



**The University of Western Ontario
HISTORY 9307**

**Early America and the Atlantic World, 1600-1820
Fall 2025**

Instructor: Prof. Nancy Rhoden, Associate Professor

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

Department of History, Office: Lawson Hall 2201

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.

Graduate Course Level Learning Outcomes/Objectives

Course Learning Outcomes:

Students should be able to:

- explain the process and impact of the settlement and development of mainland British colonies of North America in the 1600s and 1700s in the context of the multi-ethnic, multi-national Atlantic World
- understand the diversity of the British colonies in North America, in comparison with other European and Indigenous New World empires
- identify major historiographical debates in early American/Atlantic history
- explain the ideas and the significance of articles and books and communicate effectively orally in weekly discussions on readings
- gain experience at designing a research project, conducting independent research, and writing an effective paper with a significant argument

How Learning Outcomes Are Addressed:

1. Depth and Breadth of Knowledge

- a. Demonstrate a deep knowledge of history in their field of study, a broad knowledge of history beyond that field, and an understanding of its significance, including an openness to multiple perspectives and respect for different cultures and traditions.
- b. Explain and critique historiographical schools of thought.

2. Research and Scholarship

- a. Formulate a feasible and important research question.

- b. Identify, locate, and collect a substantial body of historiographical evidence.
- c. Engage the historiography of their field, contributing to larger scholarly conversations, demonstrating awareness of the ways in which ideologies, interests, and particular experiences may influence perspectives and the value of evidence-based analyses.

3. Level of Application of Knowledge

- a. Interpret and analyze a wide variety of historical sources with imagination and discernment and displaying respect for different cultures and traditions.
- b. Evaluate evidence and assess historical claims
- c. Assess historical approaches and methodology

4. Professional Capacity/Autonomy

- a. Adhere to professional standards of ethical and academic integrity

5. Level of Communication Skills

- a. Articulate and defend complex historical ideas, arguments, and conclusions, both orally and in writing, displaying clarity of thought and expression.
- b. Engage with faculty and peers in discussion of both source material and the process of writing history.
- c. Contribute thoughtfully and significantly to debates about historical issues

6. Awareness of Limits of Knowledge

- a. Demonstrate appreciation of the complexity of historical knowledge, the constructed nature of historical arguments, and the potential contributions of other interpretations, methods, and disciplines

Assessments: Research essay, Book reviews, and Participation in seminar discussion

Course Timeline and Format

This course will cover early America and the Atlantic World from 1600 to 1820. This includes the British colonies that become the United States in the late 18th century, but also the multi-national, multi-ethnic, and racially diverse character of early North America. This is an in-person, face-to-face course.

Enrollment Restrictions

Enrollment in this course is restricted to graduate students in History, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.

Course Syllabus:

NOTE: Students do not need a background in early American history or have previous studied the history of the 17th and 18th centuries in depth to be successful in this course. Contact me if you have questions!

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 Dec 12, 2025:	40% of the final grade

Seminar Participation should be effective, relevant, and frequent. Students should come to class having read all the readings 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 or week 10 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 readings for our course). The titles that may be used for these reviews are: Kupperman (Week1), Silverman (Week3), Greene (Week 6), Butler (Week 6), Norton (Week7), Breen (Week10), Parkinson (Week11), DuVal (Week12), Beatty (Week 12), and Taylor (Week 13). **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. (Students who want to write a book review on Kupperman could do so, if they bring 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, and then you will 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 **October 28, 2025.** 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** describing their work-in-progress on their major paper; this will count toward participation grade. **The major paper is due December 12, 2025.** Students should submit one paper copy to Professor Rhoden (in person or to the History Department drop box) and submit another copy electronically to Brightspace.*** 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).

**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>.

Use of generative artificial intelligence (AI): The use of generative artificial intelligence (AI) tools, such as ChatGPT, is permitted in specific situations in this course. There are ethical and non-ethical uses of this technology, and there are well-documented limitations of this technology, all of which are worth considering seriously. One of the goals of this course is to provide an opportunity for you to enhance writing skills and to learn or improve skills related to conducting historical research, thinking critically and creatively, analyzing evidence, and advancing a persuasive argument. In other words, I want you to build transferrable skills and not rely exclusively on generative AI in a manner that would deprive you of learning opportunities and/or put your academic integrity at risk. The use of generative AI tools, such as ChatGPT, is permitted in this course for activities such as brainstorming and refining your ideas, drafting an outline to organize your thoughts, or checking grammar and style. Any use of such tools should be clearly acknowledged and explained. If in doubt, please ask me for clarification. For further resources, you may want to see *Western's* [*site for AI guidance*](#) or to the *Centre for Teaching and Learning's* [*resources on academic integrity and AI*](#).

Course Materials:

- Karen Kupperman, *The Atlantic in World History* (2012).
- David J. Silverman, *This is Their Land: The Wampanoag Indians, Plymouth Colony, and the Troubled History of Thanksgiving* (2019).
- 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).
- Robert G. Parkinson, *Thirteen Clocks: How Race United the Colonies and Made the Declaration of Independence* (Chapel Hill: University of North Carolina Press/OIEAHC, 2021).
- Alan Taylor, *The Civil War of 1812: American Citizens, British Subjects, Irish Rebels and Indian Allies* (orig. publ. 2010, Vintage paperback 2011).
- **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).

- **EITHER** Kathleen DuVal, *Independence Lost: Lives on the Edge of the American Revolution* (Random House, 2015).

OR

Jacqueline Beatty, *In Dependence: Women and the Patriarchal State in Revolutionary America* (New York: New York University Press, 2023).

Since materials are also available through the library, you are not required to purchase books. If you choose to purchase, any edition is fine. These books are available at the university bookstore (except for Greene which is both available through the library and as an ebook). Note that Beatty is only available as a cloth/hardcover book (not available in paperback); you may prefer to read Beatty as an ebook from the library. 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). For our OWL/Brightspace course website, access through: <https://owl.uwo.ca>. For the book store link for our class, see: <https://bookstore.uwo.ca/textbook-search?campus=UWO&term=32024&courses%5B0%5D=001/HIS9307A>

Methods of Evaluation:

Course Requirements and Grading

Seminar Participation	20% of the final grade
Four Book Reviews (5-6 pages each):	40% of the final grade (10% each)
Major Paper (15-20 pages), <u>due Dec 12, 2025:</u>	40% of the final grade

See additional details above for more detailed instructions about each course requirement.

Students must have no more than 4 unexcused absences to pass this course. All written assignments must be completed to pass the course.

Book reviews are due before the class meets in which the book will be discussed. Students select 4 reviews from several choices and so the due date depends on their selections. Late book reviews are not accepted. Students can pick a different book review option if they cannot complete a specific book review on time (at the beginning of the class in which the book is scheduled to be discussed).

Late major papers will be graded with a late penalty of 2% per day it is late (including weekdays and weekend days).

Brief oral presentations on the major paper (in progress) will count toward the participation grade for that day. Students who are absent with an excuse on their presentation day will be allowed to give their oral presentation during the next class under normal circumstances. If that is not possible, they will be able to present to the course professor during office hours or at another arranged time, in lieu of a class presentation. If the absence is an unexcused absence, there will not be an opportunity to make up the missed presentation.

Graduate students in History who require accommodation normally should see the graduate chair with their requests. Graduate students may also contact Accessible Education with accommodation requests, and it is recommended such Accessible Education requests be submitted early in the fall or even in advance of the fall term if possible. If documentation is required for either illness or non-illness academic accommodation, then such documentation must be submitted by the student directly to Accessible Education or the graduate chair and not to the instructor. Students will need accommodation (and documentation) for absences of more than two weeks to excuse those absences or to submit the major paper beyond the end of term.

Students should read the Policy on Accommodation for Illness ([Western University \(uwo.ca\)](http://www.uwo.ca))

Please read other policies at the end of this document.

Course Schedule and Readings:

Major Weekly Course Themes and Readings:

Note: This is a draft. I may make some minor changes to the articles below before the beginning of class, but I won't change book selections noted above as "required books/readings."

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)

Ned Blackhawk, *The Rediscovery of America: Native Peoples and the Unmaking of U.S. History* (New Haven: Yale University Press, 2023), introduction, 1-9. [ebook on course reserves]

Week 2. Early Newcomer-Indigenous Relations

Required Readings:

Ned Blackhawk, *The Rediscovery of America: Native Peoples and the Unmaking of U.S. History* (Yale, 2023), ch1 "American Genesis: Indians and the Spanish Borderlands," 17-45. [ebook course reserves]

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).

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. (optional)

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.

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.

Susan Sleeper-Smith, "Encounter and Trade in the Early Atlantic World," in *Why You Can't Teach United States History without American Indians*, edited by Susan Sleeper-Smith et. al., (Chapel Hill: University of North Carolina Press, 2015), chapter 2, 26-42.

Week 3. Puritanism, The Wampanoag, and The New England Way

David J. Silverman, *This is Their Land: The Wampanoag Indians, Plymouth Colony, and the Troubled History of Thanksgiving* (2019).

Either:

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

OR

Cheryl C. Smith, "Out of Her Place: Anne Hutchinson and the Dislocation of Power in New World Politics," *The Journal of American Culture*, Vol. 29 Issue 4 (Dec 2006), 437-453.

Week 4. Servitude, Slavery & Labor Systems

(Read in the order listed below to follow more easily 17th/18th century developments.)

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." [ebook in course reserves]

Jennifer L. Morgan, *Reckoning with Slavery: Gender, Kinship, and Capitalism in the Early Black Atlantic* (2021), ch5 "The Division of the Captives," 170-206. [ebook in course reserves]

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. (optional, for background)

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 Brunsman, 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 32 p.

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. (optional)

Lisa Brooks, *Our Beloved Kin: A New History of King Philip's War* (New Haven: Yale University Press, 2018), "Introduction," 1-16; ch4 "Here Comes the Storm," 140-168. (ebook on course reserves)

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: Antipopery, 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.

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]

NOTE: two-page proposal (outlining intended topic for major paper) and also a bibliography is due by email on or before 11:59 p.m. on **MONDAY, October 28, 2025.**

Week 7: Gender

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

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.

November 3-9 FALL READING WEEK: NO CLASSES

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, et. al, (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.

NOTE: Some students will give brief oral presentations in class on weeks 9 and 10 describing their work-in-progress on their major paper.

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 weeks 9 and 10 describing their work-in-progress on their major paper.

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

Robert G. Parkinson, *Thirteen Clocks: How Race United the Colonies and Made the Declaration of Independence* (Chapel Hill: University of North Carolina Press/OIEAHC, 2021).

D.H. Robinson, *The Idea of Europe and the Origins of the American Revolution* (Oxford, 2020), chapter 8: “ ‘Magna Britannia’: European Crisis, British Isolation, and Colonial Longing” pp. 245-286. (Chapter 9 “ ‘The Asylum of Liberty’: Universal Monarchy and American Nationhood” pp. 287-336, but Ch.9 is optional). This ebook is available through library course reserves.

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.

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

Jeffers Lennox, *North of America: Loyalists, Indigenous Nations, and the Borders of the Long American Revolution* (New Haven, CT: Yale University Press, 2022), 19-59. This ebook is available through library course reserves.

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 No. 3 (Fall 2011), 463-79. (optional).

Week 12: The American Revolution: Interdependence, Independence & Dependence

EITHER:

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

OR

Jacqueline Beatty, *In Dependence: Women and the Patriarchal State in Revolutionary America* (2023)

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

Week 13: Nationalism and Identity in the Early Nineteenth Century

Read Taylor and read either Brunsman or Bloch or Dreisbach.

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

Denver Brunsman, “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.

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)

December 12, 2025: MAJOR PAPER IS DUE. (Fall Term classes end on Dec 9.)

Syllabus Last Revised: June 20, 2025. There may be alterations to the syllabus made before the start of classes, although I will not change book selections.

*****TO PROSPECTIVE STUDENTS***: If you are thinking about taking this course and have any questions, please do not hesitate to contact Prof. Rhoden at nrhoden@uwo.ca**

Some of Prof. Rhoden's Thoughts on Book Reviews

Book reviews should acknowledge the strengths and weaknesses of a book, its argument, its significance, methods/approach, and sometimes the selection and use of sources. A short descriptive summary is usually typical, to acquaint the reader with the scope of the book, but that description of its contents should be brief. Book reviews should contain far more analysis than description of contents. Still, describing the argument clearly and succinctly can be, I think, somewhat analytical, even if it has a bit of a summary quality.

It is important to describe the book's strengths, in terms of its argument and also the significance and various possible implications of the argument. You may be relying on the author, who will tell you directly or indirectly what he/she thinks is the significance of the work. I realize many of you have not read many other books on this topic, and so you may not have a lot of precisely relevant reading for comparison. You may choose to read other reviews (J-STOR and other databases like "America: History and Life" will help you find them) so that you get a sense of what others have thought of the book. Yet this is optional. Of course, if you use their perspectives you'd need to cite them. I have read them. Typically published book reviews do not reference other book reviews, but you are welcome to do so. Or you could merely read them to get a sense of how the book has been received. You'll notice that published book reviews vary a lot in terms of their style and contents. Sometimes it is hard to tell they are reviewing the same book! I do not believe that your book reviews must follow a specific pattern or template. You can do things differently.

You are welcome to write about the book's weaknesses, and every book has some. When discussing the argument, consider its effectiveness, its flaws, perils and pitfalls, its limitations as well as its strengths. Could

some other details have been included, or others left out? (Remember, though it is not useful to state merely that it could have been a whole lot shorter. The author chose to write a book, not an article.) Are there any leaps in judgment between the proven and the argued? What is overlooked, overemphasized, underemphasized, or omitted? One important tip to take away: consider assessing whether the author managed to achieve the goals he/she set for the book-- did it do what it set out to do, and did it prove what it set out to prove effectively and convincingly? Why, or why not? All of these analytic matters are suitable for inclusion in your review, but I realize that one can't cover everything. Reviews, like all papers, take a specific angle or make a specific argument, and that shapes the content.

So, overall, an analysis of the strengths & weaknesses of a book (and its argument) is key to a review. You can and likely should also discuss its significance and/or implications. Beyond that, what you focus on is up to you, and depends on what angle or argument you are making overall. Hope this is helpful, and best of luck!

Additional Statements

Health/Wellness Services:

Students who are in emotional/mental distress should refer to Mental Health Support at <https://www.uwo.ca/health/psych/index.html> for a complete list of options about how to obtain help.

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

Accessibility Options:

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction. Request for Accommodations/Medical Issues

Students are entitled to their privacy and consequently they do not need to disclose personal information to their course professors. In the event that students feel the need to discuss personal information, they should see the graduate chair. 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, Prof. Francine McKenzie (historygradchair@uwo.ca) 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.

Statement on the Use of Generative Artificial Intelligence (AI):

See Statement above on p.4 on generative artificial intelligence use.

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/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf.

All required papers may be subject to submission for textual Course Outlines 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>).

NOTE: See Policies and Statements on the Graduate section of the History Department Website, https://history.uwo.ca/graduate/program_information/graduate_policies_and_statements.html. This includes additional information on academic support services for health and wellness and gender based sexual violence. You can also find information on other academic policies, including copyright, plagiarism, and accessibility.

Statement on Gender-Based and Sexual Violence:

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca