Eastern Illinois University  
New Course Proposal  
HIS 4304, Revolutionary America to 1789

1. Catalogue Description  
a) HIS 4304  
b) Revolutionary America to 1789  
c) MWF (3-0-3)  
d) S  
e) Am Rev  
f) The origins of the American Revolution as the aftermath of the Great War for Empire,  
   the conduct of the war, the adoption of the Articles of Confederation through the  
   culmination of the Revolution in the Constitution of the United States.  
g) Three semester hours in courses numbered 3000 and above in history or written  
   consent of the instructor. WI  
h) Spring 2005

2. Objectives and Evaluations of the Course  
a) Student Learning Objectives  
   1) Students will be able to articulate the key issues involved in Revolutionary  
      American History.  
   2) Students will be able to identify accepted methods of historical research, and  
      will use them to conduct their own research project.  
   3) Students will be able to identify the major historiographical debates in colonial  
      history.  
   4) Students will interpret primary source documents.  
   5) Students will be able to recognize arguments and evaluate the use of historical  
      evidence.  

b) Methods of Assessment  
   1) Written examinations—these examinations will assess students’ thematic  
      knowledge of the history of the American Revolution and knowledge of  
      historiographical controversies.  
   2) Weekly writing assignments—writing assignments will assess students’  
      comprehension of weekly reading assignments, as well as the ability to  
      recognize arguments and evaluate the use of historical evidence.  
   3) Research paper—a research paper will assess students’ ability to do research  
      and to construct arguments. The research paper will also permit  
      feedback from instructors to facilitate improvement in students’ written  
      skills as well as their analytic skills and ability to apply historical  
      methodology.  
   4) Class participation—class participation will assess students’ ability to  
      articulate ideas verbally and to take part in an exchange of viewpoints.  

c) This course is not technology-delivered.  
d) This course is not eligible for graduate credit.  
e) This course is writing-intensive. The majority of grading within the course will be  
   based upon students’ written work. In addition, students will re-write at least one  
   assignment.

3. Outline of the Course  
a) The course will be taught in 15 weeks, made up of three 50-minute class periods per  
   week.
Weekly Schedule

Week 1: Interpreting the Revolution
   a) The Revolution in Comparative Perspective
   b) What is the meaning of Radicalism?
   c) Historiography and the Revolution

Week 2: The American Colonies in 1750
   a) Society and Mobility
   b) Colonial and Imperial Government
   c) Mercantilism and Trade

Week 3: The French and Indian War and its Aftermath
   a) The War
   b) Treaty of Paris and its Results
   c) Impact of British Colonial Policy

Week 4: British Liberty and Ideology
   a) The English Constitution
   b) The English History of Revolution
   c) Whig Ideology and the Colonies

Week 5: The End of Salutary Neglect
   a) Stamp Act Crisis
   b) Declaratory Act
   c) Period of Uncertainty and Revolving Ministries

Week 6: Growing Conflict
   a) The Townshend Acts
   b) Non-importation
   c) Conflict over Tea

Week 7: Society and Revolution
   a) An Elite Revolution?
   b) The People’s Revolutions
   c) Revolution and Internal Conflict

Week 8: Outbreak of War
   a) Lexington and Concord
   b) Reconciliation or Independence
   c) The Second Continental Congress

Week 9: Declaring Independence and Forming a Government
   a) Declaration of Independence
   b) Debate over the Articles of Confederation
   c) Problems of the Early Congress

Week 10: The War, Part 1
   a) The Northern Campaigns
   b) The Southern Campaigns
   c) The War on the Frontier

Week 11: The War, Part 2
   a) The Soldier’s Experience: Continental Army
   b) The Soldier’s Experience: Militia
   c) The Civilian Experience

Week 12: The “Other” in the War
   a) Loyalists
   b) African Americans and Dunmore’s Proclamation
   c) Native Americans and the Struggle for Neutrality

Week 13: The Postwar Crisis
   a) Administering the West
   b) Indian Troubles
   c) The Post-War Economy
d) Shay’s Rebellion and the Crisis of the Articles

Week 14: The Constitution and Ratification
a) The Constitutional Convention
b) A Document of Compromises
c) Fight over Ratification

Week 15: What did the Revolution Mean?
a) Was the Revolution Radical or Conservative?
b) Was the Constitution a Conservative Reaction to Revolution Run Amok?
c) What was the long-term impact of the Revolution?

b) N/A

4. Rationale
a) HIS 4304 replaces HIS 4904 Revolutionary America to 1789. The new course will no longer be open to graduate students. A new graduate course, HIS 5370 Seminar in Colonial and Revolutionary History will replace HIS 4904 for graduate credit.
b) HIS 4304 will be open to juniors and seniors, who have presumably already taken HIS 2010 or HIS 2020, the American history surveys. This course will provide more of a more in-depth look at Colonial American history.
c) HIS 4304 will not be similar to any other courses.
d) HIS 4304 will replace HIS 4904. It will serve as an approved elective for the History Major and the History Major with Social Science Certification. Further, all students are required to take at least one 4000-level US History course. HIS 4304 will fit that requirement.

5. Implementation
a) Michelle LeMaster
b) N/A

6. Community College Transfer
N/A

7. Date Approved by Department of History Curriculum Committee
October 1, 2003

8. Date Approved by College of Arts and Humanities Curriculum Committee
October 15, 2003

9. Date Approved by CAA
October 30, 2003