

UNITED STATES AIR FORCE ACADEMY

DEPARTMENT OF HISTORY

SYLLABUS

**HISTORY 343**  
**The American Revolution**

Spring 2020

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## I. Course Description

History 343. The American Revolution. 3(1). A comprehensive examination of the American Revolution and the War for Independence that it spawned from the conclusion of the French and Indian War in 1763 to the Treaty of Paris in 1783. This course will evaluate the political, ideological, economic, and religious causes for the rupture with Great Britain, provide in-depth coverage of the course of the war, as well as the enduring significance of the colonists' improbable victory on United States' nationalism and its military establishment. Prereq. or Coreq: None, but completion of History 210 is recommended. Sem hrs: 3 spring of even- numbered years.

## II. Course Introduction – Purpose and Scope

History 343, “The American Revolution” is a one-semester examination of our nation’s break with Britain and subsequent independence. Surveying the broad landscape of mid- to late-eighteenth century America, we will explore the people and institutions that helped shape the political, intellectual, social, military and economic change during the War for American Independence. **During this course, we will rely heavily on primary sources to critically analyze the wartime decisions of the leadership across the strategic, operational, and tactical levels of war.** We will also examine the dynamics of military orders and how strategic guidance was implemented at the operational and tactical levels. Ultimately, this course should help you arrive at a clearer and more meaningful understanding of our nation’s past, your relationship to that past, and your ability to carry out your duties as a citizen-airman in a free society.

In addition to gaining further insight into the American Revolution, this course will equip you with skills designed to facilitate historical inquiry and analysis. As you study the primary sources, you will be asked to formulate significant questions about the decisions made during a wartime environment. You will further analyze evidence in the search for answers to those questions and will communicate your results both orally and in writing. Further, provided with the same sources, you will be expected to postulate your interpretation and expected actions. We will conduct a number of focused activities throughout the semester to enhance your learning experience. Honing your critical thinking skills will serve you well in this and other courses at the Academy and will be invaluable to you as you enter the Air Force as a commissioned officer.

The majority of the course will be dedicated to combining primary source analysis with strategic, operational, and tactical problem-based learning. **Using sources no more recent than the date listed in the syllabus for the corresponding lesson, you will act as a military staff to provide the commander with solutions to the problem of how to win the war.** Thus, your grade depends largely on your own research, preparation, and participation. Understanding the social, cultural, diplomatic, economic, informational, political, and military factors that underpinned eighteenth-century American life will allow you to thrive in this course as well as provide you will invaluable experience in historical military affairs as you enter the Air Force.

### III. USAFA Outcomes for this Course

History 343 students will develop the following proficiencies throughout the course:

The Department of History employs four learning objectives across the history major:

DLO 1: Comprehend factually accurate historical data

DLO 2: Analyze historical data and concepts critically

DLO 3: Apply critical analysis of historical data and concepts to historical and modern context

DLO 4: Communicate the application of historical data and concepts effectively

Each of these objectives links to the USAFA outcomes of critical thinking and clear communication, all of which work together to produce thinking and communicating USAF officers and leaders.

#### **Critical Thinking**

At USAFA, critical thinking is defined as: *The process of self-aware, informed, and reflective reasoning for problem-solving and decision-making even in the absence of ideal conditions.*

Cadets' critical thinking is developed in an intentional manner across the USAFA experience, promoting the use of appropriate critical thinking processes within a discipline or context.

Proficiency 3: Identify relevant information that is needed to solve a problem or make an effective decision. (DLO 1, 2)

Proficiency 4: Identify the assumptions and contexts that underlie an argument. (DLO 2)

Proficiency 5: Evaluate the strength of an argument in support of an idea or interpretation. (DLO 1-3)

Proficiency 6: Propose alternative interpretations of information or observations. (DLO 2-4)

#### **Clear Communication**

Effective use of oral, visual, written, and aural modes of communication signifies the professional competence and knowledge expected in a leader while engendering the trust for those being led.

Proficiency 4: Articulate a compelling, authoritative, and precisely stated central message that is responsive to the communication situation and focuses all elements of the text. (DLO 3-4)

Proficiency 5: Exhibit skillful, analytic use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and communication mode. (DLO 1-3)

Proficiency 6: Apply contextually appropriate stylistic conventions (such as MLA, APA, Chicago, Tongue & Quill, etc.) for the selection, integration, and presentation of supporting materials, such as explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities. (DLO 4)

Proficiency 9: Participate in feedback processes (give and receive) in ways that lead to substantive revision. (DLO 4)

### IV. Course Objectives

History is the **interactive interpretation of the past and the present**. What we believe about the past colors our views of the present, and our cultural context colors what we think about the past. In making interpretations, historians engage in (1) **gathering facts accurately**, (2) **questioning, analyzing, and conceptualizing** those facts, and (3) **communicating** their

findings. Cadets involved in the study of history must learn both the content and the process of history. The Department of History teaches cadets in stages of increasingly complex methods of working with historical data. All history students must recall information accurately and learn how historians have worked with data. More advanced students must be able to pursue research independently and to make their own interpretations.

**By the end of the course, besides the above proficiencies, each student will be able to:**

1. Understand and describe the foundations of American military thought.
2. Demonstrate acquisition of historical knowledge and authors' interpretation of events.
3. Understand the nature of U.S. military history and defense policy and its importance in the history of the nation.
4. Understand the place of the military in a democratic republic.
5. Understand the evolution of the military institutions.

**To achieve these objectives each student must be able to:**

1. Read critically and comprehensively and retain significant information.
2. Analyze ideas effectively in classroom discussion.
3. Apply historical research skills.
4. Recognize key works in American military historiography.
5. Contribute to discussions of class readings during seminar sessions.
6. Write effective scholarly papers in accordance with Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9<sup>th</sup> ed., and communicate these ideas effectively in an oral presentation.

History centers on searching for and accurately analyzing and representing historical facts and themes. As you work through this and all your history courses, you need to be aware of the reliability of your sources. Issues such as the capriciousness of memory, political agendas, authorial integrity, ethics, and many others affect source and author reliability and credibility. In sifting and judging incomplete and often conflicting information, you will develop critical thinking skills that are crucial to presenting logical, well-constructed, and convincing historical arguments.

## **V. Textbooks and Materials**

You will not be required to purchase any materials at this time. All materials can be found online at various websites or at <http://menath2001.wixsite.com/leadershiptriad>

While you are not required to purchase materials, H343 is a research-driven course. You are expected to gain access to any and all materials necessary to produce scholarly products. A short bibliography of suggested sources is attached to the back of this syllabus. Use it as a starting point and a guide to your research.

## VI. Course Grading

Graded events include:

Event	Lesson	Points
Situational Report (SITREP) Briefing #1	Various	100
Daily Tasks and Objectives	Various	100
Strategic Level Analysis	Lsn 10	100
Instructor Prerogative*	-	50
<b>PROG TOTAL</b>	<b>-</b>	<b>350</b>
SITREP #2	Various	100
Daily Tasks and Objectives	Various	100
Operational Level Analysis	Lsn 21	100
Tactical Level Analysis	Lsn 32	100
Reflection Paper	Lsn 40	200
Instructor Prerogative*	-	50
<b>COURSE TOTAL</b>	<b>-</b>	<b>1000</b>

\***Instructor Prerogative Points.** I will determine your IP score largely on class participation.

## VII. Calendar \*See blackboard or <http://menath2001.wixsite.com/leadershiptriad>

Lsn - Date	Read Prior to Class*	SUBJECT	DUE
1	Syllabus	Course Introduction	
2	H100 notes	Review of Terminology and Warfare	
3	* See Blackboard	French and Indian War	
4	* See Blackboard	Growing Discontentment	
5	* See Blackboard	Hostilities	
<b>1775</b>			
6 - May 10	Patrick Henry's speech, Letters of a Farmer	Strategic/Operational/Tactical – It begins	<b>DEMO</b>
7 - 5 July	Spaulding, Declaration	Strategic - GW Arrives in Cambridge	SITREP
8 - 12 Nov	Dunmore Proc./Response	Operational –Montgomery's Campaign	SITREP
9 - 18 Dec	Wright	Operational/Tactical – Prep for Quebec	SITREP
10 - 30 Dec	N/A – Write Paper	Tactical – Assault on Quebec	Strat Analysis
<b>1776</b>			
11 - Mar 18	Morison, Common Sense	Strategic – British evac Boston... victory?	SITREP
12 - Aug 25	D of I, Common Sense	Strategic – Independence! Strategic reassess?	SITREP
13 - Oct 30	Common Sense	Operational – NY Campaign	SITREP
14 - Nov 19	Waddell/Porterfield	Operational – Forts fall	SITREP
15 - Dec 24	The Crisis I	Tactical – Trenton & Princeton	SITREP
<b>1777</b>			
16 - May 30	The Crisis II	Strategic – Saving an Army	SITREP
17 - Sept 10	The Crisis III	Strategic/Operational – Protecting Philly	SITREP
18 - Sept 18	Aunbrery's Letters 30-37	Operational – Saratoga I, Freeman's Farm	SITREP
19 - Oct 3	Crisis IV	Tactical – Germantown	SITREP
20 - Oct 7		Tactical – Saratoga II, Bemis Heights	SITREP
<b>1778</b>			

<b>21 – Feb 6</b>	N/A – Write Paper	Strategic – Winter Training	Op Analysis
<b>22 – May 30</b>	Steuben’s drill manual	Strategic – State of the Army / DIME	SITREP
<b>23 – Jun 19</b>	Crisis V	Operational - Watching the British	SITREP
<b>24 - Jun 28</b>	Character Research	Tactical – Monmouth Courthouse	SITREP
<b>25 – Later</b>	Martin, Chapter 5	Tactical Aftermath – Strategic Results?	SITREP
<b>1779</b>			
<b>26 – Jun 22</b>	Philipsburg Proc. Crisis VI	Strategic – State of Affairs	SITREP
<b>27 –Aug 20</b>	Crisis VII	Strat/Operational – Stony Pt & Paulus Hook	SITREP
<b>28 – Oct 18</b>	Banishing Tories	Op/Tactical – It Ops: Recapture of Savannah	SITREP
<b>1780</b>			
<b>29 – May 30</b>	Crisis VIII	Strategic – The Winter	SITREP
<b>30 – July 11</b>	HC’s Proclamations	Strategic – The South	SITREP
<b>31 – Oct 7</b>	News of Arnold	Tactical – Kings Mountain	SITREP
<b>32 – Dec 2</b>	Hamilton/Shelby	Operational – Greene in the South	Tac Analysis
<b>1781</b>			
<b>33 - Jan 16</b>	N/A - Write Paper	Tactical - Cowpens	SITREP
<b>34 – Mar 1</b>	Crisis IX	Operational - The Race to the Dan	SITREP
<b>35 – Mar 15</b>	Articles of Confed.	Operational/Tactical – Guilford Courthouse	SITREP
<b>36 – Sept 1</b>	General research	Strategic/Operational – The Plan	SITREP
<b>37 – Sept 28</b>	General research	Strategic/Operational/Tactical - Yorktown	SITREP
<b>38 – ’81-’83</b>	Crisis X	Strategic – Is it over?	makeup
<b>39</b>	Treaty of Paris	Reflection – Class Discussion	
<b>40</b>	N/A – Write Paper	Reflection – Class Discussion	Final Paper

## VIII. Assignments

### Situational Reports (SITREPS) - 100 points each

You are preparing to be military officers. You must understand the proper way to effectively convey issues using appropriate Air Force methods. Briefings are an integral part of being an officer in the United States military, and you are thus expected to become comfortable presenting detailed and wide-ranging information in an efficient manner.

This assignment is intended to be research intensive. To do well, you must dive into the primary source material. Secondary source material will greatly help you with your searching, and your instructor can point you to scholarly works, but you must not brief anything beyond the date on the syllabus that corresponds to the lesson.

You will present two SITREPs throughout the course. The goal is to brief the “commander” about the situation they are facing at that point in time during the American Revolution. You may include anything that you think is important for them to know in order to make the best decisions, but you must NOT look into the future. In other words, your research must only include information PRIOR to the historical date of your SITREP. **It should last between 12 and 15 minutes.**

The content of each briefing should include, but is not limited to, troop strength, troop locations, troop morale, supply levels (including food, gunpowder, and ammunition), weather, enemy locations, enemy strength, potential enemy movements, civilian morale (including Patriot or Loyalist sentiments), diplomatic affairs, prisoner status/exchanges, financial status and geography. While these may not all be available for each lesson, most of them will be discoverable through dedicated research. Additionally, you should tailor your briefing to the level of war at which you are presenting. For example, a SITREP dedicated to the strategic level of war should highlight the diplomatic, economic, and overall logistics. A tactical level of war briefing will focus more on troop supply levels, weather, geography, and enemy locations. In short, tailor your briefing to the “commander” of the day.

Some notes: be thorough with your research, you will get questions. Do not be anachronistic or look into the future. Do not make up history – brief only what you can verify. If something is widely regarded but unverified, make sure you highlight the dubious nature of the information. Finally, be confident.

As part of this, you will need to:

- Know your sources. You may (and should) use secondary sources in your research, but you may NOT present unverifiable information or anything that occurs past the date of the SITREP.
- Time your presentation to be between 12 – 15 minutes (I will subtract ½ a letter grade per minute over or under the allotted time).
- Your grade will be based on the depth of your historical research, critical thinking, ability to cover the most relevant information, and your presentation skills.

**Your briefing should cover the following material:**

1. Recap of any significant events between lessons
2. Troop numbers, readiness, supplies, morale (Military)
3. Enemy numbers, locations, suspected movements (Military)
4. Diplomatic efforts, including Native Americans (Diplomatic/Political)
5. Civilian morale, loyalties, tendencies (Social)
6. Economic and financial constraints (Economic/Social)
7. Weather, geography, location-specific issues (Military/Social/Political/Diplomatic)
8. Political debates (Social/Political)
9. Media impacts (Social/Political)
10. Any level-of-war-specific information (Military)

**Strategic, Operational, and Tactical Level Analysis Papers (100 points each)**

*\* Use Turabian as the formatting source for this writing series.*

The Levels of War analysis papers are designed to be short (**1000 words or less**), critical works examining the level of war in question. Each one should make a historical argument, have a solid thesis, and present researched evidence supporting your position. You must use scholarly secondary sources in your research by authors in the list provided. Finally, be sure to answer the questions posed below. Do not forget to think about any economic, social, cultural, diplomatic, or military issues.

- How effective was the American (or British) strategy to this point in the war? What was the strategy, and what were its challenges? Why did the Commander believe it was the correct strategy to win the war?
- How effective were the American (or British) operational methods to this point in the war? Did they support the strategy, and what were their challenges?
- How effective were the American (or British) tactics by this point in the war? What were they, and why did the Tactical Commanders believe that their tactics could defeat the enemy?

**Reflection Paper (200 points)**

Prepare an overarching Reflection Paper of **1500-2000 words (5-7 pages)** assessing the levels of war throughout the American Revolution. The final paper should use at least **8 sources, 2 of which must be primary sources, and 1 of which must be a journal article**. This is your chance to argue for the effectiveness of the commanders and address their ability to win the American Revolution. Feel free to see me to discuss specific research questions regarding the paper, or if you are having difficulty with the analysis. This assignment is designed to be broader than the other assignments in the course, hence you must seek input early if you want to do well. It is due by the start of Final Exam week.

A hardcopy to your instructor **AND** a softcopy uploaded to Blackboard are both due at the beginning of the lesson (in class) designated as the due date.

### **Daily Tasks and Objectives (200 points total)**

During every lesson, you will be split into groups and will act as the commander's staff. Your job is to provide the commander with three options that further the cause of American Independence based on the primary sources available to you at that time. You must also convince him/her which one is the best course of action (COA). The commander will give you any relevant correspondences, maps, charts, or military intelligence that has not already been briefed during the SITREP. You must assess the information, analyze it, synthesize it in relation to the objectives of the appropriate level of war and create three options. Your group will argue for the best COA during that last 15 minutes of class.

In your argument, you must show that the objectives are:

- (1) realistic and achievable,
- (2) fit into the overarching objective of the cause for independence,
- (3) are not anachronistic (you do not place modern-day issues on historical situations),
- (4) adhere to any guidance from higher level commanders.

After these Courses of Action (COAs) are briefed at the end of each lesson, the "commander" will determine daily grades based on the four criteria listed above.

### **MECHANICAL RULES**

- Using spell checker is necessary but does not satisfy all of the requirements for proofreading your work. Document any help you receive on the paper.
- Avoid excessive quotations.
- Your final paper should be typed, double-spaced with 1-inch margins in Times New Roman 12-point font.
- On the top of the first page, type your name, name of the course, and section in the upper right-hand corner.
- Do not include a title page, but insert page numbers

## Writing Guidelines

- Be aware of tense changes and change tenses with a purpose.
- Be sure to place the titles of books, newspapers, magazines, and journals in *italics*. Place the title of book chapters in quotes.
- Note that a “novel” is a work of fiction; a historical monograph or biography – the book you are reviewing – is NOT a work of fiction.
- Do NOT use block quotes, *i.e.*, quotes, which are longer than four lines, indented, and single-spaced.
- Use short quotes sparingly and with a purpose! Do NOT quote excessively to pad your paper; do NOT place extra spaces between paragraphs to pad your essay.
- Only capitalize proper nouns, including the North, the South, Northerners, Southerners, Democrats, Whigs, Republicans, Free Soilers, Fire Eaters, the Civil War, Reconstruction, Confederates, Federals, the Emancipation Proclamation, the Fugitive Slave Act, the Battle of Fredericksburg, General Robert E. Lee, *etc.*
- Do NOT randomly capitalize nouns. Be consistent in your capitalization.
- Avoid verb, adjective, or adverb echoes, *i.e.*, using the same verb, adjective, or adverb more than one time in the same paragraph.
- Do NOT use a title page. Do NOT put your review in a binder. NUMBER your pages.
- Do NOT use the first person (I, me, my, mine) to refer to yourself in your own review – this is redundant and ineloquent. When offering your own interpretation or evaluating the author’s persuasiveness, merely assert your opinions and the ABSENCE of citations to other scholars will indicate that it is your own voice.
- Do NOT use contractions – don’t, won’t, isn’t, it’s, *etc.* – in formal writing.
- Avoid using “very” as this superlative is so overused that it adds nothing to scholarly writing.
- Be sure to place ending punctuation - ., ,, ?, and ! – INSIDE the ending quotation marks.
- Use [Brackets] for missing words or beginning capitalization, which you add to quotes for context or good flow WITHIN the quotation marks. Do NOT use (parentheses) for this function.
- Use single quotation marks – ‘quotation’ – to begin and end a quote WITHIN a quote.
- If the author or a source makes an error in spelling or grammar, put [sic] after the error and inside the quotation marks to indicate the error is intentional and not your own.
- There is no need to begin or end quotes with “...” – merely place the relevant excerpt in quotation marks.
- Avoid “ghost quotes” by identifying the person or source quoted explicitly within the text of your review.
- Your citation number for footnotes should come OUTSIDE the ending punctuation.
- Note the difference between ITS and IT’S; THEIR, THERE and THEY’RE; and WHERE, WE’RE and WERE.
- Give the full name of all persons at the first reference and give only the last name for subsequent references.
- Do NOT raise points in your review which you do not cover. Also, do not raise a new point in your conclusion.

## **IX. Course Administration**

**Plagiarism:** Plagiarism is a serious academic and professional issue. Broadly defined, plagiarism is the failure to give credit in your paper for the original ideas advanced by other writers. Be certain to avoid even the appearance of wrongdoing by carefully consulting your instructor and course materials in order to ensure proper documentation. Your final word for understanding documentation is the style manual listed in this syllabus. We encourage you to discuss your written work with instructors and other cadets before you turn it in, but we require you to document any outside help received. That help may range from developing ideas for a paper to proofreading the final product for content or grammar. You must specify those individuals who provided any assistance. Statements such as "C1C Ney read my paper" are inadequate. You must cite the exact nature of the help (e.g., "C1C Foch read my paper for grammar and spelling" or "Lt Col Petain helped me develop the idea that technology played an integral role in warfare").

Bear in mind that instructors have the right to award no credit for an assignment that they believe to be intellectually dishonest regardless of any conclusions reached by wing honor boards. A zero on any major assignment can lead to a failing grade in the course regardless of final percentages. The Department of History reserves the right to use any methods at its disposal (including on-line plagiarism software) to detect plagiarism. Papers deficient in documentation are subject to a significant reduction in grade.

**Documentation of Electronic Sources:** All scholars carefully cite their sources when preparing their work both to give credit where it is due and to permit other scholars to locate and verify all research. The rapid proliferation of electronic sources requires all students to include the necessary information about the source's electronic format when using electronic books or digital sources instead of printed versions, in accordance with the most recent edition of the MLA Handbook for core courses or Turabian's Manual for Writers for major's courses. Instructors may restrict students from using some or any digitally-accessed sources, and will check citations for accuracy and completeness, either for a grade or to ensure that students have upheld the standards of the discipline of History and the Air Force Academy.

**Textbook Policy:** You must own or rent all of the required textbooks for your courses either in paper or electronic format. They must be the proper editions and hard copies must be in good condition. If your textbooks are unfit for use, instructors may suspend you from class and recommend appropriate military punishment.

**Paper Policy:** Cadets are not allowed to turn in the same paper for two different courses. Cadets may write papers on the same topic for different courses, but there should be no more than 25% commonality between papers. Each paper should include substantially different bibliographies and footnotes that reflect significant additional research. Be sure to coordinate with your instructor(s) if you anticipate commonalities between papers.

**Extra Instruction/Instructor Conferences:** Your instructor will be available Monday through Friday for consultation; an appointment is highly recommended. If you make an appointment and cannot keep it, notify your instructor as early as possible but always prior to the appointed time.

Absences from Class: Always notify your instructor of known/projected absences by email before the class meeting time. If you miss a class, you must check with a classmate or your instructor to determine what you missed and decide if you need to schedule extra instruction. Your instructor is NOT responsible for notifying you that you missed important notices or significant course material. Within 24 hours of your return to duty you must communicate with your instructor to schedule makeup work. If hospitalized, work through your AOC/AMT/Cadet Staff to schedule missed exams. Finally, you must understand that your instructor has no authority to excuse you from class; work with your AOC, your medical care giver, or the SCA process to obtain appropriate approvals.

Unexcused Lates/Absences: Your instructor will explain the academic penalties associated with unexcused lates and absences. Penalties will not exceed 2% of the total course points per occurrence.

Penalties for Late Work: If you are aware of an impending absence or other problem that could prevent you from turning in an assignment on time, you must make prior arrangements with your instructor. Unless the instructor specifies otherwise, assignments are due at the beginning of the period assigned. The course director may penalize late work up to 10% of the assignment value for every day late. Late assignments must still be turned in even if they receive no credit. Failure to turn in late work at all may result in a failing grade for the course or a controllable incomplete grade.

Examinations: Adhere to allowable resources and academic security statements on your exams. Turn off cell phones and internet-connected devices before the start of the examination and leave those devices on the desk for the duration of the exam.

Supplemental Work: No supplemental work or extra credit work is authorized. Cadets should notify their instructors ahead of time should an issue arise that would preclude them from taking an exam or completing an assignment on time.

Restrooms: Leaving class to go to the bathroom is discouraged, as this activity disrupts both your learning and that of your classmates. Of course, if you experience an emergency and must use the latrine during class, quietly stand and exit the classroom. My expectation is that such self-excusals will be very rare and take the minimum time possible.

Electronics: Computers, cell phones, and other electronic devices (to include headphones) will NOT be used before or during class. The only exception to this rule is for electronic books used for the course. If you need to use some electronic device in a given class period to access a book, discuss this with me at the start of the class period.

**Bibliography of helpful sources: start here for research information**

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