

**History 701:**

**Colloquium: United States to 1865**

**Fall 2006**

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

The purpose of this seminar 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**

Nancy Hewitt, ed. *Companion to American Women’s History* (Blackwell, 2004)  
 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)  
 Phyllis Whitman Hunter, *Purchasing Identity in the Atlantic World* (Cornell, 2001)  
 Gordon Wood, *Radicalism of the American Revolution* (Knopf, 1993)  
 John Larson & Michael Morrison, eds. *Whither the Early Republic* (Penn Press, 2005)  
 Paul Johnson, *Shopkeeper’s Millennium* Rev ed. (Farrar, Straus, & Giroux, 2004)  
 Vlach, John, *The Planter’s Prospect* (UNC, 2004/5)  
 Eric Foner, *Free Soil, Free Men, Free Labor* (Oxford, 1995)  
 Gary Gallagher, *The Confederate War* (Harvard, 1999)  
 Drew Faust, *Mothers of Invention* (UNC Press, 1996, Vintage, 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.

**Nominations:** Students will work in teams to prepare nominations for a text and topic for the class on Monday Nov 20. Each team will present their nomination to the class on Monday Oct 23<sup>rd</sup>. The class will vote on which text to read for the November 20<sup>th</sup> class. I will grade the work of each team on the nomination. The winning team will lead class discussion and receive extra credit.

### **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 and Nomination	30%
Final Paper	<u>30%</u>
Total	100%

### **Class Schedule:**

Mon. August 14

## Introduction and Journal Review Assignments

Mon August 21

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

Recommended Reading: Bailyn, *Atlantic History*

Mon August 28

Morgan, *American Slavery, American Freedom*; and Morgan, "Slavery and the Slave Trade," in Hewitt, *Companion* : 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. 4           OFF! Labor Day

Mon Sept. 11

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*; Little, "Building Colonies, Defining Families," in Hewitt, *Companion*

Mon Sept 18

Hunter, *Purchasing Identity*: Class Discussion

Recommended Reading: T. H. Breen, *Marketplace of Revolution*

Mon Sept 25

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 2

Larson & Morrison, *Whither the Early Republic* : Class Discussion

Mon. Oct 9           OFF!           Columbus Day

Mon. Oct 16

Johnson, *Shopkeeper's Millennium*; and Hewitt, "Religion, Reform, and Radicalism in the Antebellum Era," in Hewitt, *Companion*: Class Discussion

Recommended Reading: Mary Ryan, *Cradle of the Middle Class*

Mon. Oct 23

**Nominations Due:** Present to Class

Mon. Oct 30

Vlach, *Planter's Prospect*: Class Discussion

**Due:** Short paper on using visual images in history.

Recommended Reading: Angela Miller, *Empire of the Eye*

Mon. Nov 6

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. Nov 13

Individual appointments with Dr. Hunter on final paper

Mon. Nov 20

Nominated Book: Class Discussion

Mon. Nov 27

Faust, *Mothers of Invention*; and Glymph, "The Civil War Era," in Hewitt, *Companion*: Class Discussion

Mon. Dec 4

Gallagher, *The Confederate War*: Class Discussion

Mon Dec 11

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