

HIST 740 Topics in History for Educators:
Creating a New Nation, 1763-1815
Dr. Paul Kelton
Spring 2010

Course Description: This class is designed for secondary education teachers to become more familiar with recent historical scholarship related to the founding and early development of the American nation-state. The class will involve some lecture but mostly student discussion over assigned readings. Students will be evaluated based on their participation in class discussion and completion of all written assignments. The class will work together to produce lesson plans that reflect the goal of the class: how recent scholarship on American history from 1763 to 1815 can be integrated into secondary school curriculum.

Required Texts:

William Cronon. Changes in the Land: Indians, Colonists, and the Ecology of New England. New York: Hill and Wang, 20th Anniversary edition, 2003. 242pp. \$14.00 (paper) ISBN: 0809016346

Jack P. Greene. Pursuits of Happiness: the Social Development of Early Modern British Colonies and the Formation of American Culture. Chapel Hill: University of North Carolina Press, 1988. 301pp. \$19.95 (paper) ISBN: 0807842273

Gary Nash. The Unknown American Revolution: the Unruly Birth of Democracy and the Struggle to Create America. New York: Viking Press, 2005. 544pp. ISBN: 014303720X

Woody Holton. The Unruly Americans and the Origins of the Constitution. New York: Hill and Wang, 2007. 384pp. ISBN: 0809016435

Douglas Egerton. Gabriel's Rebellion: the Virginia Slave Conspiracies of 1800 and 1802. Chapel Hill: University of North Carolina Press, 1993. 262pp. \$18.95 (paper) ISBN: 0807844225

Gregory Evans Dowd. A Spirited Resistance: the North American Indian Struggle for Unity, 1745-1815. Baltimore: Johns Hopkins University Press, reprint 1993. 288pp. \$25.00 (paper) ISBN: 0801846099

Textbook: George Tindall and David Shi, America: A Narrative History. 8th edition. New York: Norton, 2010. Paperback. Vol. 1 (ISBN: 978-0-393-14785-8).

Grading/Evaluation: (For those taking the course for credit)

Participation: 20 points

This includes attendance and voluntarily discussion over reading assignments.

3 Book Reviews: 30 points total/ 10 points each

Book reviews due over the core books. Each should be 800 to 1,000 words, typed, double-spaced. See syllabus for due dates.

Final Paper: 25 points

A five to seven page paper (double-spaced) discussing the

particular ways the readings have influenced the way you will teach. These can be submitted to me as an e-mail attachment (in Microsoft word please) by mid-night May 18th.

Lesson Plans: 25 points

Due by mid-night Wednesday, May 18th.

The plus/minus scale will be used:

A	100-93	A-	92-90		
B+	89-87	B	86-83	B-	82-80
C+	79-77	C	76-73	C-	72-70
D+	69-67	D	66-63	D-	62-60
F	59-0				

Schedule:

January 12: Contest for the Continent

Readings: Cronon, Changes in the Land

January 26: Colonial British North American Society

Readings: Greene, Pursuits of Happiness

February 16: Origins of the Revolution

Readings: Nash, The Unknown American Revolution, xv-206

Book Review #1 Due: Choice of reviewing Cronon or Greene

February 23: Course of the Revolution

Readings: Nash, The Unknown American Revolution, 207-458

March 9: The Constitution

Readings: Holton, Unruly Americans, ix-123.

March 23: The Constitution

Readings: Holton, Unruly Americans, 124-278.

Book Review #2 Due: Choice between Nash and Holton

April 20: Indigenous Peoples

Readings: Dowd, A Spirited Resistance

April 27: Slavery

Readings: Egerton, Gabriel's Rebellion

Book Review #3 Due: Choice of reviewing Dowd or Egerton.

Final Papers and Lesson Plans Due May 18th Via E-mail.