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History 701 Colloquium: U.S. to 1865

Objectives:

This is a seminar course that provides an overview of the key questions and scholarly debates in the history of America to 1865. Graduate students will also consider the wide variety of methodological approaches employed by historians. By the end of the semester you should be able to do the following:

- Explain the central interpretations of American history from the colonial era through the Civil War.
- Define differences among the Progressive, Consensus, and Radical schools of history and demonstrate how the ideological assumptions of the three schools continue to shape interpretive differences among historians.
- Understand how historians construct different conceptual frameworks based on race, class, and gender.
- Write an analytical historiographic essay.

Attendance Policy:

Faithful attendance is essential. You are allowed one excused absence. **If you miss more than one class, there will be a 5% reduction of your final grade for each absence. Beyond even this penalty, a student who neglects attendance and preparation risks failing the course.**

Participation (30%)

This assessment will be based on three criteria:

- 1) This is a seminar, not a lecture course. Each week pairs of students will lead class discussion. The discussion leaders will meet as a team with me before they are scheduled to lead class, preferably on Tuesday. In class, discussion leaders will ask questions about the common readings and how it relates to broader historiographic trends. They will not lecture to their fellow students.

- 2) Thorough preparation for this class is essential. All readings should be done before class. It is imperative that you have either handwritten or typed notes that outline the central questions and arguments of the assigned readings.
- 3) It is essential that you contribute to class on a consistent basis (**This includes Blackboard posts**), that you engage with your peers, and that you are an active listener. In order to create an inviting environment for everyone to participate, please follow the guidelines:
 - Be ready to explain the broader argument and sub-themes of the assigned material and how the various readings fit together or diverge.
 - Instead of just criticizing a book, focus on understanding the contributions of the assigned readings and why they have had a lasting influence on the field.
 - You should feel free to disagree with others, but be specific in your own assertions and support them with evidence. You should also be willing to change your mind and concede to others when they make persuasive, well-reasoned arguments. Please challenge each other in a polite and courteous manner.
 - The success of a discussion depends on group interaction. Listen and read carefully and respond to your peers. There should be a dynamic give-and-take between the discussion leaders and the rest of the class. This can only happen if you elaborate upon the assertions of classmates or ask for clarification if you don't understand. Simply answering the questions will not lead to vigorous debate, and the discussion leaders will end up giving a monologue.
 - Make your point succinctly, avoid repetition, and stick to the subject.

Historiography Paper (30%)

This assignment is designed to help you do the following:

- Explain how and why the themes of a particular field have changed over time. To accomplish this, you need to be sensitive to the types of questions that historians have asked and to how those questions are continually debated and redefined.
- Understand how the work of historians is influenced by the time in which they live.
- Learn different historical methodologies and how the application of those theories has created new lines of inquiry and different interpretations.

Your paper (**1,500 to 1,800 words**) should explore an historical debate surrounding a specific interpretive issue or topic. You will select three to five books as well as pertinent articles to analyze the evolution of a particular historiographical debate. Be certain that

your chosen monographs are published in different time periods in order to reflect the development and breadth of that particular field.

Potential topics will span the Colonial period to the Civil War. I strongly encourage you to select one of the assigned readings as one of your 3 to 5 books but your paper cannot include books from your literature review essays (see below). The remaining monographs may come from the list of recommended readings or from Foner's The New American History. Select a topic and provide a tentative bibliography (Word Attachment please) by **September 1**. Rough drafts (Word attachment please) are due **November 11**. **You must turn your written assignments in on time. Late papers will receive a letter grade deduction for each day after the due date.**

All historiography papers should be typed and double spaced. Use Turabian, Manual for Writers of Term Papers, Theses, and Dissertations for footnote formatting for specific quotations or paraphrases.

Review Essays (20%)

During the course of the semester you will write four review essays (650 words). Each assignment should be typed and double spaced. Please use a reasonable sized font (11 or 12) and margins. You will treat these short papers as analytical reviews of the week's assigned monograph. It is essential that you dissect the argument of the book and the major interpretive themes that support the author's thesis. **Do not merely summarize the content of the book.**

Literature Review Essays (20%)

You will write two literature review essays (1,200 words). These papers are designed as mini-historiographical reviews of the assigned book and two other relevant secondary sources that speak to similar interpretive issues.

Grading

A= 93-100, A-=90-92; B+=87-89; B=83-86; B-80-82; C+=77-79; C=73-76; C-=70-72; D+=67-69; D=63-66; D-=60-62; F= 50 or below

Texts

Hunter, Purchasing Identity in the Atlantic World
Anderson, Imagined Communities
Foner, Free Soil, Free Labor, Free Men
Richter, Facing East from Indian Country
Faust, The Creation of Confederate Nationalism
Stampp, Imperiled Union
Nash, The Unknown American Revolution
Foner, The New American History

Grob and Billias, Interpretations of American History
Johnson, Shopkeeper's Millennium
Morgan, American Slavery, American Freedom
Stansell, City of Women
Genovese, Roll, Jordan, Roll
Scott, Domination and the Art of Resistance

Class Schedule

August 18 Introduction

August 25 What is Historiography?

*On Blackboard

+J-Store

E-Reserve

Discuss: Grob and Billias, Introduction in Interpretations of American History; +Jonathan M. Wiener, "Radical Historians and the Crisis in American History, 1959-1980" in The Journal of American History 76 (September 1989); +John Higham, "Changing Paradigms: The Collapse of Consensus History," in The Journal of American History 76 (September 1989); and + Elizabeth Fox-Genovese, "Between Individualism and Fragmentation: American Culture and the New Literary Studies of Race and Gender" in American Quarterly Vol. 42 (1990).

Assignment: Blackboard Discussion (All Groups)

September 1 Conflict in Colonial America

Discuss: Daniel K. Richter, Facing East from Indian Country

Suggested Readings: Claudio Saunt, A New Order of Things, James H. Merrell, Into the American Woods: Negotiators on the Pennsylvania Frontier; Daniel K. Richter, Facing East from Indian Country; Susan Sleeper-Smith, Indian Women and French Men; Anthony Wallace, Death and Rebirth of the Seneca

Assignment: Groups A, B, and C 650 word review essay

September 8 Constructing Race

Discuss: *Barbara Fields, "Race as an Ideology;" #Winthrop Jordan, "Unthinking Decision: Enslavement of Negroes in America to 1700" in Shaping Southern Society; #Mark Smith, Introduction and Chapters 1 and 2 in How Race is Made: Slavery, Segregation, and the Senses

Assignment: Blackboard Discussion (All Groups)

September 15 Creating a Slave Society

Discuss: Edmund Morgan, American Slavery, American Freedom

Suggested Readings: Jack Greene, Pursuits of Happiness, Peter Wood, Black Majority; David Brion Davis, The Problem of Slavery in Western Culture; Allan Kullikoff, Tobacco and Slaves; Robin Blackburn, The Creation of Modern Slavery;

Assignment: Group A (650 word review essay due)

Group B (Blackboard Assignment)
Group C (1,200 word literature review includes #T. H. Breen, “A Changing Labor Force and Race Relations in Virginia” in Shaping Southern Society and +Allan Kulikoff, “The Colonial Chesapeake Seedbed of Antebellum Southern Culture?” in Journal of Southern History 1979 (45) 513-41

September 22 The Practice of Cultural and Social History

Discuss: #Neil Campbell and Alasdair Kean, Introduction in American Cultural Studies; Alice Kessler-Harris, “Social History,” in The New American History; James Scott, Domination and the Art of Resistance

Assignment: Blackboard Discussion Board (All Groups)

September 29 Identity in Revolutionary America

Discuss: Phyllis Whitman Hunter, Purchasing Identity in the Atlantic World: Massachusetts Merchants, 1670-1780.

Assignment: Group C (650 word review essay)

Group A (Blackboard Assignment)

Groups B (1,200 word literature review includes + T. H Breen, “Baubles of Britain: The American Consumer Revolutions of the Eighteenth Century” in Past and Present 1988 (119) 73-104; + Thomas Doerflinger, “Philadelphia Merchants and the Logic of Moderation, 1760-1775,” in William and Mary Quarterly 1983 40(2) 197-226)

Suggested Readings: Perry Miller, Errand into the Wilderness; John Demos, A Little Commonwealth; Edmund Morgan, The Puritan Dilemma, Nancy Cott, The Bonds of Womanhood; Carol Karlson, The Devil in the Shape of a Woman; Richard Bushman, From Puritan to Yankee

October 6 Revolutionary Politics

Discuss: Gary Nash, The Unknown American Revolution and #Alfred F. Young, “Introduction,” in Beyond the American Revolution

Suggested Readings: Bernad Bailyn, The Ideological Origins of the American Revolution; Linda Kerber, Women of the Republic; Francis Jennings, The Creation of America: through Revolution to Empire; Edward Countryman, The American Revolution; David Brion Davis, The Problem of Slavery in the Age of Revolution; Peter Onuf, The Origins of the Federal Republic; Gordon Wood, The Radicalism of the American Revolution.

Assignment: Groups B (650 word review essay)

Group C (Blackboard Assignment)

Group A (1, 200 word literature review includes #Alfred F. Young, “Afterword: How Radical Was the American Revolution,” in Beyond the American Revolution and #Alan Kulikoff, “The American Revolution, Capitalism, and the Formation of the Yeoman Classes,” in Beyond the American Revolution)

October 13 Jacksonian Markets and the Making of a Middle Class

Discuss: Paul Johnson, Shopkeeper’s Millennium

Suggested Readings: Charles Sellers, The Market Revolution; Drew McCoy, The Elusive Republic; Arthur Schlesinger, The Age of Jackson; George Rogers Taylor, The Transportation Revolution; Sean Wilentz, The Rise of American Democracy; Paul Harris, Humbug: The Life of Barnum; Mary Ryan, Craddle of the Middle Class; Daniel Walker Howe, The Political Culture of the American Whigs

Assignment: Groups A (650 word review essay)

Group B (Blackboard Assignment)

Group C (1,200 word literature review includes +Mary P. Ryan “A Women’s Awakening: Evagelical Religion and the Families of Utica, New York, 1800-1840,” in American Quarterly, Vol. 30, No 5 (1978) and +Curtis D. Johnson, “Supply-side and Demand-side Revivalism?” in Social Science History, Vol. 19, No. 1 (1995)

October 20 Hegemony and Resistance: The Slave Experience

Discuss +T. Jackson Lears, “The Concept of Cultural Hegemony,” in American Historical Review (1985); Eugene Genovese, Part I in Roll, Jordan, Roll; Drew Gilpin Faust, “Culture Conflict and Community” in Journal of Social History (1980) You can find the Faust article on EBSO Research Data base, Jackson Library

Suggested Readings: Walter Johnson, Soul by Soul; John Blassingame, The Slave Community; Herbert Gutman, The Black Family in Slavery and Freedom; Lawrence Levine, Black Culture, Black Consciousness; Kenneth Stampp, The Peculiar Institution; U. B. Phillips, American Negro Slavery; Ira Berlin, Generations of Captivity

Assignment: Blackboard (All Groups)

October 27 Gender Battles

Discuss: Christine Stansell, City of Women

Suggested Readings: Mary Ryan, Women in Public; Nancy Issenberg, Sex and Citizenship in Antebellum America; Mark Carnes, Ed., Meanings of Manhood; Nancy Hewitt, Women’s Activism and Social Change; Loriz Ginzburg, Women and the Work of Benevolence; Drew Gilpin Faust, Mothers of Invention; Ellen Dubois, Feminism and Suffrage; Elizabeth Fox-Genovese, Within the Plantation Household

Assignment: GroupsC (650 word review essay)

Group A (Blackboard Assignment)

Group B (1,200 word literature review includes +Nancy Hewitt, “Feminist Friends: Agrarian Quakers and the Emergence of Woman’s Rights in America” in Feminist Studies Vol. 12, No. 1 (Spring 1986) and +Carroll Smith-Rosenberg, “The Female World of Love and Ritual Relations between Women in Nineteenth-Century America,” in Journal of Women in Culture and Society Vol. 1, No. 1 (1975).

November 3 Causes of the Civil War

Discuss: Eric Foner, Free Soil, Free Labor, and Free Men; #Mark Smith, “Listening to the Heard Worlds of Antebellum America” and responses from reviewers in Journal of the Historical Society (2000); Kenneth Stampp, Chapter Seven in Imperiled Union

Suggested Readings: William Freehling, The Road to Disunion; Manisha Sinha, The Counterrevolution of Slavery; Mills Thornton, Politics and Power in a Slave Society; Michael Holt, The Rise and Fall of the American Whig Party, and The Political Crisis of the 1850s; Leonard Richards, Men of Property and Standing; Charles Dew, Apostles of Disunion; Avery Craven, The Coming of the Civil War; William Link, Roots of Secession; David Potter, The South and the Sectional Conflict; Thomas Pressly, Americans Interpret their Civil War

Assignment: Groups B (650 word review essay on Foner)

Group C (Blackboard Assignment)

Groups A (1,200 word literature review includes #William Gienapp, “The Crime Against Sumner: The Caning of Charles Sumner and the Rise of the Republican Party” in Civil War History 1979 25 (3) and Kenneth Stamp, “Race, Slavery, and the Republican Party of the 1850s,” in The Imperiled Union

November 10 Creating National Identity

Discuss: Benedict Anderson, Imagined Communities; #David Potter, “The Historians Use of Nationalism and Vice Versa,” in The South and the Sectional Conflict

Assignment: Blackboard Discussion (All Groups)

November 11 First Drafts of Historiography Paper Due (Word Attachment by 9:00 a.m.)

November 17 Week Off

November 24 Thanksgiving Break

December 1 Confederate Nationalism

Discuss Drew Gilpin Faust, The Creation of Confederate Nationalism

Suggested Readings: Gary Gallagher, The Confederate War; George Rable, The Confederate Republic; Emory Thomas, The Confederate Nation; Eugene Genovese, A Consuming Fire; Anne Rubin, A Shattered Nation; William Blair, Virginia’s Private War; Paul Escott, After Secession.

Assignment: Blackboard Discussion (All Groups) and Final Historiographical Papers Due