

DEPARTMENT OF HISTORY  
UNIVERSITY OF NEW HAMPSHIRE

History 605/805  
Spring 2021  
TR 2:10 to 3:30 pm  
Zoom livestream

Professor Eliga Gould  
Office: Horton 418  
Email: ehg@unh.edu  
Office Hours: T 9 to 11 am  
and by appointment

**The American Revolution, 1750-1800**

**Assigned Readings.** (Available at UNH Bookstore and Durham Book Exchange; books that are available as e-books through the Library are so indicated.)

Edward Countryman, *The American Revolution*, rev. ed. (2003).  
Gary B. Nash, *Race and Revolution* (1990) [Ebook].  
Nathaniel Philbrick, *In the Hurricane's Eye* (2018).  
Jack Rakove, *Declaring Rights: A Brief History with Documents* (1997).  
Alfred Young, *The Shoemaker and the Tea Party* (1999) [Ebook].

**Required Supplemental Readings** — All supplemental readings are posted on the HIST 605/805 Canvas site and are marked [C] in the syllabus. For the course Blackboard policy generally, please see the description on the next page.

**Course Description.**

The American Revolution is one of the most important events in modern history. Not only did it turn thirteen of Britain's American colonies into independent states, but it also helped launch the age of revolution in Europe, Latin America and the Caribbean, shaping the world that we inhabit today. In this course, we will explore the Revolution chiefly as an American event, considering its origins and its impact on society and politics. Because the American Revolution was a political event, we will be spending a good deal of time on questions of political ideology and constitutional thought. But we will also consider the social and economic setting within which the Revolution occurred and the many ways that it affected groups — women, free and enslaved blacks, and Native Americans — excluded from the formal exercise of political power.

The American Revolution has spawned an extraordinary range of interpretative traditions. One of your chief responsibilities in this course will be to examine these traditions and come up with your own answers to questions such as: How "revolutionary" was the Revolution? In what ways was the Revolution not revolutionary? What was the relationship between American slavery and American freedom? What were the eighteenth-century ideas that underlay the Revolution? What was novel about American republicanism? How compatible are the principles of liberty and equality?

**Organization and Requirements.**

The course is organized around a sequence of roughly chronological topics. With one or two exceptions, we will treat each of these themes with a set of lectures followed by a class period given over to smaller group discussions. Attendance at all scheduled classes is mandatory. Anyone who misses class repeatedly will be penalized and may fail the course altogether.

**Class Discussion and Response Papers**

Over the course of the semester, each of you must serve as a small-group leader for two of the scheduled discussions. Your performance as discussion leader will play a large role in determining the "Class Participation" portion of your grade. (I will circulate a sign-up sheet on the first day of class.) In advance of one of the discussions that you have agreed to lead, you must write a three-page typed Response Piece that relates the assigned reading for that week to the larger themes of the course. As with everything that you write at UNH, these essays should make a coherent and contentious argument that you support with evidence drawn from the assigned readings. Although I do not expect you to do outside research for your Response Piece, you may wish to draw on assignments from other weeks, as needed. Your Response Piece will form the basis for the discussions within your smaller group and is to be submitted at the end of the class. Response Papers should be uploaded to the Safe Assign Module on Blackboard (see below) before the class that they are due; I will collect hard copies at the end of class.

**Exams and Quizzes**

There will be a midterm and a final exam, each of which will consist of short essays and objective questions. I will explain each exam in greater detail closer to the event. The midterm will cover all course material through the middle of the semester. The final will be cumulative and will cover everything from the start of the semester.

## DRAFT

Along with the exams, I will give the entire class a five-minute “objective” quiz at the start of each discussion class. These quizzes will normally consist of five questions and are designed to test your comprehension of the assigned reading for that week. In order to do well on these quizzes, you need to come to class having finished all of the reading. You also need to come to class on time. Students who miss class will not be permitted to make up the quiz for that week.

### Final Papers

The last assignment is to write a final ten-page paper on one of five set questions. I will post the questions on Blackboard on the same day as the midterm exam. Your papers will be based partly on specified readings from the course syllabus and partly on outside research. As with the Response Pieces, your essays should be typed, with each essay consisting of five double-spaced pages. All papers will be due by noon on Friday, May 14. I will post instructions for submitting papers on Canvas.

### Graduate Students and Honors Undergraduates

Instead of writing the final paper, graduate students enrolled in History 805 and undergraduate Honors students will write a historiographical essay on some aspect of the Revolution other than the subject of their Response Paper. You should come speak with me no later than the week before mid-term break about your topic. The essays are due on the same day as the final paper and should be about 15 pages long and reflect a substantial amount of outside research (i.e., at least a dozen books and/or articles).

### Grades.

Midterm Exam	20%
Final Exam	25%
Final Paper/Historiographical Essay	25%
Response Paper	10%
Quizzes	10%
Class Participation	10%

### Academic Honesty

To help UNH’s efforts to maintain academic honesty, all written work in HIST 605/805 will be screened using an antiplagiarism software on Canvas. Your papers go into a database that can be checked against other written work here at UNH and elsewhere on the web to ensure that you are the sole author of the work that you are submitting and that no one else submits the work at a later date.

Every assignment that you submit while you are a student at UNH should be the exclusive result of your own efforts, and when you draw on the work of other scholars, you are expected to provide a full citation showing where you obtained the information you are using (even when you do not quote directly from the work in question). Failure to comply with these guidelines is known as plagiarism and will result in failing this class and can lead to expulsion from the University. If you are unsure of what plagiarism is, familiarize yourself with the “Academic Honesty” section of the UNH student handbook, *Student Rights, Rules, and Responsibilities*. The handbook is available at: <http://www.unh.edu/student/rights/srrr1011.pdf>. I also encourage you to try the tutorial located here: <http://cola.unh.edu/plagiarism-tutorial>. If you have any questions, please feel free to ask me.

### Covid-19

Because of Covid, the weekly lectures will be livestreamed via Zoom, using the link at the top of the syllabus, on Tuesday and Thursday from 2:10 to 3 pm. Both in-class exams will also be remote. I will have more information about the remote aspect of the class during our first meeting on February 2.

## Course Outline

### Introduction

Feb 2 Introduction: The Revolution in American History

Feb 4 The British Empire in 1750

Reading: Countryman, *American Revolution*, prologue and chap. 1; Young, *The Shoemaker and the Tea Party*, Introduction (pp. vii-xvii); Rakove, *Declaring Rights*, pp. 1-45.

### Slavery and Empire

Feb 9 Planters and Slaves

Feb 11 Discussion: Slavery and freedom — contradiction or two sides of the same coin?

Reading: Malcolm, *Peter's War*, pp. ix-xii, 1-26, [C]; Woody Holton, "'Rebel against Rebel': Enslaved Virginians and the Coming of the American Revolution," *Virginia Magazine of History and Biography* (1997), 157-192, [C]; Nash, *Race and Revolution*, pp. 3-20, 91-111.

### New England and the Middle Colonies

Feb 16 Commerce and Refinement

Feb 18 Discussion: New England "democracy" before the Revolution?

Reading: Michael Zuckerman, "The Social Context of Democracy in Massachusetts," *WMQ*, 3rd ser., 25 (1968), [C]; Young, *The Shoemaker and the Tea Party*, 3-84.

### War and the Imperial Crisis

Feb 23 Seven Years' War

Feb 25 The Stamp Act Crisis

Mar 2 Discussion: What (if anything) did Americans "owe" Britain?

Reading: Countryman, *American Revolution*, chap. 2; Gould, *The Persistence of Empire*, chap. 4; Thomas Whately, *The Regulations Lately Made* (London, 1765), excerpts, <https://teachingamericanhistory.org/library/document/the-regulations-lately-made/>; Rakove, *Declaring Rights*, pp. 46-68.

### The Birth of American Radicalism

Mar 4 Taxation, Occupation, and Military Rule

Mar 9 Discussion: The Boston Tea Party — the "real" revolution?

Reading: Countryman, *American Revolution*, chaps. 3 and 4; Young, *The Shoemaker and the Tea Party*, pp. 85-207; John Dickinson, *Letters from a Pennsylvania Farmer* (1768), TBD [Cartwright?].

### War and Independence

Mar 11 Declaration of Independence

Mar 16 The Revolutionary War

Mar 18 Discussion: The War of American Independence as a revolutionary war?

Reading: Philbrick, *In the Hurricane's Eye*, entire book; John Shy, "Hearts and Minds in the American Revolution: The Case of 'Long Bill' Scott and Peterborough, New Hampshire," in *A People Numerous and Armed* (1990), [C]; "The Declaration of Independence," July 4, 1776, [https://avalon.law.yale.edu/18th\\_century/declare.asp](https://avalon.law.yale.edu/18th_century/declare.asp).

Mar 23 Film: *Mary Silliman's War*, parts 1 and 2

Mar 25 MIDTERM EXAM

## DRAFT

### Blacks and Native Americans

Mar 30 Indian Country

Apr 1 A Slaveholding Republic

Apr 6 Discussion: A Missed Opportunity?

Reading: Gary B. Nash, *Race and Revolution* (1990), pp. 25-87, 112-201; Edward Countryman, "Indians, the Colonial Order, and the Social Significance of the American Revolution," *WMQ* (1996), [C].

### A New Order?

Apr 8 Right to Vote, Freedom to Worship

Apr 13 NO CLASS — UNH FOLLOWS FRIDAY SCHEDULE

Apr 15 Republican Mothers

Apr 20 Discussion: How "democratic" were the state governments?

Reading: Countryman, *American Revolution*, chap. 5; Jan Ellen Lewis, "Rethinking Women's Suffrage in New Jersey, 1776-1807," *Rutgers Law Review*, 1017-1035, [C]; Rakove, *Declaring Rights*, pp. 69-96.

### Trials of Confederation

Apr 22 The Treaty of Paris

Apr 27 Land, Trade, and Debt

Apr 29 Discussion: Could/should the Confederation have been saved?

Reading: Countryman, *American Revolution*, chap. 6; Richards, *Shays Rebellion*, entire book.

### The New Union

May 4 The Constitution of 1787

May 6 Washington's Presidency

May 11 Discussion: A problem solved?

Reading: Countryman, *American Revolution*, chap. 7; Eliga H. Gould, *Among the Powers of the Earth: The American Revolution and the Making of a New World Empire* (2012), intro. and chap. 4, [C]; Rakove, *Declaring Rights*, pp. 97-194.

May 14 FINAL PAPERS — DUE BY 12 NOON ON HIST 605/805 CANVAS SITE

TBD FINAL EXAM