

History 701:

Colloquium: United States to 1865

Fall 2010

Dr. Phyllis Hunter Office: 2119 MHRA
 Office Hrs: Tues 4-5 pm, Wed 2:15-3:15
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A Woman reading at the American History Room of the New York Public Library

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 volumes 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)
 Ira Berlin, *The Making of African America: The Four Great Migrations* (Viking, 2010)
 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)
 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 23**

Introduction and Journal Review Assignments

Mon Aug 30

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

Mon Sept 6 OFF! Labor Day**Mon Sept 13**

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 for this an all papers in which you refer to work other than the assigned text.

Mon Sept. 20

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 27

Berlin, *The Making of African America: The Four Great Migrations*:
Class Discussion

Mon Oct 4

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

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

Mon. Oct 11 OFF! Fall Break**Mon Oct 18**

Schama, *Rough Crossings*: Class Discussion

Mon. Oct 25

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. Nov 1

Lyons, *Sex among the Rabble*: Class Discussion

Mon. Nov 8

Individual appointments with Dr. Hunter on final paper

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

Mon. Nov 15

Howe, *What Hath God Wrought*: Class Discussion

Due: Short (2-3 pg) paper on the three major themes in *What Hath God Wrought*

Mon. Nov 22

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

Mon Nov 29

Gallagher, *The Confederate War*: Class Discussion

Mon. Dec 6

Faust, *This Republic of Suffering*. Class Discussion

Friday Dec 10

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