



The University of Western Ontario
HISTORY 9307B

Early America and the Atlantic World, 1600 to 1820

Winter 2019

Fridays 9:30-11:30 a.m. LwH 2270C

Instructor: Prof. Nancy Rhoden, Associate Professor of History

Office Hours: Thursdays 9:00-10:30 a.m., Fridays 11:30a.m.-12:30p.m., or by appointment

Department of History, Faculty Office: Stevenson 2122

Email: nrhoden@uwo.ca

Course Description:

This graduate course on early American history examines the settlement of the mainland British colonies of North America in the 1600s and 1700s, their development in the context of a British Atlantic world, the American Revolution, and the formation of the early U.S. republic. Particular attention is paid to understanding the character and diversity of British colonialism and the formation of the United States through comparisons with other New World empires as well as the rich context of the multi-national, multi-ethnic Atlantic World.

Prerequisite(s): N/A

Antirequisite(s): N/A

Course Syllabus:

Course Requirements and Grading

Seminar Participation*	20% of the final grade
Four Book Reviews (5-6 pages each):	10% each (totals 40% of the final grade)
Major Paper (15-20 pages), due April 12, 2019:	40% of the final grade

Seminar Participation should be effective, relevant, and frequent. Students should come to class having read all the reading each week and prepared to offer comments, ask questions, describe arguments, and make connections between readings. Informed, weekly participation is vital to the success of the seminar. *Included in seminar participation grade is a brief oral presentation in week 9 (March 8) or week 10 (March 15) on students' work-in-progress for major paper; the length of that oral presentation will depend on the number of students in the class and will be announced in class.

Four Book Reviews. Students are required to submit 4 book reviews (to be selected from the books that are required reading for our course). The titles that may be used for these reviews are: Kupperman (Week1), Hall (Week3), Greene (Week 6), Butler (Week 6), Norton (Week7), Breen (Week10), Klooster (Week12), DuVal (Week12) and Taylor (Week13). **Due Dates for Book Reviews:** Book reviews must be submitted at the beginning of the class in which the material is to be discussed. Late book reviews, under normal circumstances, will not be accepted. If a student chooses to write more than 4 book reviews, the top 4 grades will be counted. The end of this syllabus contains some additional thoughts on book reviews. (A student who really wants to write a book review on Kupperman could do so, if he or she brings the completed book review to our first class. If you have questions, email me!) Students are cautioned not to write all of their book reviews in the last few weeks. If you find yourself wanting to write reviews of later material because it interests you more, then use your best time management skills to write these reviews earlier in the year, so that you still have plenty of time to work on your major paper.

Major Paper: For the major research paper, students are encouraged to select one of the weekly themes below (or another theme** selected by the student and approved by the professor) and write a draft article (a.k.a. major research paper) that either (a) answers a significant (yet “doable”) **research question** or (b) provides a **literature review**. A literature review may be considered an assessment of the state-of-the-field on a particular topic-- e.g. what have been the major developments in this field over the past several decades, and what are the current trends and opportunities. Students will need to read additional books and articles beyond the assigned readings, although the material assigned for that week certainly can (and should) be a part of the research. In most cases, it will be appropriate to refine and limit the research question or the literature review so it is narrower than the topics covered in one of our weekly sessions (narrower in content or geographic coverage, etc.) It is necessary for the paper to consider the impact of Atlantic, international, and/or multi-racial perspectives. Use of some primary sources is highly recommended, and some research questions may require extensive consideration of primary sources. Students will submit a **two-page proposal** (outlining their intended topic) and also a bibliography) by email on or before **March 1, 2019**. The proposal will not be graded, but should be taken seriously, since its purpose is to allow the professor to give feedback and suggestions on the topic, the approach, and relevant sources. Paper topics must be approved by the professor. Students will also give **brief oral presentations (on March 8, 2019 and March 15, 2019)** describing their work-in-progress on their major paper; this will count toward participation grade. **The major paper is due April 12, 2019.** Students should submit one paper copy to Professor Rhoden (in person or to the History Department drop box) and submit another copy electronically to the OWL course website (and to turnitin.com).*** The electronic submission date will be used as the official submission date. **Late papers will be subject to a penalty of 2% per day** it is late (including Saturdays and Sundays). Under normal circumstances (i.e. unless there are medical or non-medical accommodations), the **major paper will be accepted no later than April 19, 2019.**

**Having trouble imagining what I might mean by ‘another theme’? Here’s just one example: Maritime History. Interesting secondary sources would include: Jesse Lemisch, “Jack Tar in the Streets: Merchant Seamen in the Politics of Revolutionary America,” *WMQ* 25 (1968), 371-407; Denver Brunsman, *The Evil Necessity: British Naval Impressment in the Eighteenth-Century Atlantic World* (2013); Paul Gilje, *Liberty on the Waterfront: American Maritime Culture in the Age of Revolution* (2007); Chris Magra, *The Fisherman's Cause: Atlantic Commerce and Maritime Dimensions of the American Revolution* (2012). To explore other options, send me an email, or come and talk to me.

***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>.

Course Materials:

Required Books/Readings:

- Karen Kupperman, *The Atlantic in World History* (2012).
- David Hall *A Reforming People: Puritanism and the Transformation of Public Life in New England* (2012).
- Mary Beth Norton, *Separated by their Sex: Women in Public and Private in the Colonial Atlantic World* (2015 paperback, orig. publ. 2011.)
- T.H. Breen, *Marketplace of Revolution: How Consumer Politics Shaped American Independence* (New York: Oxford University Press, 2005).
- Alan Taylor, *The Civil War of 1812: American Citizens, British Subjects, Irish Rebels and Indian Allies* (orig. publ. 2010, Vintage paperback 2011).
- **EITHER** Wim Klooster, *Revolutions in the Atlantic World: A Comparative History* (2009)
OR
Kathleen DuVal, *Independence Lost: Lives on the Edge of the American Revolution* (2015).
- **EITHER** Jack P. Greene, *Pursuits of Happiness: The Social Development of Early Modern British Colonies and the Formation of American Culture* (Chapel Hill: University of North Carolina Press, 1988)
OR
Jon Butler, *Becoming America: The Revolution before 1776* (Cambridge, MA: Harvard University Press, 2001).

These books are available at the bookstore. Any edition is fine. Other readings assigned for discussion are available by accessing the electronic link within the syllabus (where supplied), or by accessing D.B. Weldon electronic course reserves (Go to lib.uwo.ca and go to “Course Readings” to get the electronic list (with links to full pdfs) for our class by looking it up by course number or professor’s name), or through our OWL course website (access through: <https://owl.uwo.ca>).

Methods of Evaluation:

Seminar Participation*	20% of the final grade
Four Book Reviews (5-6 pages each):	10% each (totals 40% of the final grade)
Major Paper (15-20 pages), <u>due April 12, 2019:</u>	40% of the final grade

Note that book reviews must be submitted at the beginning of the class in which the material is to be discussed. Late book reviews, under normal circumstances, will not be accepted.

Late papers will be subject to a penalty of 2% per day it is late (including Saturdays and Sundays). Under normal circumstances (i.e. unless there are medical or non-medical accommodations), the **major paper will be accepted no later than April 19, 2019.**

If a student is ill or for other reasons cannot attend their oral presentation, the next available date will be selected, and if that is not possible, the student will be allowed to make it up by giving the presentation for the professor only during office hours.

Accommodation:

If a student needs accommodation for medical or non-medical reasons, he/she should refer to this statement from the Graduate Handbook:

Unlike undergraduate students, graduate students cannot be referred to Social Science Academic Counselling to have their medical or non-medical circumstances evaluated and to receive a recommendation for accommodation. Those facilities are for undergraduates only, and there is no process beyond the department to secure recommendations for accommodation. Our process is that faculty should deal with routine requests for extensions. However, **a student's request for accommodation (on medical, non-medical, compassionate grounds) should go to the graduate chair** who will consult and communicate with faculty. Additionally, faculty and students should communicate with the grad chair about any case in which work is not submitted before grades are due. **In the event that the graduate chair is also the course professor, then a request for accommodation can be taken to the department chair.** The deadlines for all assignments are set at the course professor's discretion, with all deadlines within that term. This means fall term deadlines should be before the university closes for the December holiday break, and winter term deadlines should be set before the end of April. This is to ensure that work from one term does not carry over into a subsequent term and to facilitate the timely submission of final course grades. An "Incomplete" is a rare option of last resort that requires a significant reason for accommodation, and requires the approval of both the course professor and the Graduate Chair.

Plagiarism and Appeals:

Plagiarism is a serious academic offense. Graduate students must understand and recognize plagiarism to grade undergraduate work as teaching assistants or markers. More than this, plagiarism is unacceptable in work produced by graduate students. Graduate students should be fully aware of university expectations regarding academic integrity and can expect that all scholastic offences will be dealt with through the university process. Student are urged to read thoroughly this official information on graduate scholastic offenses:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Information on the appeals procedures for graduate students can be found here:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsgrad.pdf

Course Schedule and Readings:

January 11, 2019

Week 1. Exploration and Settlement

Required Readings:

Karen Kupperman, *The Atlantic in World History* (New Oxford World History) 1st Edition. New York: Oxford University Press, 2012. 168pp. paperback. ISBN-13: 978-0195338096 ISBN-10: 019533809X

Bernard Bailyn, "The Idea of Atlantic History," *Itinerario* Vol 20 Issue 1 (1996), 19-44; or reprinted in Bailyn, *Atlantic History: Concepts and Contours* (Cambridge, MA: Harvard University Press, 2005), 3-56.

Allan Greer, "National, Transnational, and Hypernational Historiographies: New France Meets Early American History," *The Canadian Historical Review* Vol 91 No 4 (Dec 2010), 695-724.

David Armitage, "Three Concepts of Atlantic History" in *The British Atlantic World, 1500-1800 Second Edition*, ed. By David Armitage and Michael J. Braddick (Houndmills: Palgrave, 2009, orig. publ 2002), 13-32. (optional)

January 18, 2019

Week 2. Early Newcomer-Indigenous Relations

Required Readings:

Evan Haefeli, "On First Contact and Apotheosis: Manitou and Men in North America," *Ethnohistory* Vol 54 Issue 3 (Summer 2007), 407-443.

Kathleen M. Brown, "The Anglo-Indian Gender Frontier," in Nancy Shoemaker, ed., *Negotiators of Change: Historical Perspectives on Native American Women* (New York: 1994), 26-48.

Susan Juster, "Planting the 'Great Cross': The Life, and Death of Crosses in English America," *William and Mary Quarterly*, 3rd Series, Vol 72, No 2 (April 2017).

April Lee Hatfield, "Spanish Colonization Literature, Powhatan Geographies, and English Perceptions of Tsenacommacah / Virginia," *The Journal of Southern History* Vol. 69 No. 2 (May 2003), 245-282. (optional)

John H. Merrell, "The Indians' New World: The Catawba Experience," *The William and Mary Quarterly* Third Series, Vol. 41, No. 4 (Oct., 1984), 537-565.

Neal Salisbury, "Religious Encounters in a Colonial Context: New England and New France in the Seventeenth Century," *American Indian Quarterly* Vol 16 Issue 4 (Fall 1992), 501-509.

David J. Silverman, "Indians, Missionaries, and Religious Translation: Creating Wampanoag Christianity in Seventeenth-Century Martha's Vineyard," *William and Mary Quarterly* 3rd Series Vol 62 Issue 2 (April 2005), 141-174.

John Thornton, "The African Experience of the '20. and Odd Negroes' Arriving in Virginia in 1619." *The William and Mary Quarterly*, 3rd Series, Vol. 55, No. 3 (July 1998):421-434.

January 25, 2019.

Week 3. The New England Way: Origins of American Exceptionalism?

David D. Hall, *A Reforming People: Puritanism and the Transformation of Public Life in New England* (2012) 255 pp.

Sacvan Bercovitch, "Rhetoric as Authority: Puritanism, the Bible and the Myth of America," *Social Science Information* Vol 21 Issue 1 (Jan 1982), 5-17. [read either Bercovitch or Bozeman]

Theodore Dwight Bozeman, "The Puritans' Errand into the Wilderness' Reconsidered," *New England Quarterly* Vol 59 Issue 2 (June 1986), 231-251. [read either Bozeman or Bercovitch]

Stephen Foster, "New England and the Challenge of Heresy, 1630 to 1660: The Puritan Crisis in Transatlantic Perspective," *William and Mary Quarterly* Vol 38 Issue 4 (Oct 1981), 624-660.

February 1, 2019.

Week 4. Servitude, Slavery & Labor Systems

(To follow more easily developments in different periods of 17th century and early 18th century, students probably will want to read these materials in the order listed below.)

Lois Green Carr and Lorena S. Walsh, "The Planter's Wife: The Experience of White Women in Seventeenth-Century Maryland." *The William and Mary Quarterly*, 3rd Series, Vol. 34, No. 4 (Oct., 1977), 542-571.

Simon Newman, *A New World of Labor: The Development of Plantation Slavery in the British Atlantic* (The Early Modern Americas). Philadelphia: University of Pennsylvania Press, 2014. (chapter 1 “England” pp. 17-35; this chapter is mostly on English servants to set up his comparison of England, Africa, and Barbados.)

Jenny Shaw, *Everyday life in the early English Caribbean: Irish, Africans, and the Construction of Difference* (2013), chapter 1, which is entitled “ ‘An Heathenish, Brutish and an uncertaine, dangerous kind of People’: Figuring Difference in the Early English Atlantic.” Electronic Resource available through Weldon’s catalog.

Philip D. Morgan, “The Black Experience in the Empire, 1680-1810,” in *Black Experience and the Empire*, eds. Philip D. Morgan and Sean Hawkins (Oxford University Press, 2004), chapter 4, pp.86-110. Electronic resource available through Weldon’s catalog.

Peter N. Moogk, “Reluctant Exiles: Emigrants from France in Canada before 1760,” in Stanley Katz, John M. Murrin, Douglas Greenberg, David J. Silverman, and Denver Brunson, eds., *Colonial America: Essays in Politics and Social Development* Sixth Edition (New York: Routledge, 2011), 157-184.

Brett Rushforth, “ ‘A Little Flesh We Offer You’: The Origins of Indian Slavery in New France,” *William and Mary Quarterly* 3rd Series, Vol. 60 Issue 4 (Oct 2003), p.777-808.

February 8, 2019

Week 5: Uprisings and Unrest in Late Seventeenth and Early Eighteenth Centuries

James D. Rice, “Bacon’s Rebellion in Indian Country,” *Journal of American History* Vol 101 Issue 3 (Dec 2014), 726-750.

Daniel T. Reff, “The ‘Predicament of Culture’ and Spanish Missionary Accounts of the Tepehuan and Pueblo Revolts,” *Ethnohistory* Vol 42 Issue 1 (Winter 1995), 63-91.

Virginia DeJohn Anderson, “King Philip’s herds: Indians, Colonists, and the Problem of Livestock in Early New England,” *William and Mary Quarterly* Vol 51 Issue 4 (Oct 1994), 601-625.

Owen Stanwood, “The Protestant Moment: Antipopy, the Revolution of 1688-1689, and the Making of an Anglo-American Empire,” *Journal of British Studies* Vol 46 Issue 3 (July 2007), 481-508.

Elaine G. Breslaw, “Tituba’s Confession: The Multicultural Dimension of the 1692 Salem Witch-Hunt.” *Ethnohistory*, Vol. 44, No. 3 (Summer, 1997): 535-556

John M. Murrin, "Coming to Terms with the Salem Witch Trials," *American Antiquarian Society Proceedings* (2003), 309-347. <http://www.americanantiquarian.org/proceedings/44539519.pdf>

Jenny Hale Pulsipher, "'Subjects unto the Same King,': New England Indians and the Use of Royal Political Power," *Massachusetts Historical Review* Vol. 5 (2003), 29-57.

Evan Haefeli and Kevin Sweeney, "Revisiting the Redeemed Captive: New Perspectives on the 1704 attack on Deerfield," *WMQ* Vol 52 Issue 1 (Jan 1995), 3-46. (optional)

February 15, 2019

Week 6: Anglicization & Americanization: Political and Cultural Development, 1688-1750

Questions to consider: Was a pattern of British convergence overcoming the diverse origins of the British colonies in North America? Was each British North American colony or region a unique example of British colonialism? Was this period, 1688-1750, characterized less by convergence (anglicization or Europeanization) than by a process of Americanization?

Read EITHER Greene & Bumsted OR Butler & Murrin/Silverman

READ EITHER: Jack P. Greene, *Pursuits of Happiness: The Social Development of Early Modern British Colonies and the Formation of American Culture* (Chapel Hill: University of North Carolina Press, 1988) **AND**

J.M. Bumsted, "'Things in the Womb of Time': Ideas of American Independence, 1633 to 1763," *William and Mary Quarterly* Vol 31 Issue 4 (Oct 1974), 533-564.

OR Jon Butler, *Becoming America: The Revolution before 1776* (Cambridge, MA: Harvard University Press, 2001). **AND**

John M. Murrin and David S. Silverman, "The Quest for America: Reflections on Distinctiveness, Pluralism, and Public Life," *Journal of Interdisciplinary History* Vol 33 No. 2 (Autumn 2002), 235-246.

John K. Thornton, "African Dimensions of the Stono Rebellion," *American Historical Review* Vol 96 Issue 4 (Oct 1991), 1101-1114. [optional]

Cornelia Hughes Dayton, "Taking the Trade: Abortion and Gender Relations in an Eighteenth-Century New England Village," *William and Mary Quarterly* Vol 48 Issue 1 (Jan 1991), 19-49. [optional]

February 22, 2019 Week 7 – No class. Reading Week is Feb 18=22.

March 1, 2019

Week 8: Gender

Mary Beth Norton, *Separated by their Sex: Women in Public and Private in the Colonial Atlantic World* (2015 paperback, orig. publ. 2011.)

Ruth H. Bloch, "The Gendered Meanings of Virtue in Revolutionary America," *Signs: Journal of Women in Culture & Society* Vol 13 Issue 1 (Fall 1987), 37-58.

Either

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

OR:

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 University Press, 2006), 225-246.

NOTE: two-page proposal (outlining intended topic for major paper) and also a bibliography is due by email on or before **March 1, 2019**.

March 8, 2019

Week 9: Religion and Religious Pluralism in mid-eighteenth century

Ned C. Landsman, "Roots, Routes, and Rootedness," in *Early American Studies, An Interdisciplinary Journal*, Vol. 2 Issue 2 (Fall 2004), 267-309.

Frank Lambert, "'Pedlar in Divinity': George Whitefield and the Great Awakening, 1737-1745," *Journal of American History* Vol 77 Issue 3 (Dec 1990), 812-837.

Janet Moore Lindman, "Acting the Manly Christian: White Evangelical Masculinity in Revolutionary Virginia," *William and Mary Quarterly* Vol 57 Issue 2 (April 2000), 393-417.

Nancy L. Rhoden, "Anglicanism, Dissent, and Toleration in Eighteenth-Century British Colonies," in *Anglicizing America: Empire, Revolution, Republic*, edited by Ignacio Gallup-Diaz, Andrew Shankman, and David J. Silverman (Philadelphia: University of Pennsylvania Press, 2015), 125-52.

Christopher C. Jones, "'An Encroachment on our Religious Rights': Methodist Missions, Slavery and Religious Toleration in the British Atlantic World," in *The Lively Experiment: Religious Toleration in*

America from Roger Williams to the Present, ed. By Chris Beneke and Christopher S. Grenda (Lanham, MD: Rowman & Littlefield Publishers, 2015), 101-116.

Kevin Flatt, "Theological Innovation from Spiritual Experience: Henry Alline's Anti-Calvinism in Late Eighteenth-Century Nova Scotia and New England," in *Journal of Religious History* Vol. 33 Issue 3 (Sept 2009), 285-300.

Crawford, Michael J. "Origins of the Eighteenth-Century Evangelical Revival: England and New England Compared," *Journal of British Studies* 26 (October 1987), 361-97.

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

NOTE: Some students will give brief oral presentations in class on March 8, 2019 describing their work-in-progress on their major paper.

March 15, 2019

Week 10: Material Culture, Consumerism, and Identity

T.H. Breen, *Marketplace of Revolution: How Consumer Politics Shaped American Independence* (New York: Oxford University Press, 2005).

Nancy Christie, "Merchant and Plebeian Commercial Knowledge in Montreal and Quebec, 1760-1820," *Early American Studies* Vol 13 Issue 4 (Fall 2015), 856-880. [Read either Christie or O'Connor]

Ellen Hartigan-O'Connor, *The Ties That Buy: Women and Commerce in Revolutionary America* (Philadelphia: University of Pennsylvania Press, 2011), chapter 5 "Shopping Networks and Consumption as Collaboration," 129-160. [Read either Christie or O'Connor]

NOTE: Some students will give brief oral presentations in class on March 15, 2019 describing their work-in-progress on their major paper.

March 22, 2019

Week 11: American Revolution: Anglo-American Dispute vs. Internal Conflict?

Pauline Maier, "Popular Uprisings and Civil Authority in Eighteenth-Century America" *The William and Mary Quarterly*, Third Series, Vol. 27, No. 1 (Jan., 1970): 3-35.

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

Alfred F. Young, "George Robert Twelves Hewes (1742-1840): A Boston Shoemaker and the Memory of the American Revolution," *The William and Mary Quarterly*, Third Series, Vol. 38, No. 4 (Oct., 1981): 561-623.

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

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

Vernon P. Creviston, "'No King unless it be a Constitutional King': Rethinking the Place of the Quebec Act in the Coming of the American Revolution," *Historian* Vol 73 Issue 3 (Fall 2011), 463-479.

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

Michal J. Rozbicki, "The Curse of Provincialism: Negative Perceptions of colonial American Plantation Gentry," *Journal of Southern History* Vol 63 Issue 4 (Nov 1997), 727-53. [optional]

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

March 29, 2019

Week 12: The American Revolution from the Frontier or From Without

Wim Klooster, *Revolutions in the Atlantic World: A Comparative History* (2009).*

*This is a synthesis comparing revolutions in the British, French and Spanish Atlantic worlds in the late eighteenth and early-nineteenth centuries.

Colin G. Calloway, "'We Have Always Been the Frontier': The American Revolution in Shawnee Country" *American Indian Quarterly*, Vol. 16, No. 1 (Winter, 1992): 39-52.

OR

Kathleen DuVal, *Independence Lost: Lives on the Edge of the American Revolution* (2015)

Jeremy Adelman, "An Age of Imperial Revolutions," *American Historical Review* 113, 2 (2008), 319-40.

April 5, 2019

Week 13: Nationalism and Identity in the Early Nineteenth Century

Alan Taylor, *The Civil War of 1812: American Citizens, British Subjects, Irish Rebels and Indian Allies* (orig. publ. 2010, Vintage paperback 2011).

Denver Brunzman, "Subjects vs. Citizens," in *Journal of the Early Republic* Vol 30 Issue 4 (Winter 2010), 557-586. (This examines differences of citizenship and subjecthood by examining British impressment of American sailors during the French Revolution and Napoleonic Wars, 1793-1815.)

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.

Daniel L. Dreisbach, "Mr. Jefferson, a Mammoth Cheese, and the 'Wall of Separation Between Church and State': A Bicentennial Commemoration," *Journal of Church and State* Vol 43 Issue 4 (Autumn 2001), 725-46.

Rosemarie Zagari, "The Significance of the 'Global Turn' for the Early American Republic: Globalization in the Age of Nation-Building," *Journal of the Early Republic* Vol. 31 Issue 1 (Spring 2011), 1-37. (optional)

Jay Sexton, "The United States in the British Empire," in *British North America in the Seventeenth and Eighteenth Centuries, Oxford History of the British Empire Companion Series*, edited by Stephen Foster, (Oxford: Oxford University Press, 2013), 318-348. (optional)

April 12, 2019: MAJOR PAPER IS DUE. No Class. (Fall Classes end on April 9.)

Additional Statements

Academic Offences:

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

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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>).

Accessibility Options:

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 519 661-2111 x 82147 for any specific question regarding an accommodation.

Information regarding accommodation of exams is available on the Registrar's website:

www.registrar.uwo.ca/examinations/accommodated_exams.html

Medical Issues

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please refer to the statement from the History Graduate Handbook under "Accommodation" above.

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.

Scholastic 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:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Information on the appeals procedures for graduate students can be found here:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsgrad.pdf

Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western, http://uwo.ca/health/mental_wellbeing/ for a complete list of options about how to obtain help.

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.

If you have any further questions or concerns please contact, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail vangelen@uwo.ca.