1. **Title of the module**

HIST6086 (HI6086) - Loyalists: The Wrong Side of American Independence

1. **School or partner institution which will be responsible for management of the module**

School of History

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

60 credits (30 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA History (Joint and Single Honours), BA American Studies

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Understand and critically assess the origins, evolution, and legacy of the American Revolution.

8.2 Assess the relative importance of ideological, military, economic, and cultural variables in inclining historical populations towards loyalism or radicalism.

8.3 Critically analyse how the experiences of the losing side of the Revolution compared and contrasted with their “Patriot” counterparts.

8.4 Critically evaluate how race, class, and gender affected the prevalence and character of loyalism in different regions of North America.

8.5 Undertake original research using primary sources from the National Archives.

8.6 Develop a systematic understanding of the impact of diasporic loyalists on communities around the British Empire (including Canada, Africa, and the British Isles).

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Develop their critical capacities in approaching a range of textual and non-written evidence, and their ability to process and formulate this evidence into a sophisticated and cogent argument (to be assessed through essays and written examination).

9.2 Develop their ability to participate successfully in sophisticated debate, weighing evidence to change their own position or to persuade others, to be fostered in the seminar environment.

9.3 Demonstrate an understanding of the complex interrelationship of factors which cause political allegiances to develop, and evaluate the significance of these.

9.4 Evaluate the merits of scholars’ arguments on the basis of analysis of their use of source material and logical deduction.

1. **A synopsis of the curriculum**

This special subject addresses the loyalists during the American Revolutionary era, who for a host of reasons remained wedded to king and empire, and sought to resist the tide of movement towards US independence using any means at their disposal – ideological, economic, spiritual, physical, and emotional. The loyalists, identified with the interests of the British Crown, were among the great losers during the Revolutionary War and at independence. Estimates of between 60,000-80,000 departed the U.S. at the end of the war, repatriating in clusters throughout the British Empire. Celebrated and long-studied in Canada, the American loyalists, have been vulnerable to “the condescension of posterity”: for many decades vilified in nationalistic American narratives of the Founding Era, and absentmindedly overlooked in British imperial histories that looked to the Second Empire. They were a diverse lot, mobilised by diverse interests – including within their number thousands of Indians and slaves as well as wealthy whites, Anglicans, women, soldiers, ethnic minorities, and others who had benefited from royal patronage or who disparaged the Patriot movement. The subject’s topicality resonates far beyond the academy, as shown by recent developments (e.g. Scottish and Quebecois referenda, Brexit and changing sentiments on Europe, and globally prominent issues of migration and refugee integration). We treat the culture of royalism and loyalty on the eve of the Revolution, the experiences and arguments of loyalists during the Revolution (including their military history and the battles for hearts and minds), the diasporic communities of loyalists who moved to the British Isles, Sierra Leone, Nova Scotia and elsewhere, and try also to contextualise perhaps as many as half a million loyalists who remained in or returned to the U.S. after the American Revolution, who faced the prospect of an awkward reintegration.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

David Ramsay, History of the American Revolution (Philadelphia, 1789);

Jeremy Belknap, History of New-Hampshire (2 vols: Boston, 1791);

George Bancroft, History of the United States of America (New York, 1888);

Leslie F. Upton, The Loyal Whig: William Smith of New York and Quebec (Toronto: University of Toronto Press, 1969);

Neil MacKinnon, This Unfriendly Soil: The Loyalist Experience in Nova Scotia, 1783-1791 (Kingston: McGill-Queens University Press, 1986);

Theodore C. Holmes, Loyalists to Canada: The 1783 Settlement of Quakers and Others at Passamaquoddy (Camden, ME: Picton Press, 1992);

Norman Knowles, Inventing the Loyalists:The Ontario Loyalist Tradition and the Creation of a Usable Past (Toronto: University of Toronto Press, 1997)

Mary Beth Norton, The British-Americans: The Loyalist Exiles in England, 1774-1789 (Boston: Little, Brown, 1972);

Simon Schama, Rough Crossings: Britain, the slaves, and the American Revolution (New York: Ecco, 2006);

Cassandra Pybus, Epic Journeys of Freedom: Runaway Slaves of the American Revolution and Their Global Quest for Liberty (Boston: Beacon, 2006);

Maya Jasanoff, Liberty's Exiles: how the loss of America made the British Empire (London: Harper Press, 2011);

Jerry Bannister and Liam Riordan, eds., The Loyal Atlantic: Remaking the British Atlantic in the Revolutionary Era (Toronto: University of Toronto Press, 2012)

William H. Nelson, The American Tory (Oxford: Clarendon Press, 1961);

Paul H. Smith, Loyalists and Redcoats: A Study in British Revolutionary Policy (Chapel Hill: University of North Carolina Press, 1964);

Wallace Brown, The King’s Friends: The Composition and Motives of the American Loyalist Claimants (Providence: Brown University Press, 1965);

Calhoon, Robert M., The Loyalists in Revolutionary America, 1760-1781 (New York: H.B. Jovanovich, 1973);

Robert M. Calhoon, Timothy M. Barnes, and George A. Rawlyk, eds. Loyalists and Community in North America (Westport: Greenwood Press, 1994)

1. **Learning and teaching methods**

Total contact hours: 60

Private study hours: 540

Total study hours: 600

1. **Assessment methods**
	1. Main assessment methods

Essay 1 3500 words 12%

Biographic Exercise 2000 words 6%

Essay 2 3500 words 12%

Digital Mapping Exercise 6%

Seminar Participation 4%

Examination 2 x 2 hours 60%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Presentation | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Digital Humanities | **x** | **x** | **x** | **x** | **x** |  |  |  | **x** | **x** |
| Biographic Source Analysis | **x** | **x** | **x** | **x** | **x** |  |  |  | **x** | **x** |
| 2 x Essay | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** |
| 2 x Examination | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module addresses the internationalisation agenda indirectly. There are obvious content-related learning outcomes, as students taking this module will appreciate not only the historical origins and evolution of the United States and Canada, but also explore the ways in which historical individuals and communities navigated international relocation and change. The assessment tasks and a number of lectures and classes will expressly address loyalists’ migration and involvement in setting up and influencing new international communities in places as diverse as the Bahamas, Nova Scotia, Sierra Leone, and the Caribbean. Teaching activities and support will invite students to deepen their understanding both of a range of international sites and geographies, and to explore the very process of “internationalisation” as ideologies and capital (including human capital) was relocated around the Atlantic basin.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018