

**The University of Western Ontario
Department of History
2014-2015**

JUNE 2014 DRAFT

History 9304B: THE AMERICAN REVOLUTION, 1740-1787

Graduate Half-Course for Winter 2015 Mondays 1:30-3:30 p.m. Lawson 1227

Prof. Nancy L. Rhoden

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Office Hours: Mon 11:30 a.m.-12:30 p.m.; Thurs 1:00-2:00 p.m., or by appointment.

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 Classics), edited by Isaac Kramnick. (1982) (This edition is preferred given the substantial and useful introduction by Kramnick.)

Andrew Jackson O'Shaughnessy, *The Men Who Lost America: British Leadership, The American Revolution and the Fate of the Empire* (2013).

Richard Beeman, *Plain, Honest Men: The Making of the American Constitution* (Random House, 2009).

Catherine A. Brekus, *Sarah Osborn's World: The Rise of Evangelical Christianity in America* (New Haven: Yale University Press, 2012).

*These 7 books 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 Weeks 12 or 13 on Work-In-Progress for Final Essay: 5%

**Note: Students are required to submit 2 book reviews. There are several options for completing these 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 O'Shaughnessy to be submitted at the beginning of Week 7's class; a review of Brekus to be submitted at the beginning of Week 9's class, and a review of Beeman at the beginning of Week 12'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 miss more than 3 classes without an excuse will not pass the course.

Late Final Essay Submission Penalty: 5% per weekday late. (Book Reviews and Paine essay cannot be submitted late, unless special permission is granted.)

SCHEDULE:

January 5, 2015

Week 1: Introduction to the Course

Required Readings:

Nancy L. Rhoden "The American Revolution (I): The Paradox of Atlantic Integration," in Stephen Foster, ed., *British North America in the Seventeenth and Eighteenth Centuries*, *Oxford History of the British Empire Companion Series*, (Oxford, 2013), 255-288.
Daniel J. Hulsebosch, "The American Revolution (II): The Origin and Nature of Colonial Grievances," in Foster, ed., *British North America in the Seventeenth and Eighteenth Centuries* (2013), 289-317. [on 2-hour course reserves at Weldon Circulation Desk]

January 12, 2015

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

Required Readings: [You can find these on electronic course reserves.]

T.H. Breen, "Ideology and Nationalism on the Eve of the American Revolution: Revisions Once More in Need of Revising," *Journal of American History* 84 No.1 (June 1997), 13-39.
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.
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.
Michal J. Rozbicki, "The Curse of Provincialism: Negative Perceptions of Colonial American Plantation Gentry," *Journal of Southern History* 63 no.4 (Nov 1997), 727-52.
Stephen Conway, "From Fellow-Nationals to Foreigners: British Perceptions of the Americans, circa 1739-1783," *William and Mary Quarterly* 59, no. 1 (Jan 2002), 65-100.

January 19, 2015

Week 3: Resistance to Revolution

Required Readings:

Pauline Maier, *From Resistance to Revolution*.

Supplementary/Optional Readings:

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.

January 26, 2015

Week 4: The Imperial Economy

Required Readings:

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

Staughton Lynd and David Waldstreicher, “Reflections on Economic Interpretation, Slavery, the People Out of Doors, and Top Down versus Bottom Up,” *William and Mary Quarterly*, 3rd Ser., Vol. 68 No.4 (October 2011), 649-656.

Supplementary/Optional Readings:

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]

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.

February 2, 2015

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).

Supplementary/Optional Readings:

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.

February 9, 2015

Week 6: Independence and the 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.

Sophia Rosenfeld, "Tom Paine's *Common Sense* and Ours," *William and Mary Quarterly* Oct 2008 Vol. 65 n.4, 633-668.

[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.

February 16, 2015. **No Class. Reading Week February 16-20, 2015.**

February 23, 2015

Week 7: The Revolutionary War-- The Military Revolt

Required Readings:

Andrew Jackson O'Shaughnessy, *The Men Who Lost America: British Leadership, The American Revolution and the Fate of the Empire* (2013).

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.

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:

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.

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.

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.

Book Review Option 3: 5 pages. Book Review of O’Shaughnessy to be submitted at beginning of class.

March 2, 2015

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.

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

Benjamin H. Irvin, “Tar, Feathers, and the Enemies of American Liberties, 1768 – 1776,” *The New England Quarterly*, Vol. 76 No.2 (June 2003), 197-238.

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.

Mar 9, 2015

Week 9: Religion & Revolution

Catherine A. Brekus, *Sarah Osborn’s World: The Rise of Evangelical Christianity in America* (New Haven: Yale University Press, 2012).

Supplementary/Optional Readings:

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.

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

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

March 16, 2015

Week 10: Race & Revolution

Required Readings:

Woody Holton, "Rebel against Rebel: Enslaved Virginians and the Coming of the American Revolution," *Virginia Magazine of History and Biography* Vol. 105 No. 2 (Spring 1997), 157-192.

Gary B. Nash, *Race and Revolution* (Madison: Madison House, 1990), 57-87.

Jim Piecuch, "Incompatible Allies: Loyalists, Slaves, and Indians in Revolutionary South Carolina," in John Resch and Walter Sargeant, eds., *War & Society in the American Revolution: Mobilization and Home Fronts* (DeKalb: Northern Illinois University Press, 2007), 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.

Colin G. Calloway, "Declaring Independence and Rebuilding a Nation: Dragging Canoe and the Chickamauga Revolution," in Alfred F. Young et. al, eds., *Revolutionary Founders: Rebels, Radicals, and Reformers in the Making of the Nation* (2011), 185-198.

Supplementary/Optional 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.

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.

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

March 23, 2015

Week 11: Gender & Revolution

Required Readings:

Abigail and John Adams Letters (3 letters): AA to JA, March 31, 1776; JA to AA, April 14, 1776; AA to JA, May 7, 1776. <http://www.masshist.org/digitaladams/archive>

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

Linzy Brekke, "'To Make a Figure': Clothing and the Politics of Male Identity in Eighteenth-Century America," in John Styles and Amanda Vickery, eds., *Gender, Taste, and Material Culture in Britain and North America, 1700-1830, Studies in British Art*, (New Haven: Yale U. Press, 2006), 225-246.

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

Laurel Thatcher Ulrich, "How Betsy Ross Became Famous: Oral Tradition, Nationalism, and the Invention of History," www.Common-Place.org Vol8, No.1 (2007), <http://www.common-place.org/vol-08/no-01/ulrich>

Optional/Supplementary Readings:

Linda Kerber, *Women of the Republic: Intellect & Ideology in Revolutionary America* (1980, reprinted W.W. Norton, 1986), chapter 3 entitled "What I have to do with politicks? The Meaning of Female Patriotism" and chapter 5 "She Can Have No Will Different From His: Revolutionary Loyalties of Married Women."

March 30, 2015

Week 12: Constitutional Revolution

Required Readings:

Richard Beeman, *Plain, Honest Men: The Making of the American Constitution* (Random House, 2009).

Book Review Option 5: Book Review of Beeman to be submitted at the beginning of the class.

April 6, 2015

Weeks 13: 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 April 13, 2015. 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.

A NOTE TO PROSPECTIVE STUDENTS: Syllabus Last Revised: June 23, 2014. There may be slight changes made to the syllabus before its distribution to students just before the first class. Required texts listed above will not change. Students with questions about the course should feel free to email the professor (nrhoden@uwo.ca).

Health and Wellness

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page <http://www.music.uwo.ca/>, and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>. Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca/>

Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html

To help you learn more about mental health, Western has developed an interactive mental health learning module, found here:

http://www.health.uwo.ca/mental_health/module.html. This module is 30 minutes in length and provides participants with a basic understanding of mental health issues and of available campus and community resources. Topics include stress, anxiety, depression, suicide and eating disorders. After successful completion of the module, participants receive a certificate confirming their participation.