

History 701:

Colloquium: United States to 1865

Fall 2009

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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 and to understand how historians create books and how the profession of history works. 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 on assigned readings.

Required Texts: These texts are available for purchase at the UNCG Bookstore

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

April Hatfield, *Atlantic Virginia* (Penn Press, 2007)

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

[will also be on overnight reserves]

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)

Daniel Walker Howe, *What Hath God Wrought* (Oxford, 2007)

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)

Drew Faust, *This Republic of Suffering* (Knopf, 2008)

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 be asked to work in pairs to present historiographic background for the readings. It is imperative that you meet with me well before your assigned weeks. 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 within important historiographic themes or problems.
- * Students will gain experience with the key journal literature in their 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. Turning in a late paper means that you will receive an Incomplete for the course.

Grading:

Class Participation	40%
Shorter Written work	30%
Final Paper	<u>30%</u>
Total	100%

Class Schedule:**Mon. August 24**

Introduction and Journal Review Assignments

Mon Aug 31

Richter, *Facing East*; Class Discussion and Journal Reports

Mon Sept 7 OFF! Labor Day**Mon Sept 14**

Hatfield, *Atlantic Virginia*, Class Discussion.

Due: Short Paper (3-5 pages) on Atlantic History. In addition to Hatfield's book you will want to consult some journal articles and review essays on this topic. Use Chicago style foot or end notes.

Mon Sept. 21

Hunter, *Purchasing Identity in the Atlantic World* **and** Jules David Prown, "Mind In Matter: An Introduction To Material Culture Theory And Method" in [Winterthur Portfolio](#) 1982 17(1): 1-19 19p. [available on-line through Jackson Library]:
Class Discussion

Mon Sept 28

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

Due: Short paper (2-3pg) on: Was the Revolution Radical?

Mon Oct 5

Schama, *Rough Crossings*: Class Discussion

Mon. Oct 12 OFF! Fall Break**Mon. Oct 19**

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

Class Discussion

Due: Short (2-3 pg) paper on the most important new direction(s) in history of the early Republic

Mon. Oct 26

Lyons, *Sex among the Rabble*: Class Discussion

Mon. Nov 2 Individual appointments with Dr. Hunter on final paper

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

Mon. Nov 9

Howe, *What Hath God Wrought*: Class Discussion

Mon. Nov 16

Vlach, *Back of the Big House*:

Class Discussion; Presenting slavery to the public

Due: Short (2-3 pg) evaluation of a web site on slavery.

Mon. Nov 23

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

Mon Nov 30

Gallagher, *The Confederate War*: Class Discussion

Mon. Dec 7

Faust, *This Republic of Suffering*. Class Discussion

Friday Dec 11

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