

The University of Western Ontario
History 4796F (undergraduate)
History 9837A (graduate)
Seminar on Revolutionary Freedom in North America
Fall Semester 2012
Dr. Colleen C. O'Brien
Visiting Fulbright professor
Office Hours: T 10:00 AM - 11:30 AM; Th 10:30 AM - 12:00 Noon; and by
appointment.
Office: Lawson Hall
Office Phone:
E-Mail: cobrien@uscupstate.edu

Concepts of Revolutionary Freedom in the Americas

When the United States declared its independence from Britain in 1776, a radical experiment in democracy and nation building began. A disparate, polyglot, multi-ethnic group of people created a new nation, whereas "Old World" nations were generally based on homogeneity in language and culture, a shared ancestry, and a longstanding sense of belonging to a specific region. As the United States began to tell the story of a new nation built on supposedly rational ideas of tolerance, equality, and property rights, the voices that came to the fore and sustained the historical record were decidedly not so. Yet the old worlds that collided to create this new nation, as through much of the New World, had other ideas. While the United States republic is in many ways a text, the narrative of a democratic experiment, it was not penned exclusively by the "founding fathers." The influences of Europeans, Native Americans, Haitians, and other people of African descent are also integral to this exceptional story and its radical manifestations of freedom. Through a hemispheric, transnational, or Atlantic World lens, this class constructs a different archive of revolutionary freedom in the Americas and strives to include all of the old worlds that made this one new.

Required Texts:

Dennis, Matthew. *Seneca Possessed: Indians, Witchcraft, and Power in the Early Republic*. University of Pennsylvania Press, 2010.

Dubois, Laurent and John Garrigus, ed. *Slave Revolution in the Caribbean 1789-1804: A Brief History with Documents*. Bedford Books of St. Martin's Press, 2006.

Gilbert, Alan. *Black Patriots and Loyalists: Fighting for Emancipation in the War for Independence*. University of Chicago Press, 2012.

Lynd, Staughton. *The Intellectual Origins of American Radicalism*. Cambridge University Press, 2009.

Expectations and Outcomes:

In this seminar, I expect you to draw on the skills and insights of years one through three to produce historical work that is original and significant. For graduate students, this work should make a unique contribution to the field.

Class discussion and participation are integral to developing these ideas, thus attendance, preparation, and engagement are very important.

Sources

Students will add to their own knowledge base through active directed reading focused on primary documents and relevant secondary sources.

We will practice extensive and sophisticated engagement with primary sources, both in print documents and at an archival level.

Students will study with the historiography of the field, understand the different methods and schools of thought secondary sources draw from, and engage them directly in their own research and writing.

Writing and Collaboration

The seminar paper will illustrate development of a complex and sustained historical argument, properly supported with evidence from primary and secondary sources.

The presentation of that argument will come together in clear, correct and compelling prose.

The research process will be properly documented through footnotes and bibliography.

Research and argument will develop through engagement with peers in discussion of both source material and the process of writing history.

Research presentations will foster positive and effective discussion of other students' research through constructive critique as well as facility in discussing your own project.

Grades will be determined according to the following mathematical breakdown:

Dialogic Response Papers	10%
Critical Article Analysis	10%
Critical Positioning Essay	15%
Collaborative Presentation	15%
A.P.C.	15%
Seminar Paper	35%

ASSIGNMENTS AND GRADES

Dialogic Response Papers—Each week you will write a response to the reading or a commentary on a classmate’s response paper. These will constitute the majority of your public writing for this course. Response papers should each be 1-2 pages (typed, double-spaced, in Times New Roman 12-point font) and commentaries should be a thoughtful paragraph. You will post each response paper on the course blog prior to the class period in which it is due; you will post a commentary on someone else’s response by 9PM the day after class. Bring one hard copy of each response paper and commentary to class to receive credit for completing it on time, and once I return this copy to you, save it for resubmission at midterm and at the end of the semester. Criteria for response papers and commentaries will be explained on a separate handout. 10% of final grade.

Critical Article Analysis—Choosing one of the journal articles or book chapters from the syllabus that most interests you and that will help focus the research question for your seminar paper, you will complete an extensive outline of that article. Specific instructions will be distributed. 10% of final grade.

Critical Positioning Paper—Also known as a literature review, the critical positioning paper summarizes and paraphrases the arguments of other historians pertaining to your research question. It also explains your contribution, challenge, or refinement of that question. This comprises a draft of your seminar paper that covers secondary sources. Specific instructions will be distributed. 15% of your final grade.

Collaborative Presentation—Presentations will take place throughout the semester. Essentially, you work with a classmate to provide the key points about the week’s topic and lead discussion. Ideally, you will introduce primary sources that you plan to address in your seminar paper. Specific guidelines will be provided on a separate handout. 15% of final grade.

Attendance, preparation, and contributions to class discussion (A.P.C.)—This course will be run as a seminar, which means that all of us, together, will create the substance of the course based on our engagement with course readings and our willingness to share our ideas publicly. Every seminar member’s informed participation is vital if our discussions are to be as rich and stimulating as possible. A.P.C. will be assessed by attendance, attentiveness, participation in the dialogue, and quizzes to test your understanding of the reading. 15% of final grade.

Evaluation of attendance: According to university policy, you are allowed one absence with no penalty. I strongly advise you to save this absence for unavoidable conflicts or illnesses because any absence will negatively affect your attendance, preparation, and contributions (“A.P.C.”) grade. Note that I do not distinguish between “excused” and “unexcused” absences except in extreme cases (e.g., hospitalization or extended serious illness).

Evaluation of preparation and contributions: The primary evidence of your preparation for class discussion will be the quality of your oral contributions and the posts you make to the class blog before or after class. “Quality” contributions are characterized by frequent reference to details and specific passages in the readings as well as by the ability to identify the larger questions raised by a given reading; thus, you cannot contribute meaningfully if you have not read attentively each day’s assignment prior to class. With this in mind, your oral contributions to class will be evaluated for the extent to which they reflect a careful reading of daily assignments; enhance our collective understanding of important issues and ideas in the readings; and build constructively on the contributions of other participants. Please note that monopolizing class discussion will NOT earn you a higher “A.P.C.” grade. Quality, not quantity, of participation is what matters.

Overall evaluation of attendance, preparation, and contributions. Assuming you miss no class meetings this semester, maintaining an attentive, engaged, and respectful presence in class (that is, meeting the basic expectations of a seminar-style class) will earn you a 2.5 for this portion of your final grade, provided that your oral contributions and/or your daily in-class journals reflect consistent preparation for class. Regular, thoughtful, and helpful contributions to class discussion have the potential to raise your “a.p.c.” grade to a 3.0, a 3.5, or even a 4.0 if your contributions

are truly outstanding. Texting, tweeting, or using any electronic device results in a zero A.P.C. for that class.

Seminar Paper—The final paper will focus on reconstructing an archive of revolutionary freedom that views the Americas in an original way or challenges previously-held assumptions. Details and steps to complete this assignment will be provided each week of class. 35% of final grade.

OFFICE HOURS

Please come see me with your problems, questions, and suggestions. I strongly encourage every student to make an appointment for a visit early in the semester and to return throughout the semester.

LATE WORK, RE-WRITE POLICY, PLAGIARISM

Extensions for written work are not granted except in cases of illness or other serious contingencies. Extensions are not granted because of computer malfunction, heavy workload, failure to bring the assignment to class, etc. Late work will be penalized when the final course grade is calculated; depending on the level of severity, that grade could be reduced by one level (A- to B+, for example) or more. You are generally better off submitting a good paper late rather than a hastily-composed one on time. All incidents of plagiarism are serious. Extended, conscious acts of plagiarism may result in failure of the assignment or failure of the course.

PROTOCOL

No electronic devices are permitted in class. If you use a device to text or communicate during class, you will be asked to leave the class for the remainder of that period. Pencils or papers and notebooks and the class readings will be the only items you have on your desk.

SCHEDULE

Please note that the following schedule of readings is not definitive or complete. We can add primary documents throughout the semester and the order of readings might be altered. Also, additional secondary readings could be required.

Tentative Schedule

Week 1: Introduction: *The Enlightenment and Its Exceptions*

Handouts to be distributed in class.

<http://www.nyhistory.org/exhibitions/revolution-the-atlantic-world-reborn>

Week 2: *Navigating the Turns: Atlantic, Hemispheric, and Transnational Histories*

Bayly, C.A., et al. "On Transnational History." *American Historical Review* 111.5 (2006): 1441-1464.

Greene, Jack and Philip Morgan, ed. *Atlantic History: A Critical Appraisal*. New York: Oxford, 2009.

Week 3: *American Exceptionalism and the Democratic Experiment*

Lynd. *Intellectual Origins of American Radicalism*

Week 4: *Early American Revolutionary Thought*

Continue Lynd.

Primary documents: Jefferson. From *Notes on the State of Virginia*.
<http://etext.virginia.edu/toc/modeng/public/JefVirg.html>

Paine. From *Agrarian Justice*. <http://www.ssa.gov/history/tpaine3.html>

Vincent, Bernard. From *The Transatlantic Republican: Thomas Paine in the Age of Revolutions*. Amsterdam: Rodopi, 2004.

Week 5: *Agrarian Ideals and Agrarian Justice*

Appleby, Joyce. "Commercial Farming and the 'Agrarian Myth' in the Early Republic." *The Journal of American History* 68.4 (1982): 833-849.

Hofstra, Warren R. "'The Extention of His Majesties Dominions': The Virginia Backcountry and the Reconfiguration of Imperial Frontiers" *The Journal of American History* 84.4 (1998): 1281-1312.

Kaufmann, Eric. "Naturalizing the Nation": The Rise of Naturalistic Nationalism in the United States and Canada." *Comparative Studies in Society and History* 40.4 (1998): 666-695.

Sweet, Timothy. "American Pastoralism and the Marketplace: Eighteenth-Century Ideologies of Farming." *Early American Literature* 29.1 (1994): 59-75.

Week 6: *That Other Revolution...*

Bogues, Anthony Barrymore. "The Haitian Revolution and the Making of Freedom in Modernity." Address. Political Theory Workshop. University of Pennsylvania. 25 March 2005. PDF bogues.pdf

Girard, Phillippe. "Black Talleyrand: Toussaint Louverture's Diplomacy, 1798-1802." *William and Mary Quarterly*. 66.1 (January 2009): 87-124. PDF blacktalleyrand.pdf

Excerpts from:

Brown, Gordon. *Toussaint's Clause*. University of Mississippi Press, 2005.

Dayan, Joan. *Haiti, History, and the Gods*. Berkeley: U of California P, 1995.

Fischer, Sibylle. *Modernity Disavowed: Haiti and the Cultures of Slavery in the Age of Revolution*. Durham: Duke UP, 2004.

Nesbitt, Nick. *Universal Emancipation*. Charlottesville: U of Virginia P, 2008.

Saunders, Prince. *Haitian Papers (1818)*. Philadelphia: Rhistoric Publications, 1969.

Trouillot, Michel-Rolph. *Silencing the Past: Power and the Production of History*. Boston: Beacon P, 1995. PDF trouillot.pdf

Additional Readings (not in coursepack—searchable through JSTOR and Project Muse)

Baur, John E. "International Repercussions of the Haitian Revolution" *The Americas* 26, no. 4 (April 1970): 394-418.

Brière, Jean-Paul. "Abbé Grégoire and Haitian Independence." *Research in African Literatures* 35, no. 2 (Summer 2004): 35-43.

Cook, Mercer. "Julien Raimond." *The Journal of Negro History* 21, no. 2 (July 1936): 294-303.

Curtin, Phillip D. "The Declaration of Rights of Man in Saint-Domingue, 1788-1791." *The Hispanic American Historical Review* 30 (May 1950): 157-175.

Nesbitt, Nick. "The Idea of 1804." *Yale French Studies* 107 (2005): 6-39.

Nesbitt, Nick. "Troping Toussaint, Reading Revolution." *Research in African Literatures* 35, no. 2 (Summer 2004): 18-33.

Resnick, Daniel P. "The Société des Amis des Noirs and the Abolition of Slavery." *French Historical Studies* 7, no. 4 (Autumn 1972): 558-569

Week 7: *Revolutionary Loyalty*

Begin Gilbert, *Black Patriots*

Primary Sources TBA

DUE: Critical Article Outline

Week 8: *Freedom and Belonging*

Continue Gilbert, *Black Patriots*

Week 9: *The Right of First Occupancy*

Dennis, *Seneca Possessed*.

Week 10: *Liberal Theory Revisited*

DUE: Critical Positioning Essay

Ganter, Granville. "Red Jacket and the Decolonization of Republican Virtue." *The American Indian Quarterly* 31.4 (2007): 559-581.

Konkle, Maureen. "Indigenous Ownership and the Emergence of U.S. Liberal Imperialism." *The American Indian Quarterly* 32.3 (2008): 297-323.

Rousseau, "Discourse on Inequality" <http://www.constitution.org/jjr/ineq.htm>

Week 11: *Research Week*

This week is reserved for an archival trip to be announced; it might, however, occur earlier in the semester and be switched with one of the preceding week's topics.

Week 12: *Research Presentations*

Week 13: *Mini-Conference*

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

THE UNIVERSITY OF WESTERN ONTARIO
FACULTY OF SOCIAL SCIENCE

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 offense (see Scholastic Offence Policy in the Western Academic Calendar).

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 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>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca