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*:**

*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%  
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:**

January 12, 2015
**Week 2: Colonial America at 1763: Emerging Nation or English Periphery?**

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

January 26, 2015

**Week 4: The Imperial Economy**

**Required Readings:**

**Supplementary/Optional Readings:**

**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:**

**Supplementary/Optional Readings:**

**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:**

*[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:**

**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


March 2, 2015

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

**Required Readings:**


**Supplementary/Optional Readings:**


Mar 9, 2015

**Week 9: Religion & Revolution**


**Supplementary/Optional Readings:**


**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:**


**Supplementary/Optional Readings:**


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](http://www.masshist.org/digitaladams/archive)


**Optional/Supplementary Readings:**


March 30, 2015

**Week 12: Constitutional Revolution**

**Required Readings:**


**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.