Introduction to the Revolutionary War

HAS-188
3 Semester Credit Hours

Contact the advising team at DSU with any questions:
602.648.5750 or info@dunlap-stone.edu

Course description

In this six-week course, students examine four key historic engagements in US military history, the eras in which they took place, key figures associated with the battles and the long-term effects of each that became turning points not just in military history but world history. Students master basic relevant terminology and symbology. Students learn the causes and outcomes of each battle, and how these events shaped the military in the world today. This course helps students develop an analytical framework to examine conflict throughout modern history and throughout the world.

Course outcomes

By the end of this course, students will be able to:

- Describe and discuss four major military battles of the revolutionary war.
- Use military symbology and terminology to build an analytical framework to examine other military conflicts.

Pre Requirements

There are no prerequisites for this course.

Materials Needed

- Saratoga, 1777: Turning Point of a Revolution. Morrissey, Brendan. Osprey Publishing 2003 ISBN: 1855328623
- Monmouth Courthouse 1778: The Last Great Battle in the North. Morrissey, Brendan. Osprey Publishing 2004 ISBN: 1841767727
- Guilford Courthouse 1781: Lord Cornwallis's Ruinous Victory. Konstam, Angus. Osprey Publishing 2002 ISBN: 1841764116
- Yorktown 1781: The World Turned Upside Down. Morrissey, Brendan. Osprey Publishing 2004 ISBN: 1855326884

Grading Scale

92-100 A
89-91 A-
85-88 B+
82-84 B
79-81 B-
75-78 C+
72-74 C
69-71 C-
65-68 D+
62-64 D
<62 F

The Learning Environment

This course is delivered fully online using distance education best practices. Students are expected to actively engage with their peers and instructor at least five (5) days each week. All courses are offered in English to students who meet the minimum entrance requirements and meet any published prerequisite requirements or program admission.

The classroom is accessed through the Moodle platform. Technical support is available during business hours by calling 602.648.5750.

Discussion Boards

The DSU learning model is built on a foundation of discussion. Students should actively participate in the discussion questions each week. At the end of the week, students will affirm that they have met the posting requirements. Students are expected to post four direct answers to discussion questions, one per day, for at least four days during the week. Students must also post substantive responses to their peers, at least one per day, for at least five days of the week. This should be a total of nine posts over five days. Points are assigned for discussion questions based on their completeness. Students should cite learning materials, outside articles or other materials whenever possible to demonstrate their mastery of course outcomes within the discussion questions.

Grading Criteria

Grades are determined by grading rubrics and grading guides throughout the course materials. Generally, students who meet or exceed the stated expectations for an assignment will receive the total number of points possible for that assignment. Deductions from the total number of points possible occur because of a lack of content or clarity, errors, failure to integrate course materials into the assignment or failure to complete the assignment.

Academic Integrity, Privacy and Identity

By signing into the electronic classroom with your unique username and password, you affirm that you are the individual who registered for the course and that the work you submit is your original work. Students are expected to maintain standards of academic integrity.

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Plagiarism is a serious offense. Presenting another's work as your own could jeopardize your enrollment at the university. Please refer to the catalog for more information.

Instructor Expectations

Faculty members may post additional materials, requirements or make changes to this syllabus. Please contact your instructor with questions about specific criteria.

Learning Resources

Students should utilize library resources provided at the main level of the classroom to support their learning and to master the course learning objectives.

Intellectual Property

Unless otherwise noted, materials within the classroom belong to the noted copyright holder. There is no expectation of privacy or ownership of the posting of the students or faculty members. Please use good judgment when posting within the classroom. In some courses, you may wish to carefully consider what information you choose to disclose about your organization or your organization's activities. Contact your organization's legal representation for more information about your company's intellectual property and disclosure rules. Refer to the catalog for more information about the expectations of student behavior.

Study Suggestions and Estimated Time to Complete Work

Depending on the level of this course and the number of credit hours assigned for this course, the estimated time to complete work varies. Each credit hour assigned in this course has been designed to represent 15 hours of direct engagement with course materials and 30 hours of preparation. *This course is three credit hours in length and therefore represents 45 hours of engagement and 90 hours of preparation. In a six week course, you should spend about 7.5 hours working in the classroom and about 15 hours in preparation.* You may need more or less time to complete this course.

Preparation can be classified in a number of ways. Reading assignments are based on the number of pages you are expected to read each week and the level of complexity of those reading materials (whether they contain a large number of technical terms or difficult concepts). Written assignments are generally based upon the number of pages you are expected to produce as noted in the assignment description. Studying for exams is estimated by the number of hours you would be expected to spend reviewing materials.

Direct engagement includes reviewing websites, posting and participating in discussion forums, reading materials, listening to audio content, and taking exams.

The following page's recommendations may help you develop a plan to successfully complete this course.

Institutional Outcomes

This course supports the following general education outcomes:

Critical Analysis and Reasoning: Competency in critical analysis and reasoning includes the ability to arrive at reasoned and supportable conclusions using sound research techniques, including inference, analysis and interpretation.

Information Literacy: Information Literacy includes the ability to identify, locate and effectively use information from various print and electronic sources.

Written Communication: Competency in written communication includes the ability to communicate effectively in written language, the ability to use a variety of modern information resources and supporting technologies, the ability to differentiate content from style of presentation, and the ability to suit content and style to the purpose of communication.

Program Outcomes

This course supports the following program outcomes:
[AABA Program]
- Apply quantitative and qualitative tools and problem-solving skills to critically assess modern business situations.

[Bachelor of Science: International Trade Management]
- Assess business processes

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Student Success Strategies

Week 1	**Review the syllabus thoroughly and make sure you understand the course expectations and how to navigate the classroom.** Accessing Moodle, familiarizing yourself with the layout of the classroom, accessing materials and printing them if you choose, and posting a brief introduction and biographical information in the classroom are tasks you should complete prior to or on the first day of class. Review your peers' posts and any from your instructor. If you feel uncomfortable navigating, please contact DSU and schedule a time to have a staff member walk you through the classroom. These tasks should take about an hour.
Weekly	**Review your Lecture and Assignments document and plan your activities for the week.** Carefully note assignments and their due dates and expectations for the week. Note any questions you may have for your instructor. Confirm that you have all of the assigned readings and can access any supplemental materials noted. You may wish to review your personal and professional obligations each week and designate what times you can schedule to complete the week's coursework. This step should take about one hour each week.
Weekly	**Reading the lecture, textbook, and supplemental materials.** Depending on the length of the lectures within the weekly assignment document, reading, reviewing and understanding the lecture for the week may take half an hour to an hour. Generally, the lecture highlights areas within your other assigned readings that are most critical. Many classes may also require you to read textbooks, watch video presentations, review websites, legal documents, or other supplemental materials. The average student spends about an hour reading 30 pages of a textbook designated at their degree level. More complex materials or legal documents may reduce this to 20 to 25 pages per hour. You may wish to allocate more time to make notes or review important points.
Weekly	**Participation in discussion forums.** Online classroom discussions should take about five hours per week. To meet the discussion question and participation requirements for this course, you should answer the designated number of questions completely, referencing your reading whenever possible. Be sure to read each of your classmates' posts, commenting meaningfully whenever possible and review your instructor's posts within the discussion questions as well. This is an opportunity to bring in your experiences and demonstrate your understanding of the course materials.
Weekly	**Submitting assignments.** Assignment submissions should take about a half an hour each week, depending on the number of assignments. Assignments are submitted through the Moodle assignment description. Before submitting your assignment, carefully review the assignment and any rubrics that are included for grading. Read through your submission carefully, checking for errors in grammar or spelling and to ensure that the content fully addresses the assignment. Give yourself extra time for a thorough review.
Other Actions	**Research in preparation for a written assignment.** Typically, students take about three hours to research the materials for one page of a research paper. **Preparing for an article review.** Typically, students spend about an hour and a half to research and summarize materials for an article review. **Preparing a case study**. Typically, students spend about an hour to two hours preparing to complete a case study. **Completing other assignments.** The time required to complete other assignments may vary depending on the assignment type. You may wish to ask your instructor how much time to plan to spend on an assignment. **Studying for quizzes or exams.** Depending on the course, the amount of time you spend preparing for an exam will vary. If you spend time each week reviewing the material as suggested above, the time spent preparing for a midterm or final exam may be lower, between two and four hours. **Taking quizzes or exams.** Depending on the course, the typical open-book exam should take about an hour for each 20-30 questions.* **Group work or peer interaction**. Depending on the assignment, collaborative or group assignments may vary greatly. Students should expect to spend about an hour collaborating with their peers for every page of a group assignment. **Faculty interaction.** Receiving and incorporating faculty feedback from your assignments, asking questions, and clarifying concepts are critical elements of interaction with your instructor.

*When a final project is used in lieu of an exam, the steps that you take to complete a final project may include research, identifying appropriate sources, brainstorming, outlining, creating a first draft, editing, incorporating feedback, and formatting a final draft for submission.

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Course Assignment and Topic Matrix

Week 1	**Military Symbols** To recognize the basic military symbols on a map, including how to read a Military Symbol, identify what is an Army Group, Army, Division, Brigade, Regiment, Battalion, Company, and identify the symbol for an infantry, artillery, cavalry, armor, motorized, and airborne unit. **The Road to Saratoga** To summarize the events leading up to the pivotal battle. **The Seat of War** To understand the geography, population, and short history of the state of New York before the battle. **The Opposing Commanders** To discuss the opposing American and British Commanders and understand their various backgrounds. **The Opposing Forces** To discuss the opposing American and British forces and understand their various backgrounds and identify their strengths and weaknesses. **Orders of Battle** To identify the various units. **Burgoyne Moves South** To trace the route of General Burgoyne's Army. To summarize the key events before the larger battles.	Post your bio Read lecture and assigned readings Participation (5 points) Discussion Questions (4 points) Written Assignments (9 points)	18 points possible
Week 2	**Military Symbols** To recognize the basic military symbols on a map, including how to read a Military Symbol, identify what is an Army Group, Army, Division, Brigade, Regiment, Battalion, Company, and identify the symbol for an infantry, artillery, cavalry, armor, motorized, and airborne unit. **St. Leger's Expedition** To summarize the events surrounding the Battle of Oriskany, the Siege of Fort Stanwix, and the Battle of Bennington. **The First Battle of Saratoga** To summarize the events surrounding the Battle of Freeman's Farm and General Clinton's attack on the Hudson Highlands. **The Second Battle of Saratoga** To summarize the events surrounding the Battle of Bemis Heights and the Saratoga Convention. **Aftermath** Discuss the effects of the Battle of Saratoga on the rest of the world and for the Americans.	Read lecture and assigned readings Participation (5 points) Discussion Questions (4 points) Written Assignments (9 points)	18 points possible
Week 3	**Military Symbols** To recognize the basic military symbols on a map, including how to read a Military Symbol, identify what is an Army Group, Army, Division, Brigade, Regiment, Battalion, Company, and	Read lecture and assigned readings Participation (5 points) Discussion Questions (4 points) Written Assignments (9 points)	18 points possible

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	identify the symbol for an infantry, artillery, cavalry, armor, motorized, and airborne unit. **The Road to Monmouth** To summarize the events leading to the battle. **Opposing Commanders** Discuss the differences between Clinton and Washington. **Opposing Forces** Discuss the differences between the two armies. **The Monmouth Campaign – Part One** Summarize Washington's response and discuss the impact of the French on British strategy.		
Week 4	**Military Symbol** To recognize the basic military symbols on a map, including how to read a Military Symbol, identify what is an Army Group, Army, Division, Brigade, Regiment, Battalion, Company, and identify the symbol for an infantry, artillery, cavalry, armor, motorized, and airborne unit. **The Monmouth Campaign – Part Two** Summarize the key events of the Battle **Aftermath** Discuss the strategic and political impacts of the battle.	Read lecture and assigned readings Participation (5 points) Discussion Questions (4 points) Written Assignments (9 points)	18 points possible
Week 5	**Military Symbols** To recognize the basic military symbols on a map, including how to read a Military Symbol, identify what is an Army Group, Army, Division, Brigade, Regiment, Battalion, Company, and identify the symbol for an infantry, artillery, cavalry, armor, motorized, and airborne unit. **Introduction to the Guilford Courthouse Campaign** Summarize the key events leading up to the campaigns in the Southern Theater **Chronology** Summarize the key events leading up to the Battle after Cowpens **Opposing Commanders** Identify the key commanders of the Campaign **The Campaign** Summarize the key events: Pursuit of Morgan, Race to the Dan, Weitzel's Mill **The Battle of Guilford Courthouse** Discuss the various events within the battle and why the lead to its conclusion **Aftermath** Discuss the strategic implications of the battle on both the British and American forces	Read lecture and assigned readings Participation (5 points) Discussion Questions (4 points) Written Assignments (9 points)	18 points possible
Week 6	**Military Symbols** To recognize the basic military symbols on a map, including how to read a Military Symbol, identify what is an Army Group, Army, Division, Brigade, Regiment, Battalion, Company, and identify the symbol for an infantry, artillery, cavalry, armor, motorized, and airborne unit.	Read lecture and assigned readings Participation (5 points) Discussion Questions (4 points) Final Paper (9 points)	18 points possible

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	The Road to Yorktown Summarize the key events leading up to the campaigns in Virginia **The Seat of War** Discuss why the colony of Virginia was vital to the colonies **Opposing Commanders** Identify the key commanders of the Campaign **Opposing Armies** Identify the major units involved in the siege **The Campaign in Virginia** Discuss the various events of Lafayette's command, and the Battle at Green Spring Farm **Naval Operations March to October 1781** Discuss the impact of French Naval victories on the Siege **The Siege of Yorktown** Summarize the key events that led to the British capitulation **Aftermath** Discuss the impact of the battle on the British government		

Grades are posted in the gradebook section of your Moodle class.

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