**HISTORY 161B**

**Revolutionary America**

Tues-Thurs 11-12:15 HSSB 4020

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Office Hrs: Thurs 12:15-2:15

**Course Description:**

This course is designed to immerse students in the ideas, events and diverse communities that lived through the Anglo-American Revolution of 1775-1782. Through a variety of readings and activities students will gain a comprehensive understanding of the attitudes, cultures, tensions and motivations of North America’s residents (English, Spanish, French, African American, Native American) and British imperial officials in this period. We will explore a variety of individuals, and situate their understanding of the events in the larger period of transformation, from the end of the Seven Years’ (“French and Indian”) War in 1763 to the so-called “Second American Revolution”—the War of 1812. The primary mode of instruction will be through active engagement with cutting edge historical interpretation (books), primary historical documents (pamphlets, polemics, material culture), and immersive role-play (see below—“The Game”), which spans five weeks of the class.

**The Game:**

Students will explore critical documents and decision points of the American Revolution, through a tightly focused role-play experience around conflict between Patriots and Loyalists in New York City using a method developed at Barnard College almost two decades ago. “Reacting to the Past” focuses on the points of intersection between the ideas of great thinkers and the attempts by political and religious leaders to institutionalize those ideas. Seminar will begin with essential background information and a chance to do readings to prepare for your role in the game. Then by week three, play begins, with the first faction meetings. Each student will be assigned a unique role. Most students will be part of a faction, either “patriot” or “loyalist”. Some students will be given independent roles. These are the most important roles, as each character’s decisions has the power to determine the outcome of the game. Although all the materials we use are drawn from actual historical events, the game is designed to allow for a different outcome than that which actually happened. No matter what happens, students will have a chance to experience the chaos, uncertainty, and the contingent nature of the events during a revolutionary upheaval. The importance of different forms of leadership emerges vividly, and students will have a memorable experience.

The game begins with the abstract (extensive excerpts from John Locke’s *Second Treatise of Government*) and moves to the concrete in the pamphlets of Samuel Johnson, Thomas Paine, and others. As will be seen and experienced, there are additional ideological elements in play as well—classical republican thought, among others—but the factions and their approaches cannot be divided simply between purists and pragmatists. At stake for all sides in New York City in 1775-76 was an attempt to comprehend the particular historical moment using the ideas of “great thinkers” like Locke, yet still take actions which had results unknowable for themselves and their society. The keys to success in game play will be persuasion in all its forms, but also adaptability over time.

**Required Texts:**

*(All of these are on two-hour reserve in the library, but please plan to secure your own copies, especially of the Offutt book, which is the key game book).*

Robert Allison. *The American Revolution: A Very Short Introduction*. New York: Oxford University Press, 2015.

Joseph J. Ellis. *His Excellency: George Washington*. New York: Vintage Books, 2004.

Bill Offutt. *Reacting to the Past: Patriots, Loyalists, and Revolution in New York City, 1775-1776*. 2nd Edition, New York: W. W. Norton & Co., 2015.

David Waldstreicher. *Slavery’s Constitution*. New York: Hill and Wang, 2009.

ADDITIONAL MATERIALS ON RESERVE:

**Politics/Military/General:**

* Edward Countryman, *The American Revolution*
* David Fischer, *Paul Revere’s Ride*
* David Fischer, *Washington’s Crossing*
* Gordon Wood, *The Radicalism of the American Revolution*
* Bernard Bailyn, *The Ideological Origins of the American Revolution*
* Alfred Young, *The Shoemaker and the Tea Party: Memory and the American Revolution*
* Alfred F. Young, *Masquerade: The Life and Times of Deborah Sampson, Continental Soldier*
* Woody Holton, *Unruly Americans and the Origins of the Constitution*
* Barnet Schechter, *The Battle for New York*

**Women/Gender:**

* Marla Miller, *Betsy Ross and the Making of America*
* Mary Beth Norton, *Liberty’s Daughters: The Revolutionary experience of American Women, 1750-1800*
* Alfred F. Young, Masquerade: *The Life and Times of Deborah Sampson, Continental Soldier*
* Joy Day Buel and Richard Buel, *The Way of Duty: A woman and her family in Revolutionary America*

**Race:**

* Joanne Melish, *Disowning Slavery: Gradual Emancipation and “Race” in New England, 1780-1860*.
* Jill Lepore, *New York Burning: Liberty, Slavery and Conspiracy in Eighteenth-Century Manhattan*
* Colin G. Calloway, *The American Revolution in Indian Country: Crisis and Diversity in Native American Communities*
* Woody Holton, *Forced Founders: Indians, Debtors, Slaves, and the Making of the American Revolution in Virginia*

**Loyalists:**

* Maya Jasanoff, *Liberty’s Exiles: American Loyalists in the Revolutionary World*
* Mary Beth Norton, *The British-Americans: The Loyalist Exiles in England, 1774-1789*
* Robert Gross, *The Minutemen and Their World*

You will have access to a preceptor (advisor) for the class, who can help advise you on strategy and point of view in the *Reacting to the Past* role play game portion of the class.

**Class Grading and Requirements:**

## Game Paper #1: 15% (3-5 pp, typed double spaced)

## Game Paper #2: 15% (3-5 pp, typed, double spaced)

## Quizzes, Study Questions, Game, and Class Participation: 30%

## Final Exam paper (5-7 pp, typed, double spaced): 40%

## *A note about Earned Game Points:* Up to 10 pts will be added based on play, including achieving personal objectives and faction objectives. Rewards will be assigned based on points earned, but your grade in this class is NOT AFFECTED by whether you side wins or loses. Rather, you will be graded based on your participation, immersion in your role, and the strength of your spoken and written work.

## LEARNING OBJECTIVES:

**Critical Thinking**: making an argument, supported by evidence, that anticipates strong criticisms and refutes them; breaking someone else's argument; and advancing a contrary thesis.

Every student will explicate his/her arguments in at least one formal oral presentation from a podium; additional oral performance in the course of the game will come from the “floor.”

**Writing**  Every student will show improvement and mastery in persuasive writing, using logic, specific evidence, and engagement of audience in your essays. Please remember to attend to the following technical issues:

a) Mode: Choose an appropriate genre and mode of writing suited for the specific rhetorical task to be accomplished;

b) Audience Engagement: Include an introduction and conclusion whose specific task is to engage the audience;

3) Sentence and paragraph coherence: Ensure that every sentence in a paragraph advances the thesis of that paragraph, and that the paragraphs themselves are arranged in a logical sequence.

4) Active verbs: Avoid passive structures and weak verbs;

5) Avoid the most common usage errors: Misuse of semicolons and possessives, unclear referents; mixed metaphors.

**Speaking** Students will speak from notes, or extemporaneously, and without consulting prepared texts, and will engage freely in debates.

**Leadership** Every student will have a chance to lead at least one faction, or be in a position of leadership within the class, utilizing his/her own judgment.

**Teamwork and Problem-Solving** Every student, similarly, will be a member of at least one team, charged with the task of helping it work effectively and solve unstructured problems.

**Making "Citizens of the World"**  Every student will be encouraged, as classicist Martha Nussbaum has proposed (*Cultivating Humanity),* to transcend "the inclination of both students and educators to define themselves primarily in terms of local group loyalties and identities,"--to become "citizens of the world". Nussbaum proposed that students should learn to identify both with "distant cultures" and with "ethnic, racial, and religious minorities with her own" (p.69). To that end, every student will identify with multiple characters and thus transcend her own cultural constraints.

**Building Community** You will find that you get to know your teammates very well through a reacting game, and that you will emerge from play with an enhanced sense of community and comradeship.

**Key Concepts—**

*Each student will, at the end of the class, understand and be able to explain the following key concepts that were at issue in Revolutionary North America:*

## The philosophical basis of government, including social contract, consent, majority rule, and laws

## Property—its origin, rights to, protection of by government

## The rule of law and role of courts

## Theories of the right of rebellion/revolution under certain circumstances

## The historical role of violence (both organized as well as spontaneous), and when it is/is not legitimate to use violence or its threat

## Political legitimacy of a government—how political legitimacy is gained, maintained, lost

## *In addition, students will know the basic chronology of events from 1763 to the early Republic period, and* *have a firm understanding of the importance of historical contingency, diversity, and the importance of agency in effecting historical transformation.*

## ORGANIZATIONAL DAY

## *September 22*—Introduction

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## WEEK ONE

***September 27***— Eighteenth-Century Americans…

***September 29***— Revolutionary America—background and context

***Week One Readings:***

*Tuesday:*

* Allison, pp.1-19
* Ellis, pp. 3-72
* **Test your comprehension** (Quiz 1): America before the crisis of April 1775

*Thursday:*

* Offutt: pp. 1-13, 22-36:

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**WEEK TWO**

***October 4***—Political Ideologies

***October 6***—The Pamphlet War

***Week Two Readings:***

*Tuesday:*

* Offutt, pp. 36-61 and 97-131 (John Locke, Second Treatise of Government)
* **Test your comprehension** (Quiz 2): “Understanding Locke”

*Thursday:*

* Offutt, pp. 131-159 (Dulany, Jenyns, Johnson, Seabury).
* **Roundtable forum**: Our pamphlet authors meet.

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**WEEK THREE**

***October 11***—Urban Spaces **(role sheets distributed)**

* + ***NB: Keep the details of your role sheet SECRET from other players***

***October 13***—War Looms

***Week Three Reading:***

*Tuesday:*

* Barnet Schechter, *The Battle for New York* (2002); Chapters 1 and 2 (pp. 11-45) **posted on Gauchospace**

*Thursday:*

* Offutt, pp. 14-17, 19-21, 63-95.
* Read your Role Sheet with care--
  + ***NB: Keep the details of your role sheet SECRET from other players***
* Be ready to introduce yourself and participate in a pre-game faction meeting

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**WEEK FOUR**

***October 18***—Game Play Begins— *Public Session I (April 2, 1775)*

***October 20****—Public Session I* (continued)

***Week Four Reading:***

*Tuesday:*

* Speaker of Provincial Congress Elected, Congress organized, factions mingle.
* Initial Speeches (ie, Paper #1 due from listed players, see Offutt, p. 81; review Offutt pp. 85-87)

*Thursday:*

* *Paper #1 due from listed players (as above) in class.*

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**WEEK FIVE**

***October 25****—Public Session II*

***October 27****—Public Session III (August 15, 1775)*

***Week Five Readings and Assignments:***

*Tuesday:*

* all remaining Loyalists and Patriots in Congress should present their views orally
* ***NB: Any character who has not yet spoken from the podium must do so this week.***
* ***NB: Provincial Congress must vote on Association before the end of this session.***

***PAPER # 1 DUE: All players must turn in Paper #1 by beginning of class, October 27.***

*Thursday:*

* Cuyler’s First Newspaper (April 1-Aug 15, 1775) must have been distributed by this point and posted to Gauchospace by 5 pm, Wednesday;
* Read Cuyler’s First Newspaper on Gauchospace
* Cuyler: bring several hardcopies to class

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**WEEK SIX**

***November 1***—Public Session III (cont)

***November 3***—Public Session IV begins (December 1775-January 1776)

***Week Six Assignments:***

* *Read Waldstreicher, pp. 21-56;*
* *Begin Offutt, pp. 160-192 (Paine, Chalmers)*

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**WEEK SEVEN**

***November 8—*** Public Session IV concludes

***November 10—***Public Session V (Spring 1776 through Dec 1776)

* Debate on Independence
* Debate on Reconciliation Proposals.

***Week Seven Reading:***

*Tuesday:*

* **NB: All players post paper #2 by the beg. of class, Tuesday**
* Finish Offutt pp. 160-192 (Paine, Chalmers)
* Allison, pp. 20-54.

*Thursday:*

* Cuyler’s Second Newspaper (Aug 15, 1775-Apr. 1, 1776) must have been distributed by this point and posted to Gauchospace by 5 pm, Wednesday;
* Cuyler: bring several hardcopies to class
* Everyone else: Read Cuyler’s newspaper on Gauchospace and be ready to debate it on Thursday.

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**WEEK EIGHT:**

***November 15—*** Public Session VI

Final Vote on issue of accepting the Declaration or accepting the Peace Commission; Final speeches from all players.

* **NB: All players need to have posted paper #2 by the beginning of class, Thursday**

***November 17***—Game Debrief: What REALLY happened, and what happened next…

***Week Eight Reading:***

*Tuesday:* Allison, pp. 55-85;

*Thursday:*

* Ellis, pp. 73-146.

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**WEEK NINE:**

***November 22***—Reading/Prep day

***November 24***—UNIVERSITY HOLIDAY: Thanksgiving

***Week Nine Reading:***

*Tuesday:*

* *Allison,* pp. 86-112 (finish the book)
* *Waldstreicher,* pp. 57-105

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**WEEK TEN:**

***November 29***—Mobocracy?

**Test your comprehension** (Quiz 3): North America after 1782

***December 1***—The Early Republic

***Week Ten Readings:***

*Tuesday:*

* Waldstreicher, pp. 107-157; Also read the Prologue, pp. 3-19

*Thursday*

Review.

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**Wednesday, December 7—Noon**—

Final Examination/Final Paper (6-8 pp) due at HSSB 4260

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**(1) Disabled Students Program: accommodations for exams**

Students with disabilities may request academic accommodations for exams online through the UCSB **Disabled Students Program** at <http://dsp.sa.ucsb.edu/>. Please make your requests for exam accommodations through the online system as early in the quarter as possible to ensure **proper**arrangement.

**(2) Managing stress / Supporting Distressed Students**

Personal concerns such as stress, anxiety, relationships, depression, cultural differences, can interfere with the ability of students to succeed and thrive. For helpful resources, please contact UCSB **Counseling & Psychological Services (CAPS)** at [805-893-4411](tel:805-893-4411) or visit <http://counseling.sa.ucsb.edu/> .

If you know of a student in distress, please contact [805-893-3030](tel:805-893-3030) immediately and/or consult the **Responding to Distressed Student Protocol** at <http://www.sa.ucsb.edu/distressedstudentsguide>.

**(3) Responsible scholarship**

Honesty and integrity in all academic work is essential for a valuable educational experience.  **The Office of Judicial Affairs** has policies, tips, and resources for proper citation use, recognizing actions considered to be cheating or other forms of academic theft, and students’ responsibilities, available on their website at: [http://judicialaffairs.sa.ucsb.edu](http://judicialaffairs.sa.ucsb.edu/).  Students are responsible for educating themselves on the policies and to abide by them.

**(4)** Furthermore, for general**academic support**, students are encouraged to visit **Campus Learning Assistance Services (CLAS)**early and often. CLAS offers instructional groups, drop-in tutoring, writing and ESL services, skills workshops and one-on-one consultations. CLAS is located on the third floor of the Student Resource Building, or visit [http://clas.sa.ucsb.edu](http://clas.sa.ucsb.edu/)