerates the Vices of the Political System, 1787.

ESSAYS

Peter S. Onuf • The Formation of Western States Helped Redefine the Union.
Robert A. Gross • Upheaval in Massachusetts Reflected a Nationwide Conflict.

11. The Constitution of 1787...}

DOCUMENTS

The Constitutional ConventionDelegates Debate Representation in Congress, 1787.
Edmund Randolph Presents the Virginia Plan.
William Paterson Proposes the New Jersey Plan.
The Convention Debates the New Jersey and Virginia Plans.
The Convention Debates the Issues: Lower Houses, Sectional Interests and Apportionment, Voter Qualifications, Slavery, 1787.
The Constitution of the United States of America, 1787.
The Federalist Expounds the Advantages of the Constitution, 1787-1788.
James Madison, Federalist Number 10 (Factions).
James Madison, Federalist Number 39 (National/Federal Structure).
Hamilton/Madison, Federalist Number 51 (Checks & Balances).
Alexander Hamilton, Federalist Number 84 (No Bill of Rights).
Antifederalists Attack the Constitution, 1787-1788.
Richard Henry Lee Predicts an Unrepresentative and Despotick National Government.
Brutus Warns of the Dangers of a Large Republic.
Mercy Otis Warren Offers Eighteen Reasons to Reject the Constitution.
Proceedings in the State Ratifying Conventions, 1788.
Massachusetts Proposes Amendments to the Constitution, 1788.
Patrick Henry Denounces the Constitution, 1788.
Virginia's Declaration of Rights and Proposed Amendments, 1788.
The Bill of Rights, 1791.

ESSAYS

Richard Beeman • Slavery and Sectionalism Influenced the Convention Debates.
Saul Cornell • Antifederalists Came in Many Different Guises.

12. Government under the Constitution...}

DOCUMENTS

Thomas Jefferson Envisions an Agrarian Republic, 1781-1787.
Robert Morris and William Findlay Debate the Bank of North America, 1786.
Alexander Hamilton Calls for Federal Assumption of Debt, 1790.
William Manning Expresses Distrust of the Propertyed Class, 1790.
Alexander Hamilton Promotes American Industry, 1791.
George Washington Addresses the State of the Union, and Indian Lands, 1791.

ESSAYS

Mark Schmeller • Arguments over Public Credit Spawned New Ideas about Politics.
Terry Bouton • Many Farmers Were Dissatisfied with the Outcome of the Revolution.
The United States Declare Independence, 1776.
Thomasi Hutchinson Criticizes Declaration of Independence, 1776.
ESSAYS.
Brendan McConville • Rejecting Monarchy Required a Shift in the American Worldview.
David Hackett Lewis • The Declaration of Independence was a Document of Global Importance.

DOCUMENTS.
George Washington Asks Congress for an Effective Army, 1776.
Benjamin Rush Contrasts Loyalists & Patriots, 1777.
A Whig Newspaper Attacks the Loyalists, 1779.
A Soldier's View of the Mutiny Among American Troops, 1780 (Joseph Plumb Martin).
George Washington Explains Army Problems and Calls for Help, 1780.
Two Views of the Battle of Yorktown, 1781.
Loyalists Plead Their Cause to King, Parliament, and the British People, 1782.
A Loyalist Woman Recounts her Journey in Exile, 1836.

ESSAYS.
Michael A. McDonnell • Virginia's Wartime Mobilization Leads to Class Struggles.
Maya Jasanoff • Loyalists in Exile Highlight the Wider British Empire.

DOCUMENTS.
Logan laments the Murder of His Fellow Mingos, 1775.
New York Mourns the Death of an Indian Killer, 1775.
Oneida Indians Declare Neutrality, 1775.
The North Carolina Delegation Urges Extermination of the Cherokee, 1776.
George Washington Orders an Expedition against the Iroquois, 1779.
An American Officer Observes the Destruction of Iroquois Homes and Crops, 1779.
Chickasaw Indians Seek Help, July 1783.

ESSAYS.
John Grenier • Both Sides Waged Unlimited Warfare.
Gregory Evans Dowd • Indians Faced a Limited Set of Choices.

DOCUMENTS.
Massachusetts Slaves Argue for Freedom, 1773.
Lord Dunmore Promises Freedom to Slaves Who Fight for Britain, 1775.
Samuel Haynes Attacks Slavery, 1776.
Three Virginia Counties Defend Slavery, November 1785.
Boston King Describes His Deliverance from Slavery, 1798.
Jehu Grant, Former Slave, Seeks Compensation for His Wartime Service, 1832, 1836.

ESSAYS.
Christopher Leslie Brown • The American Revolution Prompted New Debates About Slavery.
Manisha Sinha • Black Abolitionists Developed Their Own Radical Tradition.
Gender and Citizenship in a Revolutionary Republic.

DOCUMENTS.
"A Female" Enlists Women for Nonimportation, 1768.
Thomas Paine Admits Women Have Some Rights, 1775.
Abigail and John Adams Debate Women's Rights, 1776.
An American Woman Asserts Women's Rights, 1780.
Benjamin Rush Prescribes a Plan of Education for American Women, 1787.
A "Lady" and "Gentleman" Debate the Condition of Women, 1789.
Judith Sargent Murray Argues for Women's Equality, 1790.

ESSAYS.
Rosemarie Zagarri • The Revolution Gave Women New Political Opportunities.
Elaine Forman Crane • The Revolution was Hardly Radical for Women.

DOCUMENTS.
A Worcester Writer Defends Religious Establishment, 1776.
Virginia Baptists Assert Their Rights, 1776.
William Tennent Argues against Religious Establishment, 1777.
Ezra Stiles Projects the Future of Christianity in America, May 8, 1783.
Philadelphia Jews Seek Equality before the Law, 1783.
James Madison Protests Religious Taxes, 1785.

ESSAYS.