

**History 701:                      Colloquium: United States to 1865                      Fall 2005**

Dr. Phyllis Hunter

Office Hours: 224 C McIver Tues 4–6PM , Wed. 1:30-2:30

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*“In the beginning all the world was America.”      John Locke, 1688*

The purpose of this seminar is to give graduate students a knowledge of the historiographic themes and debates that structure much of the interpretation of American History up to (and in some cases beyond) 1865. Students will read and interpret several “classic” works of history as well as several books representing new issues and/or methods. The class will be run as a seminar with weekly discussions led by groups of students.

**Required Texts**

Daniel Richter, *Facing East from Indian Country* (Harvard, 2003)

Edmund Morgan, *American Slavery, American Freedom* Rev. ed. (Norton, 2003)

David Hackett Fischer, *Albion’s Seed* (Oxford, 1991)

\* Phyllis Whitman Hunter, *Purchasing Identity in the Atlantic World* (Cornell, 2001)

Gordon Wood, *Radicalism of the American Revolution* (Knopf, 1993)

Kerber, Linda, *Women of the Republic* (UNC, 1997)

Paul Johnson, *Shopkeeper’s Millennium* Rev ed. (Farrar, Straus, & Giroux, 2004)

Vlach, John, *The Planter’s Prospect* (UNC, 2004/5)

Eric Foner, *Free Soil, Free Men, Free Labor* (Oxford, 1995)

\* Peter Carmichael, *The Last Generation* (UNC, 2005)

Alice Fahs, *The Imagined Civil War* (UNC, 2001)

These texts are available for purchase at the UNCG Bookstore

\* The starred texts are also on reserve at Jackson Library

**Requirements:**

Because this is a seminar, the main requirement is to come to class prepared with notes and questions about the reading that will enable you to participate fully in discussion. Students will take turns leading class discussion. There will be short writing assignments and a final historiographic paper. Needless to say, attendance is required and absences will effect your grade.

### **Student Learning Outcomes:**

- \* Students will learn about the historiographic issues that shape the practice of United States History up to 1865.
- \* Students will learn about the different methods used in developing historical interpretation with a focus on social and cultural history.
- \* Students will learn to express their knowledge of historiography in class discussion and scholarly writing.
- \* Students will begin to understand how to situate their own work on primary sources within important historiographic themes or problems.
- \* Students will gain experience with the key journal literature in this field.

**Nominations:** Students will work in teams to prepare nomination packets for a text and topic for the class Wed. Oct 26. I will grade the work of each team on the nomination packets and pick one of the texts to use for class that day. The winning team will lead class discussion.

### **Final Paper:**

Students will write a historiographic paper that deals with at least two intersecting themes, debates, or methods encountered in the class. For the paper students must complete additional secondary reading (books, articles, review articles) to demonstrate a thorough understanding of the past work and present state of the field in their chosen topics. The paper should be about 15 pages long. Therefore one must be both complete and concise.

### **Grading:**

Class Participation (includes leading class discussion)	40%
Shorter Written work and Nomination	30%
Final Paper	<u>30%</u>
Total	100%

### **Class Schedule:**

Wed. August 17

Introduction and Journal Review Assignments

Wed. August 24

Richter, *Facing East*: Class Discussion and Reviews

Recommended Reading: Alvin Josephy, *America in 1492*

Wed. August 31

Morgan, *American Slavery, American Freedom*: Class Discussion.

**Due:** Short Paper (2-3 pages) on your assessment of Morgan's view of the paradox of slavery and freedom in early Virginia.

Recommended Reading: Kathleen Brown, *Good Wives, Nasty Wenches, & Anxious Patriarchs*.

Wed. Sept. 7

Fischer, *Albion's Seed*: Class Discussion

**Due:** Short Paper on Fischer's argument about English influence on present day United States.

Recommended Reading: Jack Greene, *Pursuits of Happiness*

Wed. Sept 14

Hunter, *Purchasing Identity*: Class Discussion

Recommended Reading: T. H. Breen, *Marketplace of Revolution*

Wed. Sept 21

Wood, *Radicalism of the American Revolution*: Class Discussion

**Due:** Short paper on Wood's argument: Was the Revolution Radical?

Recommended Reading, Gary Nash, *Urban Crucible*

Wed. Sept 28

Kerber, *Women of the Republic*: Class Discussion

**Due:** Short paper on Kerber's view: Was the Revolution Radical for Women?

Recommended Reading: Mary Beth Norton, *Liberty's Daughters*

Wed. Oct 5

Johnson, *Shopkeeper's Millennium*: Class Discussion

**Due:** Nominations from groups

Recommended Reading: Mary Ryan, *Cradle of the Middle Class*

Wed. Oct 12

Vlach, *Planter's Prospect*: Class Discussion

**Due:** Short paper on using visual images in history.

Recommended Reading: Angela Miller, *Empire of the Eye*

Wed. Oct 19

Foner, *Free Soil, Free Men, Free Labor*: Class Discussion

Recommended Reading: Walter Johnson, *Soul by Soul*

Wed. Oct 26

Open for Nominations: Class Discussion

Wed. Nov 2

Carmichael, *The Last Generation*: Class Discussion

**Due:** 1 page proposal for final paper and 1 page bibliography

Wed. Nov 9

Individual appointments with Dr. Hunter on final paper

Wed. Nov 16

Fahs, *The Imagined Civil War*: Class Discussion

Recommended Reading: Jane Tompkins, *Sensational Designs*

Wed. Nov 23

Off for Thanksgiving Holiday

Wed. Nov 30

How to teach historiography to undergraduates: Class Discussion

Wed. Dec 7

**Due:** Final Papers Due in my Office by 6 PM.