History 631  
*Era of the American Revolution*  
Spring 2017

Prof. Rosemarie Zagarri  
Office: Robinson B, Room 371B  
email: rzagarri@gmu.edu

Office hours: Wednesdays, 5:00-6:00 p.m. and by appointment.

**Required Books:**
- Brendan McConville, *The King's Three Faces: The Rise and Fall of Royal America, 1688-1776*
- Steven Pincus, *The Heart of the Declaration: The Founders' Case for an Activist Government*
- Kathleen DuVal, *Independence Lost: Lives on the Edge of the American Revolution*
- Janet Polasky, *Revolutions without Borders: The Call to Liberty in the Atlantic World*
- David Waldstreicher, *Slavery's Constitution: From Revolution to Ratification*
- Colin Calloway, *The Scratch of a Pen: 1763 and the Transformation of North America*
- Jim Piecuch, *Three Peoples, One King: Loyalists, Indians, and Slaves in the Revolutionary South, 1775-1782*
- Susan Klepp, *Revolutionary Conceptions: Women, Fertility, & Family Limitation in America, 1760-1820*
- Philip Gould, *Writing the Rebellion: Loyalists and the Literature of Politics in British America*
- Jack Rakove, *Original Meanings: Politics and Ideas in the Making of the Constitution*

**DATE**    **TOPIC and READINGS**

**Jan. 25**    **Many Paths /Many Revolutions**  
Reading: Gregory Nobles and Alfred Young, "Introduction" to *Whose American Revolution Was It? Historians Interpret the Founding*, 1-12  
(Blackboard)

**Feb. 1**    **Empires and Indians**  
Reading: Calloway, *Scratch of a Pen*  
(For comparative review: Timothy Shannon, *Indians and Colonists at the Crossroads of Empire: The Albany Congress of 1754*)
Feb. 8  Empire and Identity
   Reading: McConville, *King's Three Faces*
   (For comparative review: Linda Colley, *Britons: Forging the Nation 1707-1837*)

Feb 15  Building a Resistance Movement
   Reading: T. H. Breen, *Marketplace of Revolution*
   (For comparative review: Ellen Hartigan-O'Connor, *The Ties That Buy: Women and Commerce in Revolutionary America*)

Feb. 22  Mobilization and Mixed-Motives
   Reading: Holton, *Forced Founders*
   (For comparative review: Michael McDonnell, *The Politics of War: Race, Class, and Conflict in Revolutionary Virginia*)

March 1  Imagining Independence

March 8  Declaring Independence
   Reading: Pincus, *Heart of the Declaration*; David Armitage, "The Declaration of Independence and International Law," *William and Mary Quarterly* 59 (2002), 39-64 (JSTOR); draft of the Declaration of Independence (Blackboard)
   (For comparative review: Pauline Maier, *American Scripture: Making the Declaration of Independence*)

March 22  The Fate of Loyalists
   Reading: Gould, *Writing the Rebellion*
   (For comparative review: Bernard Bailyn, *The Ordeal of Thomas Hutchinson*)

March 29  The Revolution on the North American Continent
   Reading: DuVal, *Independence Lost*
   (For comparative review: Elizabeth Fenn, *Pox Americana: The Great Smallpox Epidemic of 1775-82*)
April 5  Slavery and Revolution

April 12  Women in Revolutionary America

April 19  Creating a More Perfect Union
   Reading: Rakove, *Original Meanings*; R.R. Palmer, "The People as Constituent Power" (Blackboard); US Constitution (For comparative review: Pauline Maier, *Ratification: The People Debate the Constitution, 1787-1788*)

April 26  The Revolution in the Atlantic World
   Reading: Polasky, *Revolutions Without Borders*

May 3  Revolution, Rebellion, or Colonial War for Independence?

FINAL PAPER DUE by 5:00 pm on Monday, May 15 in hard copy. No email papers will be accepted, unless prior arrangements have been made with the instructor.

Grading:
Participation* 20%
One 4-to-5 page book review** 15 %
One 7-to-8 page comparative review*** 25%
Final review essay (12 pages, plus endnotes) 40%
**PARTICIPATION** in class discussions is essential in a graduate-level seminar. I assign a participation grade to each student after each class. If you are reluctant to speak up in class, or feel as though you cannot inject yourself into the discussion, please speak with me and we can arrange an alternative method of assessment. Your participation grade will also include your oral, in-class summary of the extra book you read for the comparative book review.

**NOTE ON BOOK REVIEWS**: An analytical book review is NOT simply a summary, or restatement, of the book's contents. Instead, a good book review highlights the work's main thesis and discusses the way the historian proves his/her major points. To do this, you should think about the following questions: What kind of primary sources (i.e., major genres of sources) does the author use? How convincing is the author's argument, based on these sources? What logical inconsistencies or historical flaws do you notice in the argument? Be sure to give specific examples from the book to demonstrate your point. In your conclusion, you should review the work's strengths and limitations and answer the following question: How does this work change/modify/add to my understanding of the American Revolution? Feel free to mention other relevant works in process of reviewing your book. IT IS ADVISED THAT STUDENTS NOT CONSULT PUBLISHED REVIEWS OF THE BOOK. The professor periodically checks student reviews against published reviews so as to preclude the possibility of plagiarism.

***COMPARATIVE BOOK REVIEWS*** should compare and contrast the major arguments and interpretive methods of the two works under consideration. Although your essay must mention the differences in content or emphases between the two books, your focus should be on showing how each historian's sources and methods yield similar and/or different understandings of the same general subject related to the American Revolution. You need not argue that one book is necessarily "better" than the other; you need to show how two books on similar topics approach the subject in different ways. In your conclusion, you should answer this question: What are the relative strengths and limitations of each approach as a way of elucidating a certain aspect of the Revolutionary era?

**DROP DEADLINES**

The last day to drop a class without tuition liability is Jan. 30, 2017. THE FINAL DROP DATE is Feb. 24, when there is a 67% tuition liability.

**ACADEMIC ACCOMMODATIONS**

Students who require academic accommodations should contact the Disability Resource Center at (703) 993-2474 who will then be in touch with me.

ALL STUDENTS ARE EXPECTED TO ABIDE BY THE UNIVERSITY HONOR CODE. Violations will be referred to the Honor Board for action.