

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 and Humanities

MILH536

The American Revolution

3 Credit Hours - 16 Weeks

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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Instructor Information Professional and Academic Biography: Go to <http://www.apu.apus.edu/academic/faculty-members/bio/109/stanley-d-carpenter>

Instructor: APUS Faculty

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Course Description (Catalog): This course addresses the War for American Independence from the outset in April 1775 with the events at Concord and Lexington, Massachusetts through the return of the British main force to New York in the summer of 1778 to the final victory at Yorktown. The course analyzes not only the specific events - battles, campaigns, and engagements - but also addresses the nature of strategic decision-making, political issues, leadership, and nature of the opposing forces as well as the context of the War for American Independence in general.

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Course Scope: The American Revolution, typically called in Great Britain, the War for American Independence, grew out of a number of factors, including opposition to imperial tax and economic policies following the Seven Years' War (French and Indian War in North America) of 1755-63 as well as a growing sense of political alienation in the colonies. A desire for more economic and political self-rule as fired by Enlightenment concepts of individual liberty and the relationship of the people to the state all fed the discontent and laid the foundation for the outbreak of open rebellion in Boston in April 1775, an event for which the British government and military found themselves

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completely unprepared. This course takes the student from the early days of the conflict, starting at the outbreak of the conflict at Lexington and Concord, Massachusetts in April 1775, through the surrender of Lord Charles Cornwallis at Yorktown, Virginia in October 1781 and the eventual settlement of the Peace of Paris in 1783. It addresses the political, constitutional, economic, military and naval/maritime aspects of the British effort to suppress the rebellion in the North American colonies and return them to allegiance while simultaneously fighting a global war against the Bourbon Powers of France and Spain, and, by 1780, the Dutch. The course examines the British and colonial Patriot perspectives from both the military and political aspects and at all levels of war from policy to grand strategy to military strategy to operational execution.

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Course Objectives

After successfully completing the course, the student will be able to:

CO-1 – Analyze and comprehend the key events in the struggle for American independence and the significance of these key events in terms of influencing and shaping British and colonial Patriot policy, military strategy and resultant operations;

CO-2 – Analyze the British constitution in terms of its war-making and military/naval/maritime decision-making and plan execution dynamics;

CO-3 – Analyze the nature, structure and dynamics of the late 18th-century armies and navies and how the nature and dynamics of military forces drove strategy, operations and tactics;

CO-4 – Compare and contrast accomplishments and strategic/operational leadership of the major British, French, Spanish, Loyalist, and Patriot commanders;

CO-5 – Analyze the impact of widening of the war to a global conflict after the French, Spanish and Dutch intervened on the British and colonial Patriot perception and decision-making;

CO-6 - Construct an argument for or against the proposition that the British could have crafted a strategy that would have won the war, suppressed the rebellion and returned the colonies to allegiance.

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (Located in Resources in SAKAI) and access to the online learning management system (SAKAI) will be made available to each student. Online assignments are due by Sunday evening of the week except as otherwise noted and include discussion questions (accomplished in Forums), examinations, and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

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Course Materials

REQUIRED COURSE TEXTBOOKS:

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Carpenter, Stanley D. M. "British Strategic Failure in the Southern Campaign, 1778-81." US Naval War College Paper, 2008. (Available in RESOURCES)

Herrera, Ricardo. "Self-Governance and the American Citizen as Soldier, 1775-1861." *Journal of Military History* 65, no. 1 (January 2001): 21-52. [Available via Academia.edu (http://www.academia.edu/693371/Self-Governance_and_the_American_Citizen_as_Soldier_1775-1861).] (Also available in RESOURCES)

Hibbert, Christopher. *Redcoats and Rebels: The American Revolution Through British Eyes*. Barnsley, UK: Pen and Sword Books, 2008. ISBN-10: 1844156990, ISBN-13: 978-1844156993

Mahan, Alfred T. *The Influence of Sea Power Upon History, 1660-1783*. Boston: Little, Brown and Company, 1890. [Available at <http://www.gutenberg.org/cache/epub/13529/pg13529.txt>] (Also available in RESOURCES)

Middlekauff, Robert. *The Glorious Cause: The American Revolution, 1763-1789*. Revised and Expanded Edition. New York: Oxford University Press, 2005. ISBN: 0-19-516247-1

Shy, John. *A People Numerous & Armed: Reflections on the Military Struggle for American Independence*. Revised Edition. Ann Arbor: University of Michigan Press, 1990. ISBN: 0-472-06431-2

Tokar, John A. "Logistics and the British Defeat in the Revolutionary War." *Army Logician* 31. 5 (Sep/Oct 1999): 42-47. [Available at: [http://search.proquest.com.ezproxy2.apus.edu/pubidlinkhandler/sng/pubtitle/Army+Logician/\\$N/35803/DocView/197285960/abstract/13B48B1DA473EDA4B90/62?accountid=8289>31](http://search.proquest.com.ezproxy2.apus.edu/pubidlinkhandler/sng/pubtitle/Army+Logician/$N/35803/DocView/197285960/abstract/13B48B1DA473EDA4B90/62?accountid=8289>31)] (Also available in RESOURCES)

_____. "Logistics and the Defeat of Gentleman Johnny." *Army Logician* 32. 4 (Jul/Aug 2000): 46-50. [Available at: [http://search.proquest.com.ezproxy2.apus.edu/indexinglinkhandler/sng/au/Tokar,+John+A/\\$N?accountid=8289](http://search.proquest.com.ezproxy2.apus.edu/indexinglinkhandler/sng/au/Tokar,+John+A/$N?accountid=8289)] (Also available in RESOURCES)

Wood, W.J. *Battles Of The Revolutionary War: 1775-1781*. Cambridge, MA: Da Capo Press, 2003. ISBN-10: 0306813297, ISBN-13: 978-0306813290

The following books are most highly recommended as additional reading (NOT REQUIRED) and may be highly valuable in crafting the Short Essays, Research Paper and Final Essay Exam as research sources:

Babits, Lawrence E. *A Devil of a Whipping: The Battle of Cowpens*. Chapel Hill: University of North Carolina Press, 2001.

Black, Jeremy. *War for America: The Fight for Independence, 1775-1783*. New York, Palgrave Macmillan, 1991. ISBN-10: 0312067135, ISBN-13: 978-0312067137

Buchanan, John. *The Road to Guilford Court House: The American Revolution in the Carolinas*. New Edited Edition. Wiley, 1999.

Davis, Burke. *The Cowpens-Guilford Court House Campaign*. Philadelphia, University of Pennsylvania Press, 2002.

Golway, Terry. *Washington's General: Nathanael Greene and the Triumph of the American Revolution*. New York: Henry Holt and Co, 2005.

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Ketchum, Richard M. *Victory at Yorktown: The Campaign That Won the Revolution*. New York: Henry Holt and Company, 2004.

Mackesy, Piers. *The War for America, 1775-1783*. Winnipeg, MB: Bison Books, 1993. ISBN-10: 0803281927, ISBN-13: 978-0803281929

Pearson, Michael. *Those Damned Rebels: The American Revolution as Seen Through British Eyes*. Cambridge, MA: Da Capo Press, 2000. ISBN-10: 0306809834, ISBN-13: 978-0306809835

Rodger, N.A.M. *The Insatiable Earl: A Life of John Montagu, 4th Earl of Sandwich*. New York: W. W. Norton & Company, Inc., 1994. ISBN-10: 0393333299, ISBN-13: 978-0393333299

OPTIONAL RESOURCES (RECOMMENDED):

- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longmans, 2007.
- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press, 2007. Purchase is highly recommended.
- Turabian Citation Guide Online
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. *Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.*

Copyright/Fair Use notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with fair Use exemptions for educational purposes under U.S. Copyright Law.

WEBSITES: (Excellent Sources for Short Essays and Research Papers):

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using internet sources as well. Note websites are subject to change.

The Journal of American History – www.indiana.edu/~jah

American History Review – <http://www.indiana.edu/~ahr>

Journal of Southern History – <http://jsh.rice.edu>

Journal of Military History – www.smh-hq.org/jmh/index.html

The South Carolina Historical Society – www.southcarolinahistoricalociety.org/publications/publications.htm

The North Carolina Historical Review – www.ah.dcr.state.nc.us/sections/hp/nchr/default.htm

Virginia Magazine of History and Biography – vahistorical.org/publications/vmhb.htm

The History Ring

<http://members.tripod.com/~PHILKON/ring.html>

This ring is dedicated to Internet sites which feature historical information. At last count it had 1089 linked sites. You can search the sites in the History Ring by using keywords.

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The History Journals Guide

<http://www.history-journals.de/journals/index.html>

Published online since 1997, this is the most complete guide to history journals. They are arranged chronologically, geographically, and lingually.

History On-Line

<http://ihr.sas.ac.uk/search/welcome.html>

Established by the Institute of Historical Research at the University of London in 1993, this site provides access to valuable links for UK, European and World History. Included are full-text seminars on a variety of historical topics, a database of 30,000 records including books in print by academic history publishers in the UK, journals and articles and 90% of history theses completed in the UK in the twentieth century.

The World Wide Web Virtual Library: History

<http://vlib.iue.it/history/>

The most important gateway to history resources on the Internet. This site was maintained by the University of Kansas as part of the WWW Virtual Library until May of 2004. It is now maintained at the European University Institute in Florence, Italy. The site arranges 3000 links alphabetically by subject and name.

Copyright/Fair Use notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with fair Use exemptions for educational purposes under U.S. Copyright Law.

RESOURCES/RUBRICS/COURSE FOLDERS:

Course Folders address key elements of the course. They provide the RUBRICS that govern the individual assignments and provide a handy reference guide without having to plow through the Syllabus. The Course Folders are found in RESOURCES under the individual RUBRIC and Course Folder number. They include:

Course Folder #1 – Research Papers

Course Folder #2 – Short Essays

Course Folder #3 – FORUMS/Discussion/Class Participation

Course Folder #4 – Final Essay Exam

Course Folder #5 – Short Essay Topics

Course Folder #6 – Writing Rubrics

Course Folder #7 – Course Materials

RESOURCES/COURSE LECTURES:

In RESOURCES, you will find a number of Course *Lectures*. These are short pieces, sometimes containing PowerPoint slides or images as well as text of varying length that address important aspects of the military history of the War for American Independence. These are of considerable assistance in framing your Discussion Question responses and are useful in providing additional perspectives on the most important aspects and themes of the course. The Folders are labeled by a short title as to the subject matter and are in no particular order, chronologically or thematically. However, the Folder Title tells you exactly what topic is addressed. Note that these Lectures supplement, not replace, the course readings/material. Please consult the Lectures as you make your way through the course. Since in online education, we try to replicate the traditional classroom experience as best as possible, the Lectures provide a variation of the traditional lecture experience, albeit not the live format. Of note, many of these lectures have been generated from the fine work of previous students as well as from the professor, so this course truly reflects not only faculty, but also student input and high-level analytical thinking. Additionally, you will find references to useful historical works and they thus provide a good guide to appropriate sources for your Short Essays, Research Paper and Essay Final Exam.

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Forums:

At several points through the course, the Professor will post a Discussion Question (DQ) in FORUMS that will revolve around the general themes of the course and the required readings. Students have a full week to respond to the initial discussion question and to post responses to other student and Professor postings. Limit responses to 400 words. The DQs can be found in the FORUMS section of the Course Menu and will be uploaded the weekend prior to each DQ Week. Note that occasionally, the Professor may post questions earlier; however, responses will not be required until the actual appropriate week in accordance with the Syllabus. Upload the discussion response in the FORUM so that all class members may read and comment.

The requirement is to answer the original posting by the Professor and to respond to at least two other postings from either the Professor or other students. In this way, we will replicate a traditional classroom discussion.

Each DQ will remain active for at least two weeks before a grade is assigned. This procedure allows for a robust follow-on class discussion. However, the initial response is due by the date given in the Syllabus, which is always the Sunday of the DQ week.

Assignments and Evaluation Procedures:

Each student will submit an original **Research Paper, two Short Essays, eight Discussion Questions (DQ #0 is the Intro/Bio) and a Final Essay Examination.**

The Assignment descriptions are provided in three locations – **ASSIGNMENTS** (with due dates), **RESOURCES** (under Course Folders) and **ANNOUNCEMENTS** (appearing at the beginning of the week that the assignment is due).

CRITICAL NOTE: All written assignments must be submitted in **WORD** format, either **WORD 97-2003 (.doc)** or **WORD 2007 (.docx)** as the system will not open any other format.

EVALUATION VALUES: APUS Grading Scale: See **LINKS/Policy/Grading**; For Graduate Writing Rubrics, see **RESOURCES/Course Folder #6**.

Graded Instruments:	Points	% Final Grade
Short Essay #1	100	10%
Short Essay #2	100	10%
Research Paper Proposal	50	5%
Final Research Paper	300	30%
Final Essay Exam	200	20%
Forum #0 (Intro/Bio)	10	1%
Forum #1 (DQ#1)	30	3%
Forum #2 (DQ#2)	30	3%
Forum #3 (DQ#3)	30	3%
Forum #4 (DQ#4)	30	3%
Forum #5 (DQ#5)	30	3%
Forum #6 (DQ#6)	30	3%
Forum #7 (DQ#7)	30	3%
Forum #8 (DQ#8)	30	3%
TOTAL	1000	100%

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Course Outline

<u>Week</u>	<u>Topic</u>	<u>Learning Objectives</u>	<u>Readings</u>	<u>Assignments</u>
1	Revolution in Context, 1763-75	<p>LEARNING OBJECTIVES:</p> <p>LO-1 Comprehend the specific events leading up to the outbreak of open rebellion (CO# 1);</p> <p>LO-2 Comprehend the context in which the rebellion developed, including British imperial economic, revenue and political policy (CO# 1,2,3);</p> <p>LO3 – Analyze the impact of the Lexington-Concord events on the development of widespread open rebellion and the British reaction (CO# 1,2,3,4,6).</p>	<p>REQUIRED READING: Hibbert, <i>Chapter 1</i>; Middlekauff, <i>Chapters 1, 7</i>; Shy, <i>Chapters 4, 5</i>.</p>	<p>Discussion #0 – upload short bio to introduce yourself to the class and professor and to discuss your academic program. Also, acknowledge that you will abide by the APUS Honor Code</p>
2	The “Great Riot “	<p>LEARNING OBJECTIVES:</p> <p>LO1 - Analyze the British military reaction to the conflict in Boston and the strategic assumptions for suppressing the rebellion (CO# 1,2,3,4,6);</p> <p>LO2 - Analyze the British political reaction in London to events in the colonies, including debates over the “Great Riot” and the appropriate military/naval strategy (CO# 1,2,6);</p> <p>LO3 - Analyze the sequence of events leading up to and including the Battle of Bunker (Breed’s)</p>	<p>REQUIRED READING: Hibbert, <i>Chapters 2,3,4,7</i>; Middlekauff, <i>Chapters 8,9,10,11,12,13</i>; Shy, <i>Chapter 2</i>; Wood, <i>Chapters 1,2</i>.</p>	<p>Contact Professor to propose topics for the Short Essays</p>

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		Hill (CO# 1,3,4); LO4 - Analyze the consequences of the Bunker Hill engagement in terms of the rebellion and on the creation of a Continental Army with George Washington of Virginia as Commander-in-Chief (CO# 1,6).		
3	The British Constitution and War	LEARNING OBJECTIVES: LO1 – Comprehend the nature of the British constitutional system in the late 18 th century (CO# 2,3); LO2 – Analyze the critical weaknesses in determining and executing military strategy to suppress the rebellion from the constitutional perspective (CO# 2,3); LO3- Comprehend the functional roles of each of the key officials charged with military/naval affairs –Admiralty, Secretary at War, Secretaries of State, Cabinet, monarch, Commander-in-Chief, etc. (CO# 2,3); LO4- Analyze the role that personalities played in the inability of the Crown to suppress the rebellion (CO# 1,2,3,4,6).	REQUIRED READING: Hibbert, <i>Chapter 5</i> ; Carpenter, pages 9-15.	Discussion #1
4	The Empire Strikes Back- The New York/New Jersey Campaign, 1776	LEARNING OBJECTIVES: LO1 – Comprehend the dynamics and events of the British operations against New York and Long Island in summer 1776 (CO# 1,3,4,6); LO2 – Analyze the role that joint Army/Royal Navy operations played in the success of the New York Campaign (CO# 1,3,4,6); LO3 – Analyze the reasons why the successful military operations failed to either destroy the Continental Army or suppress the rebellion (CO# 1,3,4,6); LO4 – Analyze the critical importance of the Trenton/Princeton affairs in terms of reviving the rebellion’s fortunes and the British reaction to these events as well as the military leadership of Washington in these actions (CO# 1,3,4,6).	REQUIRED READING: Hibbert, <i>Chapters 9,10,11</i> ; <i>Middlekauff, Chapters 14,15</i> ; Wood, <i>Chapter 3</i> .	Short Essay #1
5	Divide and Conquer – The Hudson Valley Campaign and	LEARNING OBJECTIVES: LO1 – Comprehend the dynamics and events of the “Divide and Conquer” strategy and British perceptions of the expected outcome (CO# 1,3,4,6); LO2 – Analyze the reasons for the outcome and	REQUIRED READING: Hibbert, <i>Chapters 13, 14</i> ; <i>Middlekauff, Chapter 16</i> ; Shy, <i>Chapter 8</i> ; Tokar, <i>Gentleman Johnny, All</i> ;	Discussion #2

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	Saratoga, 1777	the British defeat at Saratoga (CO# 1,3,4,6); LO3 - Analyze the critical importance of the Saratoga defeat in terms of the Patriot cause and the British reaction to these events as well as the resultant Franco-American Alliance of March, 1778 (CO# 1,3,4,5,6).	Wood, <i>Chapters 5,6.</i>	
6	Stalemate – Philadelphia, Middle Colonies and Brandywine, 1777	LEARNING OBJECTIVES: LO1 – Comprehend the dynamics and events of the British operations in Pennsylvania directed against Philadelphia and the Continental Army in 1777-78 (CO# 1,3,4,6); LO2 – Analyze the role that joint Army/Royal Navy operations played in the success of the Philadelphia Campaign (CO# 1,2,3,4,6); LO3 – Analyze the reasons why the successful military operations failed to either destroy the Continental Army or suppress the rebellion (CO# 1,4); LO4 – Analyze the critical importance of the Pennsylvania Campaign in terms of failing to suppress the rebellion and the British reaction to these events as well as the critical importance of the Valley Forge winter of 1777-78 on the ability of the Continental Army to fight the regular British Army (CO# 1,4).	REQUIRED READING: Hibbert, <i>Chapters 12,15</i> ; Shy, <i>Chapter 6</i> ; Wood, <i>Chapter 4.</i>	Research Paper Proposal
7	Monmouth Court House and the New Continental Army, 1778	LEARNING OBJECTIVES: LO1 – Comprehend the dynamics and events of the British operations in Pennsylvania and New Jersey in 1778 (CO# 1,3,4,6); LO2 – Analyze the role that Baron von Steuben and the reforms in the Continental Army had on the performance of the Continental Army (CO# 1,4); LO3 – Analyze the reasons why British military operations failed either to destroy the Continental Army or suppress the rebellion (CO# 1,3,4,6); LO4 – Analyze the critical importance of the Pennsylvania Campaign in terms of failing to suppress the rebellion and the British reaction to these events (CO# 1,3,4,6); LO5 – Analyze the impact of French intervention on British and colonial Patriot strategic thinking both in North America and in Britain (CO# 1,5).	REQUIRED READING: Hibbert, <i>Chapters 16, 17</i> ; Middlekauff, <i>Chapter 17.</i>	Short Essay #2
8	The British,	LEARNING OBJECTIVES:		Discussion

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	French and Continental Armies, 1775-83	<p>LO1- Comprehend the nature of the late 18th-century armies, particularly those forces that served in North America (CO# 1,3,4);</p> <p>LO2 – Comprehend the role and nature of the German troops in British service (CO# 1,4);</p> <p>LO3- Comprehend the role and nature of the Loyalist forces, both militia and Provincial regulars, and Patriot militias and irregulars that participated in the conflict (CO# 1,3,4);</p> <p>LO4 – Analyze the administrative and bureaucratic structure of the British, French, and Continental Armies (CO# 2,3,4).</p>	REQUIRED READING: Herrera, <i>All</i> ; Tokar, <i>British Defeat, All</i> ; Wood, <i>Author’s Introduction</i> .	#3
9	The Navies and Maritime Strategy	<p>LEARNING OBJECTIVES:</p> <p>LO1 – Comprehend the nature and character of the 18th-century British Royal Navy, French Navy, and Continental Navy (CO# 2,3,4);</p> <p>LO2 – Comprehend British naval and maritime strategy for prosecuting the war both to suppress the rebellion and protect the Empire from the French and Spanish (CO# 1,3,4,5,6);</p> <p>LO3 – Analyze the Royal Navy’s role and effectiveness in the various missions – supporting land forces, blockade, suppression of privateers, and defense of the homeland and empire from French and Spanish actions (CO# 1,3,4,5,6);</p> <p>LO4 – Analyze the administrative and bureaucratic structure of the Royal Navy, French Navy, and Continental Navy (CO# 3).</p>	REQUIRED READING: Mahan, <i>Chapter IX</i> , pp. 330-58.	Discussion #4
10	French Intervention and a Global Conflict, 1778	<p>LEARNING OBJECTIVES:</p> <p>LO1- Comprehend the dynamics and events of French intervention in the struggle (CO# 1,4,5);</p> <p>LO2 – Analyze the impact of French intervention on British and colonial Patriot policy, strategic thinking and actions (CO# 1,4,5);</p> <p>LO3 – Analyze how French intervention impacted British military and naval operations in the West Indies, Mediterranean, Indian Ocean and North America (CO# 1,4,5).</p>	REQUIRED READING: Hibbert, <i>Chapter 18</i> ; Mahan, <i>Chapter X</i> , pp. 359-372.	Discussion #5
11	The Southern Gambit, 1778-79	<p>LEARNING OBJECTIVES:</p> <p>LO1- Comprehend the dynamics and events of the major military operations at the beginning of the Southern campaign (CO# 1,3,4,5,6);</p> <p>LO2- Analyze the dynamics and assumptions of</p>	REQUIRED READING: Carpenter, <i>pages 1-9, 15-16</i> ; Hibbert, <i>Chapters 19, 20</i> ; Middlekauff, <i>Chapter 18</i> ; Shy, <i>Chapter 9</i> .	Discussion #6

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		<p>the Loyalist Strategy (CO# 3,4,5,6);</p> <p>LO3 – Analyze the strategic assumptions of British authorities at all levels for the Southern Campaign (CO# 3,4,5,6).</p>		
12	<p>Charleston and the South Carolina Campaign, 1780</p>	<p>LEARNING OBJECTIVES:</p> <p>LO1- Comprehend the dynamics and events of the major military operations of the Southern Campaign in South Carolina in 1780 to early 1781 (CO# 1,4,5,6);</p> <p>LO2- Analyze the dynamics and assumptions of the Loyalist Strategy and why it proved a failure (CO# 1,4,5,6);</p> <p>LO3 – Analyze the strategic assumptions of British authorities at all levels for the Southern Campaign (CO# 1,4,5,6);</p> <p>LO4 – Analyze the impact of the engagements at Camden, King’s Mountain, Ramsour’s Mill, and Cowpens (as well as the minor engagements) on the success of the British Southern Strategy and on the willingness of the rebels to persevere (CO# 1,3,4,5,6).</p>	<p>REQUIRED READING:</p> <p>Carpenter, <i>pages 17-42</i>; Hibbert, <i>Chapters 21,22</i>; Mahan, <i>Chapter X, pp. 375-83</i>; Wood, <i>Chapters 7,8</i>.</p>	<p>Research Paper</p>
13	<p>Cornwallis vs. Greene – North Carolina Campaign, 1781</p>	<p>LEARNING OBJECTIVES:</p> <p>LO1- Comprehend the dynamics and events of the major military operations of the North Carolina phase of the Southern Campaign (CO# 1,3,4,5,6);</p> <p>LO2- Analyze the dynamics and assumptions of Cornwallis’ decision to abandon North Carolina and march into Virginia (CO# 1,3,4,5,6);</p> <p>LO3 – Analyze the strategic assumptions of British and colonial Patriot authorities at all levels following Guilford Court House (CO# 1,3,4,5,6);</p> <p>LO4 – Analyze the nature, dynamics and consequences of the loss of British strategic cohesion created by the North Carolina campaign and the subsequent move into Virginia in late spring 1781 (CO# 1,3,4,5,6).</p>	<p>REQUIRED READING:</p> <p>Carpenter, <i>pages 42-51</i>; Hibbert, <i>Chapters 23,24</i>; Middlekauff, <i>Chapters 20, 21</i>; Wood, <i>Chapter 9</i>.</p>	<p>Discussion #7</p>
14	<p>Road to Yorktown – The Virginia Campaign,</p>	<p>LEARNING OBJECTIVES:</p> <p>LO1- Comprehend the dynamics and events of the Yorktown siege and surrender (CO# 1,3,4,5,6);</p> <p>LO2- Analyze the reasons for the failure of the</p>	<p>REQUIRED READING:</p> <p>Carpenter, <i>pages 51-75</i>; Hibbert, <i>Chapter 25</i>; Mahan, <i>Chapter X, pp. 384-90</i>; Middlekauff, <i>Chapter 22</i>;</p>	<p>Discussion #8</p>

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	1781	British Southern Strategy (CO# 1,2,3,4,5); LO3 – Analyze the impact of the French naval victory at the Battle of the Chesapeake Capes (CO# 1,3,4,5,6).	Wood, <i>Chapter 10</i> .	
15	Imperial Survival and the Peace of Paris, 1782-83	LEARNING OBJECTIVES: LO1- Comprehend the dynamics and events of the post-Yorktown period leading up to the peace negotiations and the resurgence of British military and naval fortunes in 1782 (CO# 1,2,3,4,5,6); LO2 – Analyze the British strategy for overcoming French, Spanish and Dutch efforts to take territory from the Empire (CO# 1,3,4,5,6); LO3 – Analyze the political situation of 1782-83 in terms of the post-Yorktown context (CO# 1,2); LO4 – Analyze the impact of major British victories at The Saintes and Gibraltar on the course of the conflict (CO# 1,4,5,6).	REQUIRED READING: Hibbert, <i>Epilogue</i> ; Mahan, <i>Chapter XIII, pp. 468-504</i> ; Middlekauff, <i>Chapter 23</i> ; Shy, <i>Chapter 3</i> .	Submit any remaining assignments and Discussion Question responses;
16	Retrospect on the War for American Independence	SCOPE: Submit a take home, open book/note/source essay final essay exam that ties together all the course threads. LO1 – Complete a Final Essay Exam (CO# 1,2,3,4,5,6).	REQUIRED READING: Mahan, <i>Chapter X, pp. 390-400, Chapter XIV, pp. 505-42</i> ; Shy, <i>Chapters 1,10,11,12</i> . Complete any outstanding course reading.	Final Exam Notes: Completed Exam should be submitted by midnight of the Sunday of Week 16.

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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](#)

Writing Expectations – See also RESOURCES/Course Folder #6 for Writing Rubrics.

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the

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citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (Chicago, IL: University of Chicago Press, 2007), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#)

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--e.g., [title page](#), copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, [abstract](#).
2. Narrative with [scholarly attributions](#).
3. Back matter--[bibliography](#), appendices.

Citation and Reference Style

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

[Endnotes/Footnotes](#), the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.

[Bibliography](#) is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.

Turabian and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

- May be in-line, but preferably set in raised [superscript](#).¹
- Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
- Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: <http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation>

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.

Netiquette

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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: ;-), :), ☺

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.

- **Inter Library Loans:** 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.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., HIST500) or class name.

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If a guide you need isn't available yet, let us know by emailing the APUS Library: librarian@apus.edu

Selected Bibliography: See RESOURCES/Selected Bibliography.

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