

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities

MILH 532

British Perspective of the American Revolution

3 Credit Hours

8 Week Course

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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Instructor Information

See the initial link in the classroom for your instructor contact information.

Course Description

This course details the British view of the Revolution and the long hidden perspective of the American Revolution. Topics include British colonial politics, diplomacy, political and military leadership, factors of influence in Great Britain during the Revolution, and post-war views of America.

Course Scope

The American Revolution, typically called War for American Independence in Great Britain, grew out of a number of factors, including opposition to imperial tax and economic policies following the Seven Years' War

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Course Scope

The American Revolution, typically called War for American Independence in Great Britain, grew out of a number of factors, including opposition to imperial tax and economic policies following the Seven Years' War (French and Indian War in North America) as well as a growing sense of political alienation in the colonies. A desire for more economic and political self-rule as fired by Enlightenment concepts of individual liberty and the relationship of the people to the state all fed the discontent and laid the foundation for the outbreak of open rebellion in Boston in April 1775, an event for which the British government and military found themselves completely unprepared.

This course takes the student from the early days of the conflict, starting at the outbreak of the conflict at Lexington and Concord, Massachusetts in April 1775, through the surrender of Lord Cornwallis at Yorktown, Virginia in October 1781 and the eventual settlement of the Peace of Paris in 1783. It addresses the political, constitutional, economic and military aspects of the British effort to suppress the rebellion in the North American colonies and return them to allegiance while simultaneously fighting a global war against the Bourbon Powers of France and Spain, and, by 1780, the Dutch. The course examines the British perspective from both the military and political aspects and at all levels of war from policy to grand strategy to military strategy to operational execution.

Course Objectives

After the successful completion of this course, students will be able to

1. Analyze the key events in the struggle for American Independence and the significance of these key events in terms of influencing and shaping British policy, military strategy and resultant operations in terms of suppressing the rebellion and restoring allegiance to the Crown;
2. Analyze the British constitution in terms of its war-making and military/naval/maritime decision-making and plan execution dynamics;
3. Analyze the nature, structure and dynamics of the late 18th-century British Army and Royal Navy and how the nature of Crown forces drove military strategy, operations and tactics;
4. Compare and contrast accomplishments and strategic/operational leadership of the major British, French, Spanish and Patriot commanders;
5. Analyze the impact of widening of the war to a global conflict after the French, Spanish and Dutch intervened on the British perception and decision-making;
6. Construct an argument for or against the proposition that the British could have crafted a strategy that would have won the war, suppressed the rebellion and returned the colonies to allegiance.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (located in Resources in SAKAI) and access to the online learning management system (SAKAI) will be made available to each student. Online assignments are due by Sunday evening of the week except as otherwise noted and may include discussion questions (accomplished in Forums), examinations, and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals we understand you must manage competing demands on your time. However, routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

No late assignment will receive an A grade unless the instructor has been contacted before the due date with a valid reason.

Course Materials

Required Textbooks: *Student Purchase*

O'Shaughnessy, Andrew Jackson. *The Men Who Lost America: British Leadership, the American Revolution, and the Fate of the Empire*. New Haven: Yale University Press. 2013.

Wood, W.J., and J.S.D. Eisenhower. *Battles of the Revolutionary War, 1775-1781*. New York: Da Capo. 2009.

Additional Required Readings: *In Resources Files or Provided by Instructor*

Christie, Ian R. "British Politics and the American Revolution." In *Albion: A Quarterly Journal Concerned with British Studies* 9, No. 3 (1977): 205-226.

Fisher, Linford D. "Loyalists: American Revolution." In *World at War: Understanding Conflict and Society*. ABC-CLIO, 2010.

Fremont-Barnes, Gregory. "British Army: American Revolution." In *World at War: Understanding Conflict and Society*. ABC-CLIO, 2010.

Marston, Daniel Patrick. "Loyalist Units: American Revolution." In *World at War: Understanding Conflict and Society*. ABC-CLIO, 2010.

Piecuch, Jim. "The Myth of French Assistance." In *World at War: Understanding Conflict and Society*. ABC-CLIO, 2010.

Rhoden, Nancy L. "Patriots, Villains, and the Quest for Liberty: How American Film has Depicted the American Revolution." *Canadian Review of American Studies* 37, no. 2 (2007): 205-238.

Robson, Eric. "The War of American Independence Reconsidered." In *History Today* 2, No. 5 (1952): 126-137.

Tucker, Spencer C. "The Importance of French Aid." In *World at War: Understanding Conflict and Society*. ABC-CLIO, 2010.

Optional Resources (Recommended):

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. Chicago: University of Chicago Press, 2007.

IMPORTANT NOTE: The Department of History and Military History requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.

Copyright/Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

Evaluation Procedures

1. Readings, Assignments, and Participation: You will be required to read around 800 pages for the course; doubtless more, depending upon your research efforts. You will also be required to thoughtfully respond to weekly forum discussion topics. While the forum items will normally be drawn from the weekly reading assignments, they may be modified at the discretion of the instructor. Your responses – also called “posts” – will involve analyzing readings, comparing and contrasting the views of authors, and critiquing arguments presented by the readings or the class responses and discussions should abide by the University Netiquette policy. The purpose of the forum’s discussion board activities is to expand your learning opportunities by engaging in academic and thought-provoking asynchronous conversation with your classmates and instructor. The instructor’s role is to facilitate the learning process by participating in the discussions and moving conversations by promoting an advanced level of inquiry.

Beginning in Week 2 and continuing through Week 8, there will be 35 possible grade points awarded for participation in the discussion forum items: seven weeks at five points per week. Posts will be reviewed for accuracy of interpretation, rigor of argument, and clarity of expression. Generally – although this may vary in accordance with the particular topic – weekly initial posts should be about 250 words in length (2.5 maximum points), while a maximum of 2.5 points will be awarded for responses to other student’s posts, or to the instructor’s follow-up weekly forum comments. These secondary weekly posts should be a minimum of 100 words in length. Keep in mind that, when responding to other students, or to the secondary instructor posts, it is not enough to simply state “I agree.” Respond to their post in a way that moves the discussion forward, and demonstrates your knowledge or unique perspective on the topic.

NOTE: While you are, of course, free to posts any number of on point comments during a particular week, recognize that, once again, you will only receive a maximum of 5 points for a particular week’s forum postings, be they to the initial weekly forum topic (2.5 points), and/or to responses to other students or instructor (2.5 points).

As a rule, if, for any number of reasons, I feel that there is a problem with your postings – normally this might be insufficient or inappropriate responses – I will contact you directly, by private email, to pursue the issue, as I prefer not to discuss matters of this nature in the public forum. Further note that the weekly discussion board will be closed at the end of a particular week – 11:55 PM midnight, Sunday evening, EDT – and a new board will be opened to facilitate the next week’s discussion topic. Once the week has passed – and that week’s board has been closed – it will not be reopened to allow new posts and you will forfeit any points for that particular week if you have not responded. Accordingly, make every attempt to post responses within the appropriate weekly timeframe.

2. Analysis of Academic Essay: Each student will be required to write a 500-750 word analysis of the academic essay "Patriots, Villains, and the Quest for Liberty: How American Film has Depicted the American Revolution." Originally published in the *Canadian Review of American Studies* 2007 and uploaded in the course resources folder. As noted in the abstract:

This study of a dozen American films featuring the American Revolution (released 1939-2002) evaluates the major characters (patriots and loyalists), diverse plots, and various social/class themes. Cinematic and popular culture understandings of the revolution are compared with the interpretations of historians to reveal thematic consistencies, noteworthy variations, and conceptual gulfs between filmmakers and historians.

For our purposes, this essay will provide unique and valuable perspectives with respect to the many differences in teaching the history of the American Revolution in Canada (primarily the British perspective) as opposed to the United States. Author Rhoden suggests that qualities that many Americans admire can, in some instances, offend the sensibilities of Canadians; further that viewers' opinions of a given film's historical accuracy are shaped by their general acceptance or rejection of various American national mythologies embedded in film. In the course of the review, address, at a minimum, the following four items:

1. Who are the villains? Why do the films have to have a villain?
2. Why aren't loyalists (according to Rhoden) studied with great vigor?
3. Which Americans are being portrayed in these films, elites or common people; and why do the films seem to portray the British as aristocrats?
4. Why would the films have an "anti-aristocratic message?"

The analysis shall be typed, double-spaced, and in a 12-point Times New Roman font. See the link in the course resources folders for a sample – including place holder (*Lorem Ipsum*) text – for the recommended format for this assignment. There will be 15 possible grade points awarded for submission of the analysis of academic essay "Patriots, Villains, and the Quest for Liberty."

3. Analytical Essay: Scenario: "Battles are so admirably fought after everything is over," Major-General Robert Long wrote to his brother in December 1811, "and the science of after-thought is so overwhelming that there is no standing against it." As suggested by Eric Robson (1952) in *The American Revolution, Its Political and Military Aspects, 1763-1783*, afterthought, and judgment by modern standards, have strongly influenced the description of the War of American Independence by the majority of historians: their attitude to the British conduct of the war can be summed up in the charge of incompetence, and the problems the British faced have been either overlooked or rapidly dismissed. Still, the disadvantages from which the British commanders may have suffered do not entirely account for the British loss.

An examination of these disadvantages may well lead to a different conclusion – that the scales were weighted against the British from the beginning, and that only a staff composed of men of military genius, backed by a decisive and imaginative government in London, could have secured a British victory in this war. Men of considerable talent, and of much goodwill and conviction, failed in what was an impossible task. Against this backdrop, what is your opinion? Were there indeed "disadvantages" under which the British labored, and what was their effect? "Why Did the British Lose the American Revolution?"

Basically, in an essay format, you should share your own thoughts and opinions on the matter, as developed and supported by original research into the issues. Essays will be a minimum of 2500 and a maximum of 3000 words

and should begin with a clear and easily identifiable thesis statement and include a minimum of 15 reference citations – taken from ten different source documents – and a bibliographic list of works cited. The essays shall be typed, double-spaced, and in a 12-point Arial or Times New Roman font. Note that word count is typically 250 words per page, and the title page and bibliography pages are not to be included in the page count. For reference purposes, a short Turabian citation formatting guide is uploaded in the course folders.

NOTE: The analytical essay process consists of the following graded steps:

Week 4 - Submission of a preliminary *annotated* bibliography of works to be included in the proposal. At this point, a minimum of 10, properly formatted items are required. (10 points)

Week 8 - Submission of a final, properly formatted analytical essay. (40 points)

Regarding Internet sources to be used citation purposes, acceptable sites include scholarly websites and documents available through the APUS Online Library, or other academic and governmental holdings, libraries, archives and databases. For our purposes, *Wikipedia* (as well as the other “*Wiki*” sites) is not considered a valid academic source. Note that, as graduate students, it is *your* responsibility to ensure the proper formatting for your working bibliography and footnote entries. There will be a total of 40 possible grade points awarded for submission of the analytical essay.

Evaluated Activities

Assignment	Number of Points	Percent of Final Grade
<i>Week 2</i> : Analysis of Academic Essay: A 500-750 word analysis of the academic essay “Patriots, Villains, and the Quest for Liberty: How American Film has Depicted the American Revolution” (Rhoden Essay).	15	15%
<i>Week 4</i> : Preliminary <i>annotated</i> bibliography of works to be included in the research project.	10	10%
<i>Week 8</i> : Analytical Essay (2,500 to 3,000 Words – Assigned Topic)	40	40%
Class Participation (Computed at end of course)	35	35%
Total	100	100%

NOTE: Written assignments are normally due on Sunday of a particular week. Review the syllabus for specific requirements. Please see the [Student Handbook](#) to reference the university [grading scale](#).

Course Outline

Week	Topic	Learning Objectives	Readings	Assignments
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1	The Revolution in Context: Strategic Considerations and the Status of the British Army at the Onset of Hostilities	<p>Comprehend the context in which the rebellion developed, including British imperial economic, revenue, and political policy (Course Objectives 1, 2, and 3).</p> <p>Analyze, from a British military perspective, logistical and organizational weaknesses, and the failure to execute a viable strategy to suppress the rebellion. (Course Objectives 1, 2, 3, 4, and 6).</p>	<p>O'Shaughnessy, <i>Introduction and Part I: The View From London</i> (Chapters 1 and 2).</p> <p>Wood, <i>Introduction</i>.</p>	<p>Virtual Introduction (Mandatory).</p> <p>Responses to weekly discussion forum topics.</p>
2	Hostilities: The Battle of Bunker Hill, the Siege of Boston, and the Canadian Campaign	<p>Analyze British military reaction to the rebellion in Massachusetts and Canada and the strategic assumptions for suppressing the rebellion, as well as the military assumptions underlying British operational decisions (Course Objectives 1, 2, 3, 4 and 6).</p> <p>Evaluate the British political reaction in London to events in the colonies (Course Objectives 1, 2, 3, 4 and 6).</p>	<p>O'Shaughnessy, <i>Part II: Victory and Defeat in the North 1776-1778</i> (Chapters 3, 4 and 5).</p> <p>Wood, <i>Chapters 1 and 2</i>.</p> <p>Fremont-Barnes, "British Army: American Revolution"*</p>	<p>Required responses to weekly discussion forum topics.</p> <p>Analysis of academic essay assignment is due.</p>
3	Empire, Escalation, and Response: The New York, New Jersey, and Saratoga Campaigns	<p>Comprehend the dynamics and events of the British strategy in New York and New Jersey, and British perceptions of expected outcomes (Course Objectives 1, 3, 4 and 6).</p> <p>Analyze the critical importance of the Trenton, Princeton, and Saratoga engagements in terms of reviving the rebellion's fortunes (Course Objectives 1, 3, 4, 5 and 6).</p>	<p>O'Shaughnessy, <i>Part II: Victory and Defeat in the North 1776-1778</i> (Chapters 3, 4 and 5).</p> <p>Wood, <i>Chapters 3, 4, 5 and 6</i>.</p>	<p>Required responses to weekly discussion forum topics.</p>
4	Action in the Middle Colonies, Clinton Assumes Command, and Monmouth Court House	<p>Comprehend the dynamics and critical importance of the Pennsylvania and New Jersey campaigns in terms British reaction to failing to suppress the rebellion (Course Objectives 1, 3, 4 and 6).</p> <p>Analyze Clinton's elevation to commander-in-chief of British forces in the colonies, and the performance of the British Army. (Course Objectives 1, 3, 4 and 6).</p>	<p>O'Shaughnessy, <i>Part II: Victory and Defeat in the North 1776-1778</i> (Chapters 3, 4 and 5).</p> <p>Wood, <i>Chapters 3, 4, 5, and 6</i></p>	<p>Required responses to weekly discussion forum topics.</p> <p>Preliminary annotated bibliography assignment is due.</p>

5	Georgia, South Carolina, and British Strategy in the Southern Campaign	<p>Comprehend the dynamics and events of the major military operations of the Southern Campaign in Georgia and South Carolina (Course Objectives 1, 4, 5 and 6).</p> <p>Analyze the strategic assumptions of British authorities at all levels for the Southern Campaign (Course Objectives 1, 4, 5 and 6).</p>	<p>O'Shaughnessy, <i>Part III: Victory and Defeat in the South 1778-1781</i> (Chapters 6, and 7).</p> <p>Wood, <i>Chapters 7 and 8.</i></p>	Required responses to weekly discussion forum topics.
6	North Carolina, Virginia, and the Road to Yorktown	<p>Comprehend the dynamics and events of the major 1781 military operations in North Carolina and Virginia (Course Objectives 1, 3, 4, 5 and 6).</p> <p>Analyze the nature, dynamics and consequences of the loss of British strategic cohesion created by the Yorktown siege and British capitulation (Course Objectives 1, 3, 4, 5 and 6).</p>	<p>O'Shaughnessy, <i>Part III: Victory and Defeat in the South 1778-1781</i> (Chapters 6 and 7).</p> <p>Wood, <i>Chapters 9 and 10.</i></p>	Required responses to weekly discussion forum topics.
7	Global Conflict: French Intervention, Loyalists, and British Influence	<p>Analyze the impact of French intervention on British policy, strategic thinking and actions (Course Objectives 1, 4 and 5).</p> <p>Comprehend the role and nature of the Loyalist forces – both militia and provincial regulars – and the general British support by colonial civilian populations (Course Objectives 1, 3, 4, and 5).</p>	<p>O'Shaughnessy, <i>Part IV: Victory Against France and Spain 1782</i> (Chapters 8 and 9).</p> <p>Tucker, "The Importance of French Aid"*</p> <p>Piecuch, "The Myth of French Assistance"*</p> <p>Fisher, "Loyalists: American Revolution"*</p> <p>Marston, "Loyalist Units: American Revolution"*</p>	Required responses to weekly discussion forum topics.
8	Course Conclusion - The British in America: A Retrospective Analysis	<p>Comprehend the dynamics and causes of the British loss in the American colonies (Course Objectives 1, 2, 3, 4, 5 and 6).</p> <p>Revise any earlier drafts of the Analytical Essay and complete the final composition using the proper citation protocols. (Course Objectives 1, 2 and 6).</p>	<p>O'Shaughnessy, <i>Conclusion.</i></p> <p>Christie, "British Politics and the American Revolution"</p> <p>Robson, "The War of American Independence Reconsidered."</p>	<p>Required responses to weekly discussion forum topics.</p> <p>Analytical Essay is due.</p>

*course resources folders

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Writing Expectations

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#).

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter – e.g., title page, copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, abstract.
2. Narrative with scholarly attributions.
3. Back matter – bibliography, appendices

Citation and Reference Style

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes, but also may request a formal bibliography:

Footnotes, the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.

Bibliography is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.

Turabian and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

- May be in-line, but preferably set in raised [superscript](#).¹

- Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
- Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: <http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation>

Late Assignments

As previously indicated, students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

Humor Note: Despite the best of intentions, jokes – especially satire – can easily get lost or taken seriously. Accordingly, although I would request you use them sparingly, if you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺ . However, in my experience, I have found that it is generally better think about your posts in advance.

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Online Library Information

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

Inter Library Loan: The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.

Electronic Books: You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

Electronic Journals: The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

Smarthinking: Students have access to ten free hours of tutoring service per year through **Smarthinking**. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.

Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111) or class name.