Reserve Room Reading:
Jack P. Greene, Imperatives, Behaviors, & Identities: Essays in Early American Cultural History
-----, Negotiated Authorities: Essays in Colonial Political and Constitutional History
-----, Understanding the American Revolution: Issues and Actors
-----, Interpreting Early America: Historiographical Essays

Course Schedule:
Jan. 10 Introduction to the Course
Jan. 17 Select two early American historians whose book-length works you admire. Prepare an introduction to their work and include an appraisal of three of their chapters, one a literary triumph, another a conceptual model, and still another a powerful interpretation. Read Interpreting Early America, chapters 5 and 18.
Jan. 24 Select ten prefaces from books in early American history and explain how these pieces of prose help identify key chapters in literary, conceptual, and interpretive terms. Prepare an explanation. Read Negotiated Authorities, chapters 14 and 15.
Jan. 31 Select ten tables of contents as indicators of key chapters. Prepare an explanation. Read Understanding the American Revolution, chapters 9 and 10.
Feb. 7 Describe a historical work you intend, sometime in the future, to write. Include speculation about how this study will be structured into parts, chapters, and other units of prose. Read Imperatives, Behaviors, & Identities, chapters 6, 10, and 11.
Feb. 21 Read Gordon S. Wood, The Creation of the American Republic, 1776-1787 Chapters 1, 2, 14, and 15. Apply Wood’s techniques to the organization of your hypothetical chapter.
Feb. 28 Read Linda Kerber, Women of the Republic: Intellect and Ideology in Revolutionary America, chapters 4 and 7. Apply Kerber’s conceptualization (that is, what constitutes a coherent unit of historical experience) to your hypothetical chapter.
Mar. 14 Write a five page (12,500 word) segment of your hypothetical chapter.
Mar. 21 to April 25 Revise each week your five pages in response to class criticism and suggestions.
May 2 Present your final revision.