

General Education Course Proposal

Proposed Course: Hist 011 Am Hist to 1865 Units 03
Prefix No. Title

Department: History School: Social Sciences

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2___; D X; E___
Integration: B___; C___; D___; International/Multicultural___

Existing Course X; Revised Course ___; New Course ___

Course Included in Current GE Program Yes

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Examines the history of the United States through 1865, looking at the significant events from the founding of the colonies to the Civil War, including the role of major ethnic and social groups in the formation of the American nation.

Enrollment limit per section: 50

Expected number of sections per semester – Year 1 ___; Year 3 ___

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

W. Gade 3/20/98 J. Echeverri 3/26/98
Department Chair Date School Curriculum Committee Date
Ellen Guenther 3/26/98 Red Ann 12/15/98
School Dean Date General Education Subcommittee Date
Brandt Kehoe 12/22/98
Associate Provost Date

1/14/98

Outline
History 11: American History to 1865
General Education

History 11, *American History to 1865*, for many years one of the two history courses in the catalog of California State University, Fresno, designated to meet the Graduation Requirement in United States History under Executive Order No. 405 (1982), clearly satisfies the guidelines for Area D, Part 1, under the new General Education proposal. Part 1 states that courses in this category should enable students to acquire knowledge and skills that will help them comprehend the workings of American democracy including the history of historical development of American institutions and ideals, the Constitution of the United States and the operation of government under that Constitution, and the processes of state and local government. History 11, in focusing on the creation of the new nation and its governmental system, particularly the framing of the Constitution and the Bill of Rights, and then explaining how it operated both on the national and state level, culminating in the country's greatest constitutional crisis the Civil War, certainly fits in with the above description. History 11 also complies with the mandated course content for American history under Executive Order No. 405. It is a course covering more than a century in time (actually more than two and a half centuries, from around 1600 to 1865, comprising the entire area of the United States, and also deals with the relationships between different regions, e.g., North and South, East and West. Furthermore, it emphasizes the role of major ethnic and social groups--especially Blacks and Native Americans, also Hispanics in the Southwest--in the events taking place. The subject of gender within these groups is discussed too. In addition, the course presents events within a framework which illustrates the continuity of the American experience and its derivation from other cultures. Finally, it is a course that would fulfill the minimum writing skills requirement through essay questions on the examinations.

CONTENT OF COURSE

History 11 generally begins with a discussion of the earliest cultures in the Western Hemisphere, then discusses the European background to colonization, showing the various nations' efforts to explore the New World, and the interaction with the Native Americans. The course proceeds with coverage of the different groups of Europeans who settle America, their religious, social, economic, and political life. It also includes the involuntary immigration of Africans and the development of slavery and distinctive racial attitudes in early America. Then, as white Americans create a separate identity from England, the mother country, they begin to revolt and ultimately develop their own political system, which contains a written constitution and bill of rights. The course tells of the role women and minorities play in these events, as well as their failure to gain full citizenship in the new nation.

The course then moves on to discuss the major events of the early republic and also deals with the formation of political parties and the expansion of democracy. There is much attention paid to the role of the leading founders--Washington, Hamilton, Jefferson and Madison. Also emphasized is the theme of nationalism and the importance of the War of 1812. As the nation expands, the situation of the Native American becomes more difficult.

The last third of the course begins with the continuing expansion of the United States in the era of Andrew Jackson, culminating in the Manifest Destiny movement in the 1840s, and U.S. involvement in the Mexican War. This would lead to the acquisition of territory in the Southwest and the inclusion of many Hispanic people. There is also a discussion of the developing American economy and nineteenth-century culture, early reform movements and the beginning of the quest for women's rights. Finally, the course covers the growing sectional division between North and South, the attack upon and defense of slavery, the secession of the Southern states, and the resulting Civil War and reunion. The role of blacks in these events is clearly emphasized.

COURSE OBJECTIVES

History 11 is designed to provide the student with a general introduction to the many facets of American History to 1865. It aims to give the student a familiar and practical survey of important events from the founding of the colonies through the Civil War, showing the growth of the United States to a position as a major nation in the world. It also aims to help the student to understand the major themes of our country's history and see the connections between early America and our own time. In addition, the course seeks to stimulate critical thinking about America's past and present, and to understand why we are the way we are as Americans today.

REQUIRED STUDENT ACTIVITIES - WRITING POLICY

Students are required to attend class regularly, to participate in class discussions, to prepare for each session by carefully reading the assigned chapters in the text, to take the scheduled examinations and quizzes, and to do any book report or other additional writing assignment. Most instructors require either a midterm exam, a final exam, plus several quizzes, or two midterm exams and a final. The examinations are usually part short answer and part essay. Each essay answer generally consists of about 1,000 words or roughly 3,000 words of writing for the semester. Those instructors who assign book reports usually wish them to be 1,000 to 2,000 words in length. The total amount of writing--through the combination of quizzes, examinations and book reports--is approximately 3,000 to 4,000 words.

GRADING POLICY

The grading policy tends to vary from instructor to instructor. Generally those professors who give only examinations weight each one equally in determining the student's grade. Those professors who give examinations and quizzes usually allow the quizzes to count anywhere from 25% to 40% of the grade with the examination comprising the remaining 60%-75%. Those assigning book reports give them a value of 20% of the total. Some instructors also have mechanisms for extra credit through various projects or reading assignments, but examinations and quizzes are the main determinants of a student's grade.

REPRESENTATIVE TEXTS

| | |
|------------------------------|--|
| Alan Brinkely | <u>American History: A Survey,</u> Vol. I, (9th Edition) |
| George Tindall | <u>America: A Narrative</u> <u>History,</u> Vol. I (5th Edition) |
| R. Jackson Wilson, et.al | <u>The Pursuit of Liberty, Vol. I</u> (12th Edition) |
| Thomas Baily & David Kennedy | <u>The American pageant, Vol. I</u> (12th Edition) |
| Rebecca Grover | <u>An American History, Vol. I</u> (4th Edition) |

HISTORY 11
THE UNITED STATES TO 1865
FALL, 1997

DR. HUDSON
SS 121
HOURS: 9-10 MWF
11-12 MW
278-5152

TEXTS: R. GRUVER, AN AMERICAN HISTORY, I, 4TH ED. (G)
J. GARRATAY, HISTORICAL VIEWPOINTS, I, 7TH ED (HV)

STUDENTS ARE EXPECTED TO READ ASSIGNMENTS BEFORE THE LECTURES, WHICH ASSUME THAT THE STUDENT IS AWARE OF THE NATURE OF THE MATERIAL TO BE DISCUSSED. GRADES WILL BE BASED ON TWO MID-TERM EXAMINATIONS AND ONE FINAL. UNLESS OTHERWISE STATED BY THE INSTRUCTOR, ALL TESTS WILL BE ESSAY TESTS DRAWN FROM BOTH THE TEXTS AND THE LECTURE.

| DATE | LECTURE | ASSIGNMENT |
|---------|---|-------------------------|
| A 25 | INTRODUCTION | ----- |
| A 27-29 | THE BACKGROUND: INDIANS AND EXPLORERS | G 3-27 HV 2-49 |
| S 3-10 | COLONIAL FOUNDATIONS: CHESAPEAKE, NEW ENGLAND, MIDDLE, AND CAROLINA COLONIES. | G 30-59 HV 50-77 |
| 2-19 | SHAPING COLONIAL IDENTITY: BRITISH COLONISTS BECOME AMERICANS | G 61-98 HV 78-102 |
| S 22 | A WORLD WAR: NORTH AMERICAN ASEPCTS | G 98-104 |
| S 24-26 | THE CRITICAL DECADE: FROM LOYAL SUBJECTS TO REBELS, 1763-1773 | G 105-117 HV 104-126 |
| S 29 | REVIEW | ----- |
| O 1 | FIRST MID-TERM EXAMINATION | ----- |
| O 3-6 | THE AMERICAN REVOLUTION | G 117-160 HV 127-146 |
| O 8-10 | LAUNCHING A NEW NATION: TWO CONSTITUTIONS | G 161-170 HV 147-182 |
| O 13-15 | A FIRM FOUNDATION: THE FEDERALIST ERA | G 171-191 HV 183-192 |
| O 17-20 | JEFFERSON, MADISON, AND THE FIRST GREAT TRANSITION IN AMERICAN GOVERNMENT | G 195-221 HV 193-204 |
| O 22-24 | NATIONALISM AND SECTIONALISM IN EARLY AMERICA | G 223-251 HV 205-215 |
| O 27-29 | A WESTERNER IN THE WHITE HOUSE: ANDREW JACKSON | G 253-281 HV 216-232 |

| DATE | LECTURE | ASSIGNMENT |
|----------|--|----------------------------------|
| O 31-N3 | "MANIFEST DESTINY:" THE NATION EXPANDS | G 342-360 |
| N 7 | REVIEW | ----- |
| N 10 | SECOND MID-TERM EXAMINATION | ----- |
| N 5-17 | AN AMERICA MATURING: ECONOMY, SOCIETY, AND CULTURE IN THE 1850'S | G 283-301, 313-331 HV 233-293 |
| N 19-21 | THE SOUTH, SLAVERY, AND ABOLITION | G 301-311, 332-339 HV 216-230 |
| N 24-D 1 | "THE BONDS SNAP ONE BY ONE:" THE DECADE OF DISSOLUTION, 1850-1860 | G 360-387 |
| D 3-8 | THE CIVIL WAR | G 387-488 HV 303-341 |
| D 10 | REVIEW | ----- |

FINAL EXAMIANATIONS: 0810 MWF CLASS: FRIDAY, DEC. 19, 0845-1045
1210 MWF CLASS: FRIDAY, DEC. 19, 1315-1515

POST CARDS ACCEPTED.

HISTORY 11
LECTURE OUTLINE
THE INDIANS

HOW IT'S SPELLED

Clovis Man

Folsom Man

- I. Origin of Native Americans
 - A. Hunters from Asia
 - B. Ancient archaeological sites
 - C. Evidence of two distinct migrations
- II. Early cultural development
 - A. From hunting nomads to semi-settled agriculturalists
 - B. Importance of agricultural development
 1. Foundations of American Civilizations
 2. Corn--North America
 3. Potato--South America
- III. American Civilizations
 - A. Olmec-Maya
 - B. Mexican Highland
 1. Classic
 2. Toltec-Aztec
 - C. Peru and Columbia
 - D. Pueblos
- IV. Major North American Indian language groups and subgroups
 - A. Algonquin
 - B. Iroquois
 - C. Muskogean
 - D. Souian
 - E. Caddoan
 - F. Uto-Aztec
 - G. Athapascan
 - H. Pueblo languages (not a true group)
- V. Indian cultural groups
 - A. Eastern Woodland
 - B. Southeast
 - C. Great Plains
 - D. Great Basin
 - E. California and the Northwest Coast
 - F. Pueblo
- VI. A vanished culture: the Mound Builders

HISTORY 11
LECTURE OUTLINE
EXPLORATION

HOW IT'S SPELLED

Lief Erickson
square rigging
clinker-built
San Salvador
Cabeza de Vaca

Helge Instad
lateen rigging
Bartholomeu Diaz
Hispaniola
Roanoke .

L'Anse aux Meadows
Ceuta
Palos
Balboa

- I. The Norse Adventure
 - A. Location of Vinland
 - B. Significance of the Viking Voyages
- II. Reasons for Exploration
 - A. Crusading fervor
 - B. Profit
 - C. Glory
- III. Technology and Exploration
 - A. Improved ships and rigging
 - B. Improved navigating equipment
 - C. Improved maps
- IV. Portuguese discoveries
 - A. Role of Henry the Navigator
 - B. Africa circumnavigated
- V. Columbus
 - A. Capacity as a sailor
 - B. Geographical views
 - C. Obtains backing
 - D. An uneventful voyage
 - E. Where Columbus thought he was
 - F. Subsequent voyages
- VI. The Spanish conquest of Mexico and Peru
- VII. Spanish explorations in what later became the United States
 - A. Ponce de Leon and Panfilo de Narvaez go to Florida
 - B. Coronado and the Southwest
 - C. De Soto and the Southeast
- VIII. John Cabot
 - A. English-backed voyage to Newfoundland
 - B. Growth of a fishing industry
 - C. The Great Wall of America
- IX. French Voyages
 - A. Spotty record of French exploration
 - B. Verrazzano
 - C. Jacques Cartier
- X. Later English voyages
 - A. Frobisher, Davis, and the Northwest Passage
 - B. Sir Walter Raleigh, John White, and the Lost Colony
 - C. Sir Fernando Gorges and the unsuccessful colony of Sagadahoc

HISTORY 11
LECTURE OUTLINE
THE SETTLEMENT OF THE AMERICAN COLONIES

HOW IT'S SPELLED

| | | |
|---------------------------------------|-------------------|---------------------|
| John Smith | Sir Thomas Dale | Lord de la Warr |
| Sir George Yeardley | Nathaniel Bacon | Separatists |
| William Bradford | John Endicott | John Winthrop |
| Thomas Hooker | Theophilus Easton | John Davenport |
| Roger Williams | Half-Way Covenant | Peter Minuit |
| van Rensselaer | Fort Christina | Thomas Dongan |
| "Charter of Liberties and Privileges" | Edmund Andros | Sir George Carteret |
| James Oglethorpe | Charleston | Huguenots |
| Lord John Berkeley | | General Court |

- I. The Beginnings of Virginia
 - A. London and Plymouth trading companies
 - B. Jamestown, 1607. A poor site
 - C. Disease and starvation
 - D. A Tobacco colony
 - E. Indian Wars
 - F. Virginia becomes a royal colony
 - G. First colonial legislature
 - H. An extraordinarily rural colony
- II. Growth of Virginia
 - A. Cavalier myth
 - B. Life in Virginia
 - C. Bacon's rebellion
- III. Maryland
 - A. Lord Baltimore and a Catholic colony
 - B. A well-planned tobacco colony
 - C. Toward self-government
 - D. Toleration Act
- IV. The Puritan background
 - A. Definition of Puritanism
 - B. Puritans, the Church of England, and the crown
- I. Of Plymouth Plantation
 - A. Separatism
 - B. Voyage of the Mayflower
 - C. Starvation and a very slow growth
- II. Foundations of the Bay Colony
 - A. Puritans obtain control of the New England Company
 - B. The Great Migration begins in 1630
 - C. Development of the Congregational Church
 - D. Voting, politics, and legislatures
- III. Other New England Colonies
 - A. Fertile valley of the Connecticut River
 1. Fundamental Orders of Connecticut
 - B. New Haven, the most Puritan of the colonies.
 - C. Rhode Island, colony of dissidents
 - D. Obscure foundations of New Hampshire and Maine

III. Life in the New England colonies

- A. Calvinism and covenants
- B. Sin and sex--realistic views
- C. Education
- D. Patterns of settlement

X. Indian Wars

- A. Pequod War, 1637
- B. New England Confederation
- C. King Philip's War sets back frontier development

. General importance of the Middle Colonies

- A. Major influence on American patterns of settlement and government
- B. Ethnic and religious diversity

I. The Dutch in New York

- A. Hudson explores the river
- B. New Amsterdam founded on a great harbor
- C. Patroons and autocratic government
- D. Conquest of the Swedish colony
- E. Unpopularity of Stuyvesant

II. New York and the Jerseys

- A. Delay in calling an assembly in New York
- B. Autocratic rule by James II
- C. East and West Jersey--a tale of confusion

III. Pennsylvania--the Holy Experiment

- A. Quakers and the English government
- B. Penn obtains a charter
- C. Develops and guides the colony
- D. Rapid growth and prosperity of Pennsylvania

IV. The Carolinas

- A. Barbadian interest
- B. Fundamental Constitutions of Carolina
- C. Rice and indigo become the principal crops
- D. Isolation of North Carolina

V. Georgia

- A. Philanthropic foundation
- B. Growth of slavery

VI. Colonial government in the 17th century

- A. Royal colonies, Proprietary colonies, and Charter colonies
- B. Patterns of governor and legislature
- C. Mercantilism and royal policy toward the colonies

VII. The Great Interregnum (1640-1660)

- A. Leads to greater de facto Independence

VIII. The Glorious Revolution

- A. Unpopularity of the Dominion of New England
- B. The revolution reaches the colonies
- C. Although the revolution ends the Dominion of New England, in other ways it leads to greater royal control over the colonies.

HISTORY 11
LECTURE OUTLINE
LIFE IN THE COLONIES

HOW IT'S SPELLED

Palatinate
John Singleton Copely

Baltimore
Benjamin West

Count Rumford
Gilbert Stuart

- I. The tale of growth
 - A. High birth rate
 - B. Large and varied emigration
 - C. Slow expansion of New England
 - D. Growth of Pennsylvania
 - E. Major Southern Growth after 1750
 - F. German immigration
 - G. Scot-Irish immigration, especially in the back country
- II. The structure of Colonial society
 - A. Diversity of the upper classes, who dominate colonial political life
 - B. Upper classes not descended from European upper classes
 - C. Yet America really a middle-class country
 - D. Relatively few poor compared to other countries
- III. Servitude and slavery
 - A. Problem of labor shortages in the colonies
 - B. Indentured servants
 - C. Redemptioners
 - D. Convicts
 - E. Historical dispute over the origins of slavery
 - F. Slow growth of slavery in the 17th century
 - G. Slavery becomes an important part of colonial life in the 18th century
 - H. Slavery and the labor-intensive, cash crop
 - I. The slave trade
- IV. Colonial land systems
 - A. New England townships--slow but controlled growth
 - B. Larger, more fertile, and more compact farms of the Middle Colonies
 - C. Chaotic headright system in the South
- V. Farm and city life
 - A. Poor soil in New England drove many to the sea and to commerce
 - B. Exportable crop surplus in the Middle Colonies
 - C. Tobacco, rice, and indigo in the South
 - D. Difficulties in starting farms
 - E. Tenant farming common
 - F. Extreme rural character of much of the South
 - G. New England a land of small towns
 - H. Few true urban centers
 - I. Cities are the home of commerce rather than of industry
- VI. Political maturity of the colonies
 - A. Colonial laws in the 18th century more in accord with British laws than colonial laws in the 17th century.
 - B. But some legal differences did exist
 - C. Standardization of the forms of colonial government

- D. The Governor's effectiveness depended much upon personality
- E. The Council--upper house of the colonial legislature
- F. Growing power of the Assembly
- G. Gradual broadening of the Franchise
- H. The judiciary enforces basic English law
- I. Colonial Agents

I. Religion in the colonies

- A. Immigration brings new faiths
- B. The Great Awakening
- C. Effects of the Awakening on American religious life

II. Colonial education

- A. Puritan emphasis on education
- B. Early American colleges
- C. The Great Awakening and college foundations
- D. Relatively high literacy rates

. Colonial women

- A. Excess of males in the colonies
- B. Hard work on the frontier
- C. Generally greater legal rights than in England

Aspects of Colonial culture

- A. Surprisingly strong scientific tradition
- B. A good painting tradition in the 18th century
- C. Music and theater quite weak
- D. Fair quality of literature

HISTORY 11
LECTURE OUTLINE
THE STRUGGLE FOR A CONTINENT

HOW IT'S SPELLED

Samuel de Champlain
Louisbourg

Hurons
Montcalm

Ticonderoga
Wolfe

- I. France comes to the New World
 - A. Some false starts
 - B. Quebec founded in 1608
 - C. Very slow growth
 - D. Quebec refounded in 1632 after its destruction by the British
 - E. Iroquois wars begin over the control of the fur trade
- II. The flowering of Canada
 - A. Louis XIV and Colbert undertake major administrative and military reorganization
 - B. Exploration by Marquette and la Salle
 - C. The fur trade becomes the economic backbone of Canada
 - D. High birth and marriage rates
- III. The first Great wars
 - A. European wars overflow into America
 - B. American colonials not eager to fight
 - C. King William's War, 1689-1697
 - D. Queen Anne's War, 1701-1713
 - E. King George's War, 1744-1748
- IV. The Great Colonial War
 - A. Both sides compete for the Ohio valley
 - B. War breaks out at the forks of the Ohio
 - C. Braddock's failure
 - D. The colonial war becomes part of the European war in 1756
 - E. Early French successes
 - F. Pitt changes everything
 - G. 1759--the decisive year
- V. Consequences of the war
 - A. The colonies relieved of pressure to the north and the west
 - B. British develop a justified contempt for the military abilities of the colonists and for their patriotic spirit
 - C. The proposed Albany plan of union failed
 - D. Britain was left with the problem of trying to pay her war debts

HISTORY 11
LECTURE OUTLINE
THE AMERICAN REVOLUTION

HOW IT'S SPELLED

| | | |
|---|---------------------------|--------------------|
| Wool Act | Iron Act | Eliza Pinkney |
| John Morgan | Writs of Assistance | Pontiac |
| Grenville | Nonimportation Agreements | Lord North |
| Captain Preston | Lexington | Ethan Allan |
| Declaration of Causes for Taking up Arms | | John Dickenson |
| Proclamation for Suppression Rebellion and Sedition | | Dorchester Heights |
| Tom Paine | <u>Common Sense</u> | Brooklyn |
| Valcour Island | Guilford Court House | |

- I. Colonial industry, economy, trade
 - A. Economic patterns of New England, the Middle Colonies, the South
 - B. Growth of a British Imperial view of the colonies
 - C. Mercantilism not necessarily harmful to the colonies
 - D. The Molasses Act
 - E. Coin shortage and the problem of remedies
- II. Colonists become American--an important psychological shift
- III. Reorganization in the British Empire
 - A. Attempt to make colonial governors independent of legislative control
 - B. Stricter enforcement of trade laws
 - C. Colonies to pay share of defense costs
 - D. Proclamation of 1763
 - E. Sugar Act--to be enforced
 - F. The Stamp Act brings unexpected protests and is repealed
- IV. The Townshend duties
 - A. Crown to have a more direct role in governing the colonies
 - B. New taxes to pay gubernatorial and judicial salaries
 - C. Sam Adams and others prepare for revolutionary resistance
 - D. The Boston Massacre
- I. Troubles in the Backwoods
 - A. Colonial legislatures dominated by tidewater interests
 - B. Taxation often unfair in the back country
 - C. The Regulator movement
- II. Time for Tea
 - A. The Gaspee incident
 - B. Committees of Correspondence
 - C. The Tea Act and the Tea Party
- III. The "Intolerable" Acts
 - A. Colonial and British reaction to the Tea Party
 - B. Boston Port Act
 - C. Massachusetts Government Act
 - D. Administration of Justice Act
 - E. Quebec Act
 - F. Colonial reaction to these acts, inside and outside Massachusetts
- III. The Outbreak of Revolution
 - A. The First Continental Congress
 - B. Failure of Compromise
 - C. Gage moves against Concord

- D. Colonial reaction to the battle
 - E. Few British troops in the colonies
- IX. The Second Continental Congress
- A. Immediately behaves in a revolutionary manner
 - B. No immediate move toward independence
 - C. Olive Branch Petition and an unfavorable royal reply
- X. The war heats up
- A. Breed's Hill
 - B. Washington takes command
 - C. Failure of the assault in Quebec
 - D. British driven from Boston
- XI. Independence
- A. Colonies slow to decide the issue
 - B. June, 1776: Richard Henry Lee proposes independence in the Congress
 - C. By July all colonies (states) approve independence
 - D. Peace efforts by the Howe brothers fail
- (II. The war goes badly for the new nation
- A. But British still have a major supply problem
 - B. Washington foolishly tries to defend New York and is badly defeated
 - C. Reversal at Trenton and Princeton
- (III. Problems of home rule
- A. States draft new constitutions, most with Bills of Rights
 - B. Loyalists--a numerous and mistreated group
 - C. Changes in the new States: penal codes and church-state relations
- (IV. Defeat and victory in 1777
- A. William Howe captures Philadelphia
 - B. Burgoyne forced to surrender at Saratoga
 - C. Valley Forge
- (V. Armies, diplomacy, and finance
- A. Unreliability of state militia
 - B. Small size of the Continental army
 - C. The key alliance with France
 - D. The problem of financing the war
- (VI. The end of the war in the North
- A. Clinton retreats from Philadelphia
 - B. Benedict Arnold's treason
- (VII. The War in the South
- A. British capture Savannah and Charleston
 - B. Gates defeated at Camden
 - C. American recovery at Cowpens
 - D. Green drives Cornwallis from the Carolinas
 - E. Yorktown
- (IX. Peace and independence
- A. Negotiations begin in 1782
 - B. Farsighted concessions by Lord Shelbourne
 - C. Treaty of Paris gives the USA land to the Mississippi