

**The University of Western Ontario
Department of History
2011-2012**

History 9304A: THE AMERICAN REVOLUTION, 1740-1787

Graduate Half-Course for Fall 2011 Mondays 1:30-3:30 Location: Lawson Hall 1227

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Office Hours in Fall 2011: Mon 9:30-10:20 a.m.; Thurs 10:30-11:30 a.m., or by appointment.
(History Department office is Lawson Hall Room 2201).

This graduate readings course examines the history of the American Revolution. It is not a course that focuses exclusively, or even mainly, on the military history of the Revolutionary War, though obviously that is a significant feature of this era. Rather, this course looks at the American Revolution, broadly conceived, and considers the relative successes and failures of several potential integrated revolutions—political, military, social, economic, and constitutional, among others. Consequently, we also examine consumerism, gender, memory and commemoration, national identity, revolutionary thought, loyalism, and the role and experiences of various classes and groups in society. Students are encouraged not only to discuss assigned readings in weekly meetings, but to formulate questions, to understand how historians ask different questions, to explain what accounts for the answers that historians have found, and to debate the implications of those findings. Considerable attention is also given to primary sources.

Required Books*:

Pauline Maier, *From Resistance to Revolution: Colonial Radicals and the Development of American Opposition to Britain, 1765-1776* (New York: W.W. Norton, 1992).

T.H. Breen, *The Marketplace of Revolution: How Consumer Politics Shaped American Independence* (2004).

Alfred F. Young, *The Shoemaker and the Tea Party: Memory and the American Revolution* (Boston: Beacon Press, 1999).

Thomas Paine, *Common Sense* (Penguin), edited by Isaac Kramnick. (This edition preferred given the substantial and useful introduction by Kramnick.)

James K. Martin and Mark Edward Lender, *A Respectable Army: The Military Origins of the Republic, SECOND Revised Edition* (Harlan Davidson, 2006).

Holly Brewer, *By Birth or Consent: Children, Law, and the Anglo-American Revolution in Authority* (University of North Carolina Press/OIEAHC, 2007)

*These 6 books (in paperback) are available for purchase at the University Bookstore. Note that additional required readings are available on Library Reserve, including articles and book chapters.

Grading:

2 Book Reviews** (10% each, 5 pages each): 20% Class Participation: 25%

Essay on Paine, *Common Sense* (10 pages): 25% Final Essay (10 pages): 25%

Oral Presentation in Week 12 on Work-In-Progress for Final Essay: 5%

**Note: Students are required to submit 2 book reviews. There are several options for completing such reviews: a review of Breen to be submitted at the beginning of Week 4's class; a review

Young to be submitted at the beginning of Week 5's class; a review of Martin/Lender to be submitted at the beginning of Week 7's class; and a review of Brewer to be submitted at the beginning of Week 10's class. If a student wishes to submit more than 2 reviews, the best two grades will be used. Book reviews and the essay on Paine must be submitted at the beginning of the class in which the material is to be discussed.

ATTENDANCE: Students who have more than 3 unexcused absences will not pass the course. An absence may be excused with a recommendation for academic accommodation from an academic counselor. If a student is absent from the oral presentation worth 5%, and the absence is excused, an alternative presentation date can be scheduled with the professor. Late Final Essay Submission Penalty: 5% per weekday late. (Book Reviews and Paine essay cannot be submitted late, unless special permission is granted.)

“For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see: http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf [downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> under the Medical Documentation heading].

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.”

[from <http://www.uwo.ca/univsec/handbook>]

For procedure for elements worth less than 10% of final grade, see statement above in previous paragraph under ‘attendance’ concerning a possible absence from the oral presentation.

Submitting Essay Assignments: To get credit for an assignment, you must submit it twice. You send an electronic copy to the Turnitin plagiarism detection service AND you give ONE identical printed copy to the professor at the beginning of the class on the due date.

To submit your essay to Turnitin:

-Go to <http://webct.uwo.ca/>

-Login using your UWO user name and password (same as your email)

-Click on HISTORY 9304A 2011-2012 Fall-Winter

-Click on the name of the assignment.

-Click on the Submit button to upload your assignment and follow the prompts to complete the submission process. You should receive a receipt. Retain the receipt.

-Detailed instructions for the submission process are available on-line in the course area.

“All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).”

[www.uwo.ca/univsec/handbook/exam/courseoutlines_undergrad.pdf issued 2011 02]

Plagiarism:

“Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar.)”
[www.uwo.ca/univsec/handbook/exam/crsout.pdf]

Statement on Academic Offences:

“Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site”:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf

SCHEDULE:

September 12, 2011

Week 1: Introduction to the Course

Professor’s mini-lecture and discussion on “Colonial America at 1763”

September 19, 2011

Week 2: Colonial America at 1763: Emerging Nation or English Periphery?

Required Readings:

[You can find these articles on electronic course reserves (with off-campus access after you login with UWO username/password—same as your email). Go to <http://www.lib.uwo.ca>, login for off-campus access, click on “Course Reserves” and then type in our course number “History 9304A” for a list of reserve materials available electronically and printed materials available usually for 2-hour loan at the Circulation Desk, D.B. Weldon Library.]

T.H. Breen, “An Empire of Goods: The Anglicization of Colonial America, 1690-1776,” *Journal of British Studies* 25 (1986), 467-99.

J. M. Bumsted, “Things in the Womb of Time: Ideas of American Independence, 1633 to 1763,” *William and Mary Quarterly* 3rd Series [henceforth cited as *WMQ*], 31 (1974), 533-64.

Harry S. Stout, “Religion, Communications, and the Ideological Origins of the American Revolution,” *WMQ*, 34 (1977), 519-54.

John M. Murrin, “The French and Indian War, the American Revolution, and the Counter-factual Hypothesis,” *Reviews in American History* 1 (1973-74), 307-18.

Jon Butler, *Becoming America: The Revolution Before 1776* (Cambridge, MA: Harvard University Press, 2000), chapter 3 on “politics”. [On 2-hour reserve. Inquire at circulation desk at D.B.Weldon Library.]

Sept 26, 2011

Week 3: Resistance to Revolution

Required Readings:

Pauline Maier, *From Resistance to Revolution*.

Recommended Select Primary Sources for Discussion, on British and American positions in 1765: Thomas Whatley “The Regulations Lately Made...” (1765) and Daniel Dulany “Considerations on the Propriety of Imposing Taxes in the British Colonies 1765” as reprinted in Jack P. Greene, ed., *From Colonies to Nation, 1763-1789* (New York: W.W. Norton, 1975), 45-59. [On 2-hour reserve at Circulation Desk, D.B. Weldon Library.]

Oct 3, 2011

Week 4: The Imperial Economy

Required Readings:

T.H. Breen, *The Marketplace of Revolution: How Consumer Politics Shaped American Independence* (2004).

Ellen Hartigan-O’Connor, *The Ties That Buy: Women and Commerce in Revolutionary America* (Philadelphia: University of Pennsylvania Press, 2009), intro & chapter 5, (pp.1-12,129-160.) [on 2-hour reserve. Inquire at circulation desk at D.B.Weldon Library.]

Supplementary/Optional Reading: Ruth H. Bloch, “The Gendered Meaning of Virtue,” *Signs: Journal of Women in Culture & Society* Vol 13 (1987), 37-58.

Book Review Option 1: 5 pages. Book Review of Breen to be submitted at beginning of class.

Oct 10, 2011 No class. [Monday, Oct 10 is Thanksgiving Holiday.]

Oct 17, 2011

Week 5: The Tea Party, Memory and “Ordinary” People

Required Readings:

Alfred F. Young, *The Shoemaker and the Tea Party: Memory and the American Revolution* (Boston: Beacon Press, 1999).

Gary Nash, *The Unknown Revolution: The Unruly Birth of Democracy and the Struggle to Create America* (New York: Viking, 2005), chapter 4 (on 1774-1776).

Book Review Option 2: 5 pages. Book Review of Young to be submitted at beginning of class.

Oct 24, 2011

Week 6: Independence: Contemporary Debate

Required Readings:

Thomas Paine, *Common Sense* (Penguin)

Recommended Primary Sources for Research/Discussion*:

Charles Inglis, *The True Interest of America Impartially Stated* (1776) which was a pamphlet written in opposition to *Common Sense*.

Select additional primary sources on independence in Greene, *Colonies to Nation*, chapter 30 and 31, pp. 268-70, 283-301.

Secondary Literature that is recommended, not required:

Harvey J. Kaye, *Thomas Paine and the Promise of America* (New York, 2005);

Eric Foner, "Tom Paine's Republic: Radical Ideology and Social Change," in Alfred F. Young, ed., *American Revolution*, 187-232;

Winthrop Jordan, "Familial Politics: Thomas Paine and the Killing of the King, 1776," *Journal of American History* 60 (1973-74), 294-308;

Eric Foner, *Tom Paine and Revolutionary America* (Oxford, 1976);

Jack Fruchtman Jr., *Thomas Paine: Apostle of Freedom* (NY, 1994);

John Keane, *Tom Paine: A Political Life* (London, 1995);

Jane E. Calvert, "Liberty Without Tumult: Understanding the Politics of John Dickinson," *Pennsylvania Magazine of History and Biography* 2007 131(3): 233-262.

[Some of these recommended primary and secondary readings may be helpful research sources for your essay on Paine; none are required.]

Written Assignment: Essay on *Common Sense* due at the beginning of class in week 6.

Oct 31, 2011

Week 7: The Revolutionary War: The Military Revolt

Required Readings:

James K. Martin and Mark Edward Lender, *A Respectable Army: The Military Origins of the Republic, Second Revised Edition* (Harlan Davidson, 2006).

Stephen Conway, "To Subdue America: British Army Officers and the Conduct of the Revolutionary War," *WMQ* 43 (1986), 381-407; and "'The Great Mischief Complained of': Reflections on the Misconduct of British Soldiers in the Revolutionary War," *WMQ* 47 (1990), 370-90.

Holly A. Mayer "Wives, Concubines and Community: Following the Army," in John Resch and Walter Sargent, eds., *War & Society in the American Revolution: Mobilization and Home Fronts* (DeKalb: Northern Illinois University Press, 2007), 235-262.

Supplementary/Optional Readings:

Don Higginbotham, "War and State Formation in Revolutionary America," in Eliga H. Gould and Peter S. Onuf, eds., *Empire and Nation: The American Revolution in the Atlantic World* (Baltimore: Johns Hopkins University Press, 2005), 54-71.

John Shy, "Benjamin Gilbert and Jacob Nagle: Soldiers of the American Revolution," in Nancy L. Rhoden and Ian K. Steele, eds., *The Human Tradition in the American Revolution* (2000), 329-350.

Michael A. McDonnell, *The Politics of War: Race, Class and Conflict in Revolutionary Virginia* (Chapel Hill, 2007), chapter 1 entitled "Mustering Patriotism: The Problem of Popular Mobilization, 1774-1775", pp. 19-48.

Book Review Option 3: 5 pages. Book Review of Martin/Lender to be submitted at beginning of class.

Nov 7, 2011

Week 8: Urban & Rural Riots and Other Protests: The Internal Revolts?

Required Readings:

Jesse Lemisch, "Jack Tar in the Streets: Merchant Seamen in the Politics of Revolutionary America," *WMQ* 25 (1968), 371-407.

Barbara Clark Smith "Food Rioters and the American Revolution," *WMQ* 51 (1994), 684-692.

Michael McDonnell, "Class War? Class Struggles during the American Revolution," *WMQ* 63 (2006), 305-440.

Thomas Humphrey, "Conflicting Independence: Land Tenancy and the American Revolution," *Journal of the Early Republic* 28 (2008), 159-182.

John A. Ragosta, "Fighting for Freedom: Virginia Dissenters' Struggle for Religious Liberty During the American Revolution," *Virginia Magazine of History & Biography* 2008 116(3): 226-261.

Maya Jasanoff, "The Other Side of the Revolution: Loyalists in the British Empire," *WMQ* 65 No. 2 (April 2008), 205-231.

Supplementary/Optional Readings:

Jackson Turner Main, "Government by the People: The American Revolution and the Democratization of the Legislatures," *WMQ* 23 (1966), 354-67.

Richard Maxwell Brown, "Back Country Rebellions and the Homestead Ethic in America, 1740-1799," in *Tradition, Conflict and Modernization: Perspectives on the American Revolution*, ed. Brown and Don E. Fehrenbacher (NY, 1977), 73-99.

Mary Beth Norton, "Eighteenth-Century American Women in Peace and War: The Case of the Loyalists," *WMQ* 33 (July 1976), 386-409.

Nov 14, 2011

Week 9: Race & Revolution

Required Readings:

Judith L. Van Buskirk, "Claiming Their Due: African Americans in the Revolutionary War and Its Aftermath," in John Resch and Walter Sargent, eds., *War & Society in the American Revolution: Mobilization and Home Fronts* (DeKalb: Northern Illinois University Press, 2007), 132-162.

Jacqueline Jones, "Race, Sex, and Self-Evident Truths: The Status of Slave Women during the Era of the American Revolution," in Ronald Hoffman and Peter J. Albert, eds., *Women in the Age of the American Revolution*, (Charlottesville, 1989), 293-337.

Jim Piecuch, "Incompatible Allies: Loyalists, Slaves, and Indians in Revolutionary South Carolina," in Resch and Sargeant, *War & Society*, 191-214.

Karim M. Tiro, "The Dilemmas of Alliance: The Oneida Indian Nation in the American Revolution," in Resch and Sargeant, *War & Society*, 215-234.

Nathaniel Sheidley, "Hunting and the Politics of Masculinity in Cherokee Treaty-Making, 1763-75," in Martin Daunton and Rich Halpern, eds., *Empire and Others: British Encounters with Indigenous Peoples, 1600-1850* (Philadelphia: University of Pennsylvania Press, 1999), 167-185.

Alan Taylor, "The Divided Ground: Upper Canada, New York, and the Iroquois Six Nations, 1783-1815," *Journal of the Early Republic* 22 (2002), 55-75.

Submit: one-paragraph proposal describing intended primary source for final written assignment.

Nov 21, 2011

Week 10: Family & Revolution

Required Readings:

Holly Brewer, *By Birth or Consent: Children, Law, and the Anglo-American Revolution in Authority*, (Chapel Hill: UNC Press, 2005).

Ruth H. Bloch, "The American Revolution, Wife Beating, and the Emergent Value of Privacy," *Early American Studies, An Interdisciplinary Journal* 2007 5(2): 223-251

Optional/Supplementary Readings:

Linda Kerber, *Women of the Republic: Intellect & Ideology in Revolutionary America* (1980, reprinted W.W. Norton, 1986), chapter 5 "She Can Have No Will Different From His: Revolutionary Loyalties of Married Women."

Nancy F. Cott, "Divorce and the Changing Status of Women in Eighteenth-Century Massachusetts," *WMQ*_3rd Ser. Vol. 33 Issue 4 (Oct 1976), pp.586-614.

Book Review Option 4: 5 pages. Book Review of Brewer to be submitted at beginning of class.

Nov 28, 2011

Week 11: Constitutional Revolution

Required Readings:

R.B. Bernstein, *The Founding Fathers Reconsidered* (New York: Oxford University Press, 2009), Chapter 3 "Achievements and Challenges: The History the Founding Fathers Made," pp. 39-114.

Paul Finkelman, "The Founders and Slavery: Little Ventured, Little Gained," *Yale Journal of Law & the Humanities*, Vol 13 Issue 2 (2001), pp. 413-449.

Terry Bouton, *Taming Democracy: 'The People,' The Founders, and the Troubled Ending of the American Revolution* (New York: Oxford, 2007), Chapter 8 “‘A Stronger Barrier against Democracy’: The Struggle over Constitutions,” pp. 171-196.

John M. Murrin, “A Roof Without Walls: The Dilemma of American National Identity,” in Richard Beeman, Stephen Botein, and Edward C. Carter II, eds., *Beyond Confederation: Origins of the Constitution and American National Identity* (Chapel Hill: University of North Carolina Press, 1987), pp.333-348.

Barry Schwartz, “Social Change and Collective Memory: The Democratization of George Washington,” American Sociological Review, Vol. 56 Issue 2 (1991), pp. 221-236.

Dec 5, 2011

Weeks 12: Student Presentations on their research-in-progress for their final essay and question/answer session. Length of oral presentation will depend on number of students in the class.

Final Essay: DUE DECEMBER 12, 2011. Final Essay will be on a primary source selected by each student in consultation with the professor (selection to be approved based on paragraph submitted in week 9). Although the essay question/research question asked about the document may be and should be refined and qualified by the student, essentially the paper must be a scholarly essay that considers the themes and significance of a select primary source to the history of the American Revolution. Each student must select a different primary source. This essay will be similar to the required essay on Paine’s Common Sense. To avoid duplication of arguments and/or overlap with that assignment, the document should not focus primarily on 1776 or independence. The document may, however, be drawn from any period of the Revolutionary era from the 1760s to 1780s.

Syllabus Last Revised: June 6, 2011. There may be slight changes made to the syllabus before its distribution to students at the first class. Required texts listed above will not change.