

11/25/21

DEPARTMENT OF HISTORY
UNIVERSITY OF NEW HAMPSHIRE

History 690/890
Spring 2022
W 12:10-2 pm
Horton 445

Prof. Eliga Gould
Office: Horton 419
Phone: 862-3012
Office Hours: W 9-11 am,
and by appointment

The World of the American Revolution

Required Reading — books marked “e-book” are available in electronic form through the UNH Library

- DuVal, Kathleen. *Independence Lost: Lives on the Edge of the American Revolution* (2015).
Equiano, Olaudah. *The Interesting Narrative of the Life of Olaudah Equiano, Written by Himself* (1789),
ed. Robert J. Allison (1995) — Please note that Allison’s introduction is part of the required
reading, so you need to purchase this particular edition.
Ferreiro, Larrie. *Brothers at Arms: American Independence and the Men of France and Spain Who Saved
It* (2016)
Gould, Eliga. *Among the Powers of the Earth: The American Revolution and the Making of a New World
Empire* (2012) — e-book.
Hinderaker, Eric. *The Two Hendricks: Unraveling a Mohawk Mystery* (2010)
Jasanoff, Maya. *Liberty’s Exiles: American Loyalists in the Revolutionary World* (2011)
Merritt, Jane T. *The Trouble with Tea: The Politics of Consumption in the Eighteenth Century Global
Economy* (2017)
Sparks, Randy. *The Two Princes of Calabar: An Eighteenth-Century Atlantic Odyssey* (2004).

Course Description

To most Americans, the Revolution’s main significance lies in its impact on the internal structure of the thirteen colonies that became the United States. Yet the American Revolution was also an international transformation of the first importance, both for Britain and the British Empire, and for Western Europe, West Africa, Latin America, and the Caribbean. These wider, trans-Atlantic ramifications form the theme of this seminar. Topics will include European involvement in the Revolutionary War, the Revolution’s impact on African American slavery and the slave trade, and its implications for Latin American independence. We will also discuss the United States’ origins as a confederation of sovereign states, whose relations with each other were often as fluid and contested as relations between the Federal government and foreign countries in Europe and, eventually, the Americas.

Organization and Course Requirements

The course is organized around a sequence of roughly chronological topics. Because of the seminar format, each class period will be devoted to a combination of short presentations and group discussions. As you will note, most weeks have two reading assignments. These assignments are designed either to complement each other (especially where one of the readings comes from a primary text) or to provide competing perspectives. It is thus essential that you complete all of the assigned reading before hand and come to class prepared to discuss the issues that these readings raise with the other members of the seminar. To facilitate discussion, each student should prepare a question for discussion on each of the reading assignments in advance of class. These should be typed so that I can collect them at the end of class. There will also be a short objective quiz at the start of each class to test your comprehension of the assigned reading. Anyone who comes to class without a full mastery of all the assignments will have difficulty passing the quizzes; he or she will also receive a failing class participation grade for that week.

Over the course of the semester, every member of the seminar is expected to write a 1000-word paper on one of the scheduled reading assignments and to make a five-minute presentation to the seminar (discussed below). Although these papers are to be based on the assigned reading for that week, I expect them to reflect some outside research as

well, with a final bibliography of at least five titles (including those assigned for the topic you have chosen). The additional titles you draw on for your papers can be either primary or secondary sources. The important thing is that you write a carefully argued paper that proves a contentious point relevant to one of the scheduled topics. Papers on the topics through February 23 will be due at the start of class on February 23; starting February 23, papers will be due on the day for which the relevant topic is to be discussed.

On the week that your paper is due (or, during the first four weeks of the semester, on the week that your topic is scheduled to be discussed), you will each make a short (five-minute) presentation at the start of class to facilitate the discussion. These reports should summarize the assigned readings for that particular class, as well as your own outside reading, and bring up issues and questions for the rest of the seminar to discuss. Most weeks, I will also have some preliminary remarks about the assigned reading and scheduled topic.

Finally, there will be a typed take-home exam, which will be due by noon on Friday May 13. I will explain the specific requirements for the final exam closer to the relevant date.

For graduate and honors undergraduate members of the seminar, the final assignment will be a 15-page historiographical essay drawing on approximately a dozen sources (articles as well as books). This will be in place of the take-home exam required of the other members of the seminar. All other assignments (including the quizzes) also apply to graduate and undergraduate students. Students writing historiographical essays must make an appointment to speak with me about their papers at least a month before the May 13 deadline.

Grades

I will determine grades on the following scale:

Class Participation	20%
Quizzes	20%
Paper	30%
Final Exam (take-home)	30%

Course Outline

- Jan 26 Introduction
Reading: David Armitage, "The Declaration of Independence in World Context," *OAH Magazine* (2004); "The Declaration of Independence" (1776).
- Feb 2 The British Empire
Reading: Linda Colley, *Britons*, intro and chaps. 1 & 2, [EBSCO]; Patrick Kelly, "Ireland and the Glorious Revolution: From Kingdom to Colony," in Beddard, ed., *The Revolutions of 1688*, in [R].
- Feb 9 Native America
Reading: Hinderaker, *The Two Hendricks*, intro, chaps. 1-4, conclusion.
- Feb 16 Great War for Empire
Reading: Gould, *Among the Powers*, intro and chap. 1; Longfellow, *Evangeline*.
- Feb 23 African Slave Trade
Reading: Gould, *Among the Powers*, chap. 2; Sparks, *Two Princes of Calabar*.
- Feb 23 PAPERS ON THE PREVIOUS WEEKS' TOPICS DUE AT THE START OF CLASS
- Mar 2 Independence
Reading: Gould, *Among the Powers*, chaps. 3 and 4; [Jeremy Bentham and John Lind,] *An Answer to the Declaration of the American Congress* (1776).

- Mar 9 The Global Struggle for American Independence
Reading: Ferreiro, *Brothers at Arms* (excerpts)
- Mar 16 SPRING BREAK — NO CLASS
- Mar 23 Spain and the Americas
Reading: David J. Weber, *The Spanish Frontier in North America* (1992), chaps. 8-10; “Report of Don Vicente Zéspedes” (1790), in James A. Lewis, “Cracker — Spanish Florida Style,” *Florida Historical Quarterly* (1984): 184-204.
- Mar 30 Indian Country
Reading: DuVal, *Independence Lost*, intro, parts 1-2, 4, and conclusion.
- Apr 7 Loyalists
Reading: Jasanoff, *Liberty’s Exiles*, intro, chaps. 2-6, 9-10.
- Apr 13 Slavery and Abolition
Reading: Olaudah Equiano, *Interesting Narrative* (including “introduction” by Robert Allison); Christopher L. Brown, “Empire without Slaves: British Concepts of Emancipation in the Age of the American Revolution,” *William and Mary Quarterly*, 3rd ser., XVI (1999).
- Apr 20 Haiti and the French Revolution
Reading: Polasky, *Revolutions without Borders*, intro, chaps. 5 and 9, [EBSCO]; [TBD]
- Apr 27 Trade with China and India
Reading: Merritt, *The Trouble with Tea*, intro, chaps. 1-6, conclusion.
- May 4 Making an American Empire
Reading: Gould, *Among the Powers*, chaps. 5 and 6 and epilogue; “Brief *Amici Curiae* of Professors of Legal History in Support of Respondents, *Nestlé USA, Inc, v, John Doe, et al.*, and *Cargill, Inc, v. John Doe, et al.*,” United States Supreme Court, 2020 Term.
- May 13 TAKE-HOME EXAMS AND GRADUATE AND UNDERGRADUATE HONORS ESSAYS DUE IN MY BOX IN THE HISTORY DEPARTMENT BY NOON