

American Revolution

Last Updated: Wed, 12/31/2025

Course prefix: HTS

Course number: 2002

Section: A

CRN (you may add up to five):
34942

Instructor First Name: Carla

Instructor Last Name: Gerona

Semester: Spring

Academic year: 2026

Course description:

In July of 1776, for the first time, 13 colonies decided there would be no more kings and they declared Independence from England. After years of war and social upheaval, this revolutionary generation created a series of new governments, including state governments and concluding with a new Constitution. This class explores the origins, events, and outcomes of the American Revolution, and encourages students to develop a sophisticated understanding of why the Revolution happened when it did, what difference it made, and what difference it continues to make. Because 2026 marks 250 years since the signing of the Declaration of Independence, this year students will work on a special project focused on the Revolution in Georgia in 1776.

Course learning outcomes:

Students will hone their critical thinking skills as they draw on historical materials and the historian's craft to learn to answer the following questions about the American Revolution:

- What sorts of ideas about freedom, liberty, power, and authority guided Americans down the path toward independence during the American Revolution and beyond?
- Why did people mobilize for rebellion and revolution?
- How did those rebellions play out?
- How did the American Revolution differ for distinct people?
- What was revolutionary about the American Revolution?

In addition, students in this class will hone their competency in research, writing, presenting, and technology skills.

Required course materials:

Alan Taylor, *American Revolutions: A Continental History, 1750-1804*, (Norton, 2017).

Grading policy:

Tests - 50%

- Test 1 -- 25%
- Test 2 -- 25 % (All tests are multiple choice and short answers/essays).

Attendance and class work - 50%

- Taylor reflections, discussions, and reports 10%
- War report 10 %
- Constitution Game 10%
- Georgia in and around 1776 10%
- Attendance 10%

The bulk of this work will be done during class time.

Attendance policy:

Attendance is required. This is an in-person class that values student participation.

Students will complete most projects during class. However, every student can miss two classes with no penalty. Additionally, students with Institution-excused activities or a request from the Dean of Students can request make-up assignments prior to missing class (for Institute activities) or as soon as possible after missing class (for Dean-approved absences).

Academic honesty/integrity statement:

Students are expected to maintain the highest standards of academic integrity. All work submitted must be original and properly cited. Plagiarism, cheating, or any form of academic dishonesty will result in immediate consequences as outlined in the university's academic integrity policy.

Core IMPACTS statement(s) (if applicable):

This is a Core IMPACTS course that is part of the Social Sciences area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social or geographic relationships develop, persist or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion