

COLLOQUIUM IN AMERICAN HISTORY TO 1865

History 701-01
TH 6:30-9:20
MHRA 1210
Fall 2012

Dr. Mark Elliott
Office: MHRA 2125
Office Hours:
TH 2:00-4:00 or by
appointment

DESCRIPTION:

This course examines the main currents of scholarship on the history of the United States from its beginnings to 1865. The purpose of this reading-intensive course is to introduce graduate students to some of the major historiographical debates and the latest trends in scholarship that fall into this period. Because the scholarship on this period is vast, it is impossible to address all of the important debates that exist. Rather than attempt to be comprehensive, this class offers a sampling of some of the most recent developments in American historiography. Students should approach this course as an opportunity to work on the skill of comprehending historiographical debates and mastering the contours of the debates that shape the field. In order to pass their comprehensive exams, Master's and Ph.D students will need to employ the techniques learned in this class to engage with many more historiographical controversies and master many more important works of scholarship on their own.

Each class meeting is organized around the discussion of one book as the main reading for the week, with supplementary articles to enhance discussion. Each book represents important recent scholarship on a topic of broad interest in the profession. Political, social, cultural, legal, and intellectual topics are represented; regional, national and transnational approaches are sampled; categories of analysis and perspectives on the past that include labor and class, economics and consumerism, race and ethnicity, gender and sexuality, and other important themes are explored. For each main reading, students must be able to identify its thesis, to critically evaluate its logic and methodology, and to assess its historiographic contribution. To assist in the process of placing a book in dialogue with the historiography, students will also read short companion articles and make presentations from the supplementary reading lists. Students will share book reviews and summaries with each other and work collectively to broaden their base of knowledge. All students will be expected to treat opposing viewpoints fairly without distortion or oversimplification and engage in historiographic debates with professionalism. Students should strive not only to grasp the major debates accurately, but also to figure out where they stand personally within these debates.

There will be a cumulative final exam to mimic the conditions of the qualifying exams for MA and Ph.D students. This exam will be made up of two essay questions on which students will write for 90 minutes each.

GOALS AND LEARNING OUTCOMES:

- Reading secondary sources efficiently, with an ability to identify main arguments, critically evaluate methodology, and assess historiographic contributions.
- Participating with professionalism in sophisticated academic debates and intellectual exchanges.
- Delivering informative and useful oral presentations to peers.
- Formal writing in specific genres of the profession, including book reviews and historiographic essays.
- Establish a foundation for scholarly expertise on pre-1865 American historiography.
- Preparation for qualifying exams on American history pre-1865.

COURSE POLICIES:

Participation:

Attendance is mandatory. Absence from class may have an adverse impact on your participation grade. You are expected to complete each week's reading before class so that you can participate constructively in a class discussion. Your participation grade will be based on the overall *quality* of your contributions to the class—not the quantity of contributions you make—and the professionalism with which you conduct yourself in scholarly discussion and debate.

Presentations:

Each student will be assigned two presentations over the course of the semester. Presentations will last from 12-15 minutes (speakers will be asked to conclude at 15 minutes). One of these will be a presentation of the main reading for the week. The presenter will be responsible to introduce the author, **concisely** summarize the argument, discuss the scholarly reception of the book, and assesses its historiographical significance. The student must also craft 3-5 questions for discussion arising from the reading. The second presentation will be based on one of the books from the supplementary reading list. In this presentation, the student will summarize the book in more detail for the other students in the class who have not read it, and make comparisons and connections between the book and the main reading for the week. See

“Presentation Guidelines” on the “Assignments” page of the Blackboard website for a full description of the assignment.

Blackboard Discussion Forum

The Blackboard site for the course will allow for class discussion to continue beyond the normal time/place constraints of the classroom. You are required to make at least ONE substantial comment, and ONE constructive/observational reply to another student’s posting each week. A “week,” for our purposes, begins and ends at 12:00 midnight on Wednesday. Your forum postings will be read by the entire class, and you will receive a grade for the quality of your postings at the end of the semester.

Your “substantial comment” must address the course material in some way. It may address the upcoming week’s reading. It may be a comment you wanted to make in class, but did not have the opportunity to make. Otherwise, it may be a reflection on an issue discussed in class, on something you read for this class, or another class, or on your own that relates to the course material in some way. Your response to another student’s posting must be a thoughtful and constructive response (such as if you were having a conversation in the same room with them). Please make your comments ORIGINAL. If someone has made a point you wanted to make find something else to say. The rules for use of the forum is as follows:

1. Your grade will be based on the substance of your posting which includes the thought and effort you put into it as well as the length. You can post more than twice a week, but make sure that you have at least *one substantial posting each week of at least 200 words*, and one reply.
2. You will receive a zero for the week if you fail to post before 12:00 midnight on Wednesday of each week. Therefore, you have a full week, including the weekend, to read the forum comments and respond to them or create new postings (Note: you do not have to be finished with your reading to make a substantial post. A reflection on any aspect or part of the reading will do fine). I will check the forum each Thurs. morning to record who posted an entry for that week and I will monitor the board all week.
3. Maintain academic civility, use respectful language and avoid rude remarks. Even *more* than in face-to-face debate, caution must be exercised in “virtual” debate to avoid insulting or offending others. Nothing derogatory may be said about any student or faculty member on the forum. Misuse of the forum will result in the removal of the offender from the forum discussion list, and a Failing grade for the assignment.
4. Do not use the forum to communicate private questions to me, or anyone else in the class (such as “When is the paper due?”). Send private e-mails for that.

Written Work:

There will be two significant papers over the course of the semester. Each paper will be a detailed review of two or more books assessing their contributions to the larger historiographic issues to which they speak. One book must be one of the main readings of the week on the syllabus, and the other(s) must come from the supplementary reading list from the same week as the main reading chosen. Detailed assignment sheets describing the expectations, length, and due dates for the writings assignment will be given out in class and posted on blackboard. Late papers will be penalized 1/3 of a grade for each day the paper is late. All written assignments must be completed and turned in through Blackboard in order to pass the class.

Final Grade:

- 40% Class participation (including presentations).
- 15% Blackboard Discussion
- 15% Historiographic Paper #1
- 15% Historiographic Paper #2
- 15% Final Exam

Required Books (all weekly readings not listed below will be made available on Blackboard under "Course Documents"):

- Colin G. Calloway, *New Worlds for All*
- Lepore, Jill. *Name of War: King Phillip's War and the Origins of American Identity.*
- Brown, Kathleen. *Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia.*
- Rediker, Marcus, *The Slave Ship: A History*
- Breen, T.H. *The Marketplace of Revolution: How Consumer Politics Shaped American Independence*
- Nash, Gary. *The Unknown American Revolution: The Unruly Birth of Democracy and the Struggle to Create America*
- Rothman, Adam. *Slave Country: American Expansion and the Origins of the Deep South* (2005)
- Dorsey, Bruce, *Reforming Men and Women*
- Howe, Daniel Walker. *What Hath God Wrought: The Transformation of America, 1815-1848*
- DeLay Brian. *War of a Thousand Deserts: Indian Raids and the U.S.-Mexican War*
- Foner, Eric. *The Fiery Trial: Abraham Lincoln and American Slavery*
- Levine, Bruce. *Confederate Emancipation: Southern Plans to Free and Arm Slaves during the Civil War*

Week 1. INTRODUCTION

Aug. 23. Main Reading: Couvares, *Interpretations of American History*, 1-24.
Cronon, "Why the Past Matters," (2000).

Week 2. CONTACT AND CONQUEST

Aug. 30 Main Reading: Colin G. Calloway, *New Worlds for All* (1997)
Ned Blackhawk, "American Indians and the Study of U.S. History" in *American History Now*.

Supplementary Reading:

Breslaw, Elaine. *Tituba, Reluctant Witch of Salem: Devilish Indians and Puritan Fantasies* (1996)
Cronon, William. *Changes in the Land: Indians, Colonists, and the Ecology of New England*.
Fisher, David Hackett. *Albion's Seed: Four British Folkways in America*.
Nash, Gary. *Red, White, and Black: The Peoples of Early North America*.
Richter, Daniel. *Facing East From Indian Country: A Native History of Early America*.
Taylor, Alan. *American Colonies: The Settling of North America* (2001).
Weber, David J. *The Spanish Frontier in North American Region, 1650-1815*.

Week 3. PURITAN NEW ENGLAND AND AMERICAN IDENTITY

Sept. 6 Main Reading: Lepore, Jill. *Name of War: King Phillip's War and the Origins of American Identity*.
Couvares, *Interpretations of American History*, 25-59.

Supplementary Reading:

Bonomi, Patricia. *Under the Cope of Heaven: Religion, Society, and Politics in Colonial North America*.
Bushman, Richard. *From Puritan to Yankee: Character and the Social Order in Connecticut, 1690-1765*.
Gutierrez, Ramon. *When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 150*
David D. Hall, *Worlds of Wonder: Popular Religious Belief in Early New England*
Demos, John. *The Unredeemed Captive: A Family Story from Early America*
Shorto, Russell. *The Island at the Center of the World: The Epic Story of Dutch Manhattan*
White, Richard. *The Middle Ground: Indians, Empires, and Republics in the Great Lakes*

Week 4. GENDER AND RACE IN EARLY AMERICA

Sept. 13 Main Reading: Brown, Kathleen. *Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia*.

Brown, "Beyond the Great Debates: Gender and Race in Early America."

Supplementary Reading:

- Bloch, Ruth. *Gender and Morality in Anglo-American Culture, 1650-1800*.
Karlsen, Carol. *The Devil in the Shape of a Woman: Witchcraft in Colonial New England*.
Morgan, Edmund. *American Slavery, American Freedom: The Ordeal of Colonial Virginia*.
Morgan, Philip. *Slave Counterpoint, Black Culture in the Eighteenth Century Chesapeake and Lowcountry*.
Norton, Mary Beth. *Founding Mothers & Fathers: Gendered Power and the Forming of American Society*
Saxton, Martha. *Being Good: Women's Moral Values in Early America* (2003).
Ulrich, Laurel T. *A Midwife's Tale*

Week 6. SLAVERY AND TRANSNATIONAL HISTORY

- Sept. 20 Main Reading:** Rediker, Marcus. *The Slave Ship: A Human History*
Introduction from Greene, et al. *Atlantic History: A Critical Appraisal*.

Supplementary Reading:

- Bailyn, Bernard. *Atlantic History: Concept and Contours*
Berlin, Ira. *Many Thousands Gone: The First Two Centuries of Slavery in North America*.
Breen, T.H., & Stephen Innes. *Myne Owne Ground: Race and Freedom on Virginia's Eastern Shore*.
Greene, Jack P. and Morgan, eds. *Atlantic History: A Critical Appraisal*.
Gomez, Michael. *Exchanging Our Country Marks: The Transformation of African Identities in the Colonial and Antebellum South* (1998).
Jordan, Winthrop. *White Over Black: American Attitudes Toward the Negro 1550-1812*.
Lepore, Jill. *New York Burning: Liberty, Slavery and Conspiracy in 18th Century Manhattan*.
Linebaugh, Peter, and Marcus Rediker, *The Many-Headed Hydra: The Hidden History of the Revolutionary Atlantic*
Mintz, Sidney. *Sweetness and Power: The Place of Sugar in Modern History* (1985).
Schama, Simon. *Rough Crossings: Britain, the Slaves and the American Revolution*
Smallwood, Stephanie. *Saltwater Slavery: A Middle Passage from Africa to the American Diaspora* (2008)
Wood, Peter. *Black Majority: Negroes in Colonial South Carolina from 1760 through the Stono Rebellion*

Week 5. THE ORIGINS OF INDEPENDENCE

- Sept. 27 Main Reading:** Breen, T.H. *The Marketplace of Revolution: How Consumer Politics Shaped American Independence*
Lynd and Waldstreicher, "Toward an Economic Interpretation of American Independence" *WMQ* (2011).

Supplementary Reading:

Anderson, Fred. *Crucible of War: The Seven Years' War and the Fate of Empire in British North America, 1754-1766*.

Bailyn, Bernard. *The Ideological Origins of the American Revolution*.

Breen, T.H. *Tobacco Culture: The Mentality of the Great Tidewater Planters on the Eve of Revolution*.

Beeman, Richard. *The Varieties of Political Experience in Eighteenth-Century America* (2004).

Butler, Jon. *Becoming America: The Revolution before 1776*

Bushman, Richard. *The Refinement of America: Persons, Houses, Cities*.

Greene, Jack. *Pursuits of Happiness: The Social Development of Early Modern British Colonies and the Formation of American Culture*.

Isaac, Rhys. *The Transformation of Virginia 1740-1790*.

Morgan, Edmund. *Inventing the People: The Rise of Popular Sovereignty in England and America*.

Ulrich, Laurel T., *The Age of Homespun*

Week 7. WHO MADE THE REVOLUTION?

Oct. 4 Main Reading: Nash, Gary. *The Unknown American Revolution: The Unruly Birth of Democracy and the Struggle to Create America*

Woody Holton, "The American Revolution and the Early Republic" in *American History Now*

Supplementary Reading:

Beeman, Richard, *Plain, Honest Men. The Making of the American Constitution*

Berkin, Carol. *Revolutionary Mothers: Women in the Struggle for America's Independence*

Ellis, Joseph. *American Creation: Triumphs and Tragedies in the Founding of the Republic*

Holton, Woody. *Forced Founders: Indians, Debtors, Slaves, and the Making of the American Revolution in Virginia*

Holton, Woody. *Unruly Americans and the Origins of the Constitution*

Kerber, Linda. *Women of the Republic: Intellect and Ideology in Revolutionary America*.

Morgan, Gwenda. *The Debate on the American Revolution* (2008)

Rakove, Jack. *Original Meanings: Politics and Ideas in the Making of the Constitution*.

Young, Alfred. *The Shoemaker and the Tea Party: Memory and the American Revolution*

Wood, Gordon. *The Radicalism of the American Revolution*.

Week 8. THE CULTURE OF SLAVERY

Oct. 11 Main Reading: Rothman, Adam. *Slave Country: American Expansion and the Origins of the Deep South* (2005)

David Brion Davis, "Looking at Slavery from Broader Perspectives," *American Historical Review*

Supplementary Reading:

David, David Brion. *Inhuman Bondage: The Rise and Fall of Slavery in the New World* (2006).

Franklin, John Hope and Loren Schweninger, *Runaway Slaves: Rebels on the Plantation*

Genovese, Eugene. *Roll Jordan Roll: The World the Slaves Made*.

Faust, Drew G. *James Henry Hammond and the Old South*
 Irons, Charles. *The Origins of Proslavery Christianity: White and Black Evangelicals*.
 Kolchin, Peter. *American Slavery, 1619-1877* (2003)
 Jennison, Watson. *Cultivating Race: the Expansion of Slavery in Georgia, 1750-1860*
 Johnson, Walter. *Soul by Soul: Life inside the Antebellum Slave Market*.
 Levine, Lawrence. *Black Culture, Black Consciousness: Afro-American Folk Thought from Slavery to Freedom*.
 Oakes, James. *Slavery and Freedom: An Interpretation of the Old South* (1990).
 Parish, Peter. *Slavery: History and Historians*.
 Stamp, Kenneth. *The Peculiar Institution: Slavery in the Antebellum South*.
 White, Deborah Gray. *Aren't I a Woman? Female Slaves in the Plantation South*

Week 9. THE EARLY REPUBLIC

Oct. 18 **Main Reading:** Dorsey, Bruce, *Reforming Men and Women: Gender in the Antebellum City*

Rebecca Edwards, "Women and Gender History" in *American History Now*.

Supplementary Reading:

Boydston, Jeanne. *Home and Work: Housework, Wages, and the Ideology of Labor in the Early Republic*.
 Cott, Nancy. *The Bonds of Womanhood: "Woman's Sphere" in New England, 1780-1835* 2nd
 Hatch, Nathan. *The Democratization of American Christianity*.
 Haltunen, Karen. *Confidence Men and Painted Women: A Study of Middle-class Culture*
 McCoy, Drew. *The Elusive Republic: Political Economy in Jeffersonian America*.
 McCurry, Stephanie. *Masters of Small Worlds: Yeoman Households, Gender Relations, and the Political Culture of Antebellum South Carolina* (1995).
 Rorabaugh, W.J. *The Alcoholic Republic: An American Tradition*.
 Rockman, Seth. *Scraping By: Wager Labor, Slavery and Survival in Early Baltimore*¹
 Stansell, Christine. *City of Women: Sex and Class in New York 1789-1860*.
 Taylor, Alan. *William Cooper's Town: Power and Persuasion on the Frontier of the Early American Republic*.
 Ryan, Mary. *Cradle of the Middle Class: The Family in Oneida County, NY 1790-1865* (1981)

Week 9. MIDTERM BREAK

Oct. 25 **PAPERS DUE no later than 9:30 pm on Blackboard. (No Class).**

Week 10. ECONOMICS AND POLITICS IN THE JACKSONIAN AGE

Nov. 1 **Main Reading:** Howe, Daniel Walker. *What Hath God Wrought: The Transformation of America, 1815-1848* (Introduction, Chpts. 2-3, 5-15, Finale).

Seth Rockman "Jacksonian America" in *American History Now*.

Supplementary Reading:

Abruzzo, Margaret. *Polemical Pain: Slavery, Cruelty and the Rise of Humanitarianism*.
 Ashworth, John. *Slavery, Capitalism, and Politics in the Antebellum Republic: Volume 1: Commerce and Compromise, 1820-1850*. (1995).
 Ashworth, John. *Slavery, Capitalism and Politics in the Antebellum Republic: Volume 2, The Coming of the Civil War, 1850-1861* (2008).
 Foner, Eric. *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party Before the Civil War*.
 Ford, Lacy. *Deliver Us From Evil: The Slavery Question in the Old South*.
 Freehling, William. *The Road to Disunion: Secessionists Triumphant, 1854-61*.
 Guelzo, Allen. *Lincoln's Emancipation Proclamation: The End of Slavery in America* (2006).
 Gallagher, Gary. *The Union War*
 Stauffer, John. *The Black Hearts of Men: Radical Abolitionists and the Transformation of Race* (2002).
 Weber, Jennifer. *Copperheads: The Rise and Fall of Lincoln's Opponents in the North* (2006).

Nov. 22 THANKSGIVING BREAK

Week 13. THE CONFEDERACY AND THE CIVIL WAR

Nov. 29 Main Reading: Levine, Bruce. *Confederate Emancipation: Southern Plans to Free and Arm Slaves during the Civil War*

Gallagher, "Disaffection, Persistence, and Nation: Some Directions in Recent Scholarship on the Confederacy."

Supplementary Reading:

Faust, Drew Gilpin. *Mothers of Invention: Women of the Slaveholding South in the American Civil War*.
 Faust, Drew. *Republic of Suffering: Death and the American Civil War* (2008)
 Gallagher, Gary. *The Confederate War*
 Glatthaar, Joseph. *General Lee's Army: From Victory to Collapse* (2008).
 Glatthaar, Joseph. *Forged in Battle: The Civil War Alliance of Black Soldiers and White Officers*
 Manning, Chandra. *What this Cruel War was Over: Soldiers, Slavery and the Civil War* (2007).
 McCurry, Stephanie. *Confederate Reckoning: Power and Politics in the Civil War South* (2010)
 Quigley, Paul. *Shifting Grounds: Nationalism and the American South, 1848-1865*.
 Royster, Charles *The Destructive War: William Tecumseh Sherman Stonewall Jackson, and the Americans* (1991)
 Rubin, Sarah Ann. *A Shattered Nation: The Rise and Fall of the Confederacy, 1861-1868* (2005).
 Thomas, Emory M. *The Confederacy as a Revolutionary Experience*.

Week 15. FINAL PAPER

Dec. 4 (TUESDAY) PAPERS DUE no later than 9:30 pm on Blackboard.

Week 16. FINAL EXAM

Dec. 11 Final Exam, 6:30-9:20 pm. (TUESDAY)

