Clustering Proposal Cover Sheet
2004-2005

Cluster: American Studies
Title of course: The American Revolution
Course Number: HST 3416
Proposing Faculty: Tom Luckett
Cluster Coordinator: ____________________________

Cluster Course to New Cluster
Other clusters this course is assigned to: ____________________________

Non 'U' course proposed to Cluster
Removal

UNST Committee—PASS: Yes [ ] No [ ]
If no, reason: ____________________________

UCC Committee—PASS: Yes [ ] No [ ]
If no, reason: ____________________________
University Studies
Cluster Course Addition
Adding a previously unapproved course to a cluster

(When addressing questions, please attach a separate sheet)

PROPOSING FACULTY (Name, signature, and department)
Thomas M. Luckett, Dept. of History

1. THE COURSE

A. COURSE TITLE, NUMBER, AND CATALOG DESCRIPTION
   *346 The American Revolution, 1756-1800 (4) Survey of the American Revolution from its origins to the Early Republic. Topics include the pre-Revolutionary crises, the War of Independence, the Confederation, and the framing of the Constitution. Recommended prerequisite: upper-division standing or permission of instructor.

B. DEVELOPMENT
   Is the course based upon an existing course, or is it a new course under development?
   Existing course. (Note: in the past this course has been taught as Hst 330. In the 2003-4 catalog, it appears for the first time as Hst 346.)

C. AVAILABILITY
   With what regularity has the course been—or will the course be—offered?
   Once every two years.

D. PREREQUISITES
   List any course prerequisites beyond the cluster Sophomore Inquiry course.
   Recommended prerequisite: upper-division standing or permission of instructor.

2. COURSE OUTLINE.
   Provide a detailed outline of the proposed course, also including its preliminary reading list, and the name(s) of instructor(s) committed to teaching the course.
   Instructor: Thomas M. Luckett.
   For outline & reading list, see attached.

3. GENERAL EDUCATION GOALS.

   A. COURSE CONTENT & SUITABILITY FOR CLUSTER
      Discuss the course content in relationship to the thematic focus of the cluster.
      Please see attached.

   B. UNST GOALS
      Indicate what materials and assignments will address those University Studies goals appropriate to the course content and cluster theme (the goals are Inquiry and Critical Thinking, Communication, Diversity of Human Experience, and Ethical Issues & Social Responsibility).
      Please see attached.

   C. CLASSROOM ENVIRONMENT
Discuss the teaching strategies employed in the course and how they articulate with the student-centered, active-learning strategies characteristic of University Studies courses. The professor’s teaching strategies are very traditional: lectures, discussions, readings, close analysis of texts. The professor believes strongly that there is still a place for such tried and true methods in the modern university.

PROPOSING FACULTY: Thomas M. Luckett

COURSE TITLE AND NUMBER: *346 The American Revolution, 1756-1800 (4)

********************************************************

OBTAIN CHAIR AND CLUSTER COORDINATOR SIGNATURES BEFORE SUBMITTING TO UNIVERSITY STUDIES OFFICE

DEPARTMENT CHAIR(S): Mel, Wulff DATE: Nov 6, 2003

--------------------------------------- DATE: 11/6/03


All changes to Clusters must be approved by PSU’s Senate Curriculum Committee.

THE ORIGINAL + 12 COPIES OF THE PROPOSAL MUST BE RECEIVED AT UNIVERSITY STUDIES (CH 163) BY OCTOBER 31, 2003

********************************************************

COURSE APPROVED FOR CLUSTER INCLUSION

CHAIR, CLUSTER COORDINATORS: __________________________ DATE: ____________

CHAIR, UNST COMMITTEE: __________________________ DATE: ____________
COURSE CONTENT & SUITABILITY FOR AMERICAN STUDIES CLUSTER
The course will address the goals of the American Studies cluster as follows:

Goal 1: To assess the question of American national culture.
   The course explores the eighteenth-century origins of America’s distinctive
   national constitution and political culture.

Goal 2: To appreciate the politics of identity in America.
   A significant part of the term focuses on issues of race, ethnicity and gender in the
   era of the American Revolution, with particular attention to military conflict with
   American Indians, and to questions surrounding the institution of slavery.

Goal 3: To reflect on social and economic inequality in the United States.
   The course treats in detail issues of political and economic inequality in the era of
   the American Revolution, and critically examines the class struggle thesis put
   forward by Progressive and Neo-Progressive historians of this field.

Goal 4: To view the United States from a transnational perspective.
   The course examines America’s complex relations with both Britain and France
   in the era of the American Revolution.

Goal 5: To understand that in the dominant American narrative, some voices have
   been privileged and others silenced.
   The course examines the methodological problems of reconstructing the history of
   social groups that did not leave extensive records about themselves, including
   American Indians, slaves, and poor whites.

UNST GOALS
The course will address the goals of University Studies as follows:

Inquiry and Critical Thinking:
   Through the critical analysis of challenging texts, students will examine issues of
   political theory and social causation.

Communication:
   Students will develop communication skills through papers and discussion.

Diversity of Human Experience:
   The course will examine the history of the American Revolution from a variety of
   social and ethnic perspectives.

Ethical Issues & Social Responsibility:
   Through an examination of the origins of American political culture, students will
   reflect on the meaning and significance of American political values, including
   liberty, equality and justice.
HST 346u:
"The American Revolution, 1756-1800"
Thomas Luckett

Syllabus (subject to revision in the future)

All readings are to be done by the week for which they are assigned. Attendance is required. Grades will be based on one short paper (2-3 pages), two longer papers (8-10 pages), and class attendance and participation. There is no final exam.

Week 1: Introduction. (3 April)

Week 2: The Seven Years' War. (10 April) **First paper due**

Week 3: The Stamp Act & Townsend Acts Crises. (17 April)

Week 4: From the Tea Act to independence. (24 April)
Paine, *Common Sense*, entire including editor's intro. [116 pages]

Week 5: The Revolutionary War. (1 May) **Second paper due**
Selected articles on-line.

Week 6: Race, class & gender. (8 May)
Young, *Beyond the American Revolution*, pp. 3-119. [81 pages]

Week 7: More on race, class & gender. (15 May)
Young, *Beyond the American Revolution*, pp. 123-364. [157 pages]

Week 8: The crisis period & Constitution. (22 May)
Selected articles on-line.

Week 9: Militias, guns & the Bill of Rights. (29 May)
Cornell, *Whose Right to Bear Arms?* entire. [137 pages]
Selected articles on-line.
Week 10: The new republic. (5 June) **Third paper due**
Slaughter, *The Whiskey Rebellion*, entire. [218 pages]

---

**Books available for purchase at the PSU Bookstore:**

- Cornell, Saul, ed., *Whose Right to Bear Arms did the Second Amendment Protect?* (St. Martin's, 2000).