

History 701:

Colloquium: United States to 1865

Fall 2007

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

The purpose of this colloquium 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)

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

Simon Schama, *Rough Crossings* (Harper Perennial, 2007)

John Larson & Michael Morrison, eds. *Whither the Early Republic* (Penn Press, 2005)

Clare Lyons, *Sex among the Rabble* (UNC, 2006)

John Michael Vlach, *Back of the Big House* (UNC, 1993)

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

Gary Gallagher, *The Confederate War* (Harvard, 1999)

Eric Foner, *New American History* (Temple Univ. Press, 1997)

These texts are available for purchase at the UNCG Bookstore

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 key historiographic interpretations that have shaped the practice of United States History including historians' changing conceptions of race, class, and gender.
- * Students will learn 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.

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	30%
Final Paper	<u>30%</u>
Total	100%

Class Schedule:

Mon. August 20

Introduction and Journal Review Assignments

Mon August 27

Richter, *Facing East*; and Fischer, "The Imperial Gaze," in Hewitt, *Companion*:
Class Discussion and Reviews

Recommended Reading: Bailyn, *Atlantic History*

Mon Sept. 3 OFF! Labor Day

Mon Sept 10

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*.

Mon Sept. 17

Fischer, *Albion's Seed*: Class Discussion

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

Recommended Reading: Jack Greene, *Pursuits of Happiness*

Mon Sept 24

Wood, *Radicalism of the American Revolution*; and Lewis, "A Revolution for Whom?" in Hewitt, *Companion*: Class Discussion

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

Recommended Reading: Gary Nash, *The Unknown American Revolution*; Mary Beth Norton, *Liberty's Daughters*

Mon Oct 1

Schama, *Rough Crossings*: Class Discussion

Recommended Reading: Christopher Brown, *Moral Capital*

Mon. Oct 8

Larson & Morrison, *Whither the Early Republic* (selections TBA):

Class Discussion

Mon. Oct 15 OFF! Fall Break

Mon. Oct 22

Lyons, *Sex among the Rabble*: Class Discussion

Recommended Reading: Paul Johnson, *Shopkeeper's Millennium* Rev ed. (Farrar, Straus, & Giroux, 2004)

Mon. Oct 29

Vlach, *Back of the Big House*: Class Discussion

Due: Short paper on using material culture and architecture in history.

Recommended Reading: Mauri McInnes, *The Politics of Taste in Antebellum Charleston*

Mon. Nov 5 Individual appointments with Dr. Hunter on final paper

Mon. Nov 12 Foner, *New American History*: Class Discussion

Mon. Nov 19 Foner, *New American History*: Updates: Class Discussion

Mon. Nov 26

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

Recommended Reading: Kelley, "Gender and Class Formations in the Antebellum North in Hewitt, *Companion*; Walter Johnson, *Soul by Soul*

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

Mon. Dec 3

Gallagher, *The Confederate War*: Class Discussion

Mon Dec 10

Last Class

Wednesday Dec 12

Due: Final Papers Due in my Office by 5 PM.