

DRAFT

DEPARTMENT OF HISTORY UNIVERSITY OF NEW HAMPSHIRE

History 939
Fall 2015
T 8:40-9:30
Horton 422

Professor Eliga Gould
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Office Hours: T 9:30-11:30 and by appointment

Readings in Early American History

Assigned Readings. (Unless otherwise noted, all titles are available at the University Bookstore and the Durham Book Exchange.)

- Bailyn, Bernard. *Atlantic History: Concept and Contours* (2005)
Berlin, Ira. *Many Thousands Gone: The First Two Centuries of Slavery in North America* (2000).
Bushman, Richard. *The Refinement of America: Persons, Houses, Cities* (1992).
Cronon, William. *Changes in the Land: Indians, Colonists and the Ecology of New England* (1983)
Gould, Eliga H. *Among the Powers of the Earth: The American Revolution and the Making of a New World Empire* (2012)
Greene, Jack P., and Philip D. Morgan. *Atlantic History: A Critical Appraisal* (2008).
Hall, David D. *Worlds of Wonder, Days of Judgment: Popular Religious Belief in Early New England* (1989).
Johnson, Walter. *River of Dark Dreams: Slavery and Empire in the Cotton Kingdom* (2013).
Lepler, Jessica. *The Many Panics of 1837: People, Politics, and the Creation of a Transatlantic Financial Crisis* (2013).
McPherson, James. *Battle Cry of Freedom: The Civil War Era* (1988).
Morgan, Edmund S. and Helen M. *The Stamp Act Crisis: Prologue to Revolution* (1953).
Richter, Daniel. *Facing East from Indian Country: A Native History of Early America* (2001).
Ulrich, Laurel Thatcher. *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812* (1990).
Wood, Gordon S. *The Radicalism of the American Revolution* (1993).

Course Description.

This colloquium provides an introduction to the scholarly literature on American history from the colonial period to the age of Jacksonian democracy. Over the course of the semester, we will explore a number of the major interpretive conventions that historians have used to understand the social, political, economic and cultural development of the societies that eventually became the United States. As part of our discussions, we will consider both the Britons and other Europeans who established English-speaking colonies on the North American mainland, and the indigenous and African peoples whose experiences have bulked so large in academic writing over the last two generations. Throughout, our goal will be to gain a better understanding of how the historiography of early America has evolved in recent years and where it seems to be headed.

Organization and Requirements.

Class Participation.

Class participation is an essential part of the course, and the first of the colloquium's requirements is to come to each meeting having completed all the required reading and prepared to engage constructively in group discussions. In addition, you will each have the opportunity to help set the agenda for several weekly discussions. You will do this, first, by making a presentation based on a five-page review essay of the week's assigned reading (discussed below). That presentation should lay out questions that the other members of the colloquium can discuss. In addition, each member of the class will make brief presentations (during different weeks) of two of the Recommended books from the course syllabus, each of which should be based on a two-page book review (also discussed below). Finally, each member of the class will make a brief report of one of the chapters from the Greene and Morgan volume on Atlantic history that we will be reading on September 8. I will circulate a sign-up sheet during our first meeting for the Review Essay, Book Review, and Greene and Morgan presentations. Taken together, your participation in class, including your oral presentations, will account for 10% of your total grade. I will evaluate each on a system of "checks," with a "check" signifying full credit, a "check plus" outstanding work, and "check minus" work that is substandard, carelessly prepared or late.

Review Essay.

In advance of the class when you make your presentation, you are each expected to write a review essay on the assigned reading for that week of approximately 5 double-spaced typed pages. These essays can follow a number of formats. In addition to summarizing the arguments of the weekly reading, you may use your essay to respond to questions that the books and articles seem to raise, relate the assigned readings to issues and topics from other weeks, or even draw on insights from adjacent fields. You may also discover that your response to the readings occasionally changes as a result of our discussions in the colloquium, in which case I welcome you to revise them with marginal notes. The important thing is to write a coherent, well-organized essay that engages with the readings in a lively and analytical fashion. I will assign each essay a letter grade, and that grade will count for 20% of your total grade.

Book Reviews.

On two separate weeks, you will write a two-page review of one of the Recommended books for that week. The format of your review should follow the standard form used by reviewers in major journals such as the *William and Mary Quarterly*, the *Journal of the Early Republic*, and the *American Historical Review*. If you are unfamiliar with how to write a book review, I would encourage you to consult one or more of those journals. Book reviews will be due on the day of the class where you are making your presentation. Each review will count for 10% of your total grade.

Historiographical Essay.

The colloquium's final requirement involves writing an essay of approximately 15 pages that discusses a particular issue or problem in the historiography of Atlantic studies in Britain and/or America. Although you may make liberal use of the assigned readings, your essays should also reflect a substantial amount of outside reading. In choosing your topic, you are free to write on anything within the broad parameters set by the colloquium. The final draft of this paper will count for 50% of the final grade.

Incompletes.

As a rule, it is in your own best interest to complete all written assignments on time. Under unusual (and rare) circumstances, I will consider awarding an Incomplete, provided the student speaks with me in advance. But please note that the granting of Incompletes is entirely at the instructor's discretion. Also, the University Registrar will automatically award an "F" for any Incomplete that has not been converted to a letter grade by a specified deadline during the following semester. If you receive an Incomplete, the responsibility for keeping track of this deadline and finishing all the course requirements on time is yours. You should also bear in mind that if you turn in a paper late, you may have to wait a considerable period of time before you get it back with your grade, and my comments will be brief.

Course Outline

Abbreviations: [B] — readings are in the Reading folder on the course Blackboard site.
 [JSTOR] — readings are in the JSTOR database on the UNH Library portal.
 [Project Muse] — readings are in the Project Muse database on the UNH Library portal.

Sep 1 **Introduction**

Sep 8 **Atlantic History and Beyond**

Required: Bernard Bailyn, *Atlantic History*; David Armitage, "Three Concepts of Atlantic History," in Armitage and Michael Braddick, eds., *The British Atlantic World* (2002; 2d ed. 2009); Eliga H. Gould, "Entangled Histories, Entangled Worlds: The English-Speaking Atlantic as a Spanish Periphery," *American Historical Review* (2007), [JSTOR].

Reports: Sign up during class on Sep 1 for a short presentation on one of the following chapters in Greene and Morgan, eds. *Atlantic History*: Greene and Morgan (introduction), Bushnell, Morgan, Wood, Greene, Canny, and Coclanis.

Recommended:

Jo Guldi and David Armitage, *The History Manifesto* (2014), [B].

Carlo Ginzburg, "Latitude, Slaves, and the Bible: An Experiment in Microhistory," *Critical Inquiry*, 31, no. 3 (Spring 2005), pp. 665-683, [JSTOR].

Sep 15

The Ecology of Settlement

Required: William Cronon, *Changes in the Land*; W. Jeffrey Bolster, "Putting the Ocean in Atlantic History: Maritime Communities and Marine Ecology in the Northwest Atlantic, 1500-1800," *American Historical Review*, 113, no. 1 (Feb., 2008), pp. 19-47, [JSTOR]

Recommended:

Jennifer Anderson, *Mahogany: The Costs of Luxury in Early America* (2012).

Christopher Pastore, *Between Land and Sea: The Atlantic Coast and the Transformation of New England* (2014).

Sep 22

The Rise of Slavery

Required: Ira Berlin, *Many Thousands Gone*; James Sidbury and Jorge Cañizares-Esguerra, "Mapping Ethnogenesis in the Early Modern Atlantic," *William and Mary Quarterly*, 3rd ser., 68, no. 2 (April 2011): 181-208, [JSTOR].

Recommended:

Edmund S. Morgan, *American Slavery, American Freedom: The Ordeal of Colonial Virginia* (1975).

Rebecca Anne Goetz, *The Baptism of Early Virginia: How Christianity Created Race* (2012).

Sep 29

Religion

Required: David D. Hall, *Worlds of Wonder*; Perry Miller, "The Puritan State and Puritan Society," in *Errand into the Wilderness* (1956), [B].

Recommended:

Jon Butler, *Awash in a Sea of Faith: Christianizing the American People* (1992).

Carla Gardina Pestana, *Protestant Empire: Religion and the Making of the British Atlantic World* (2010).

Oct 6

Refinement

Required: Richard Bushman, *The Refinement of America*; T. H. Breen, "An Empire of Goods: The Anglicization of Colonial America, 1690-1776," *Journal of British Studies*, XXV (1986), [JSTOR].

Recommended:

Greene, Jack P. *Pursuits of Happiness: The Social Development of Early Modern British Colonies* (1988).

Laurel Thatcher Ulrich, *The Age of Homespun: Objects and Stories in the Creation of an American Myth* (2009).

Oct 13

Indians and The West

Required: Daniel Richter, *Facing East from Indian Country*; Edward Countryman, "Indians, the Colonial Order, and the Social Significance of the American Revolution," *William and Mary Quarterly*, 3rd ser., 53, no. 2 (Apr., 1996), pp. 342-362, [JSTOR].

Recommended:

Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815* (1991).

Mapp, Paul. *The Elusive West and the Contest for Empire, 1713-1763* (2011).

Oct 20

Prologue to Revolution

Required: Edmund and Helen Morgan, *The Stamp Act Crisis*; "Still a Prologue?" Ask the Author Forum, *Commonplace*, vol. 16, no. 1 (Fall 2015), [LINK].

Recommended:

Bernard Bailyn, *The Ideological Origins of the American Revolution* (1967)

Alfred Young, *The Shoemaker and the Tea Party* (2000).

Oct 27

Republicanism

Required: Gordon S. Wood, *The Radicalism of the American Revolution*; Daniel T. Rodgers, "Republicanism: The Career of a Concept," *Journal of American History* (1992), [JSTOR].

Recommended:

Maya Jasanoff, *Liberty's Exiles: American Loyalists in the Revolutionary World* (2011).

Janet Polasky, *Revolutions Without Borders: The Call for Liberty in the Atlantic World* (2015).

- Nov 3 **American Empire**
Required: Eliga H. Gould, *Among the Powers of the Earth*; William J. Novak, “The Myth of the Weak American State,” *American Historical Review*, 113 (2008), 752-772, [JSTOR].
- Recommended:
 Peter S. Onuf, *Jefferson’s Empire: The Language of American Nationhood* (2000).
 Brian Rouleau, *With Sails Whitening Every Sea: Mariners and the Making of an American Maritime Empire* (2014).
- Nov 10 NO CLASS — UNH FOLLOWS WEDNESDAY SCHEDULE
- Nov 17 **Women in the Early Republic**
Required: Laurel Thatcher Ulrich, *A Midwife’s Tale*; Sarah Knott, “Female Liberty? Sentimental Gallantry, Republican Womanhood, and Rights Feminism in the Age of Revolutions,” *William and Mary Quarterly*, 3rd ser., 71, no. 3 (July 2014): 425-456, [JSTOR].
- Recommended:
 Linda K. Kerber, *Women of the Republic: Intellect and Ideology in Revolutionary America* (1980)
 Rosemarie Zagari, *Revolutionary Backlash: Women and Politics in the Early American Republic* (2007).
- Nov 24 **The Market Economy**
Required: Jessica Lepler, *The Many Panics of 1837*; Daniel Feller, “The Market Revolution Ate My Homework,” *Reviews in American History* 25 (Sep. 1997), 408-415, [JSTOR].
- Recommended:
 Morton J. Horwitz, *The Transformation of American Law, 1780-1860* (1977)
 Seth Rockman, *Scraping By: Wage Labor, Slavery, and Survival in Early Baltimore* (2009).
- Dec 1 **Slavery and Disunion**
Required: Walter Johnson, *River of Dark Dreams*; Frank Towers, “Partisans, New History, and Modernization: The Historiography of the Civil War’s Causes, 1861-2011,” *Journal of the Civil War Era*, 1 no. 2 (June 2011), 237-264, [Project Muse].
- Recommended:
 Thomas Bender, *The Antislavery Debate: Capitalism and Abolitionism as a Problem in Historical Interpretation* (1992).
 Amy S. Greenberg, *A Wicked War: Polk, Clay, Lincoln, and the 1846 U.S. Invasion of Mexico* (2012).
- Dec 8 **The Civil War**
Required: James McPherson, *Battle Cry of Freedom*; Eric Foner, “The Meaning of Freedom in the Age of Emancipation,” *Journal of American History* (1994), 435-460, [JSTOR].
- Recommended:
 Edward Ayers, *In the Presence of Mine Enemies: The Civil War in the Heart of America, 1859-1863* (2003).
 Stacey Smith, *Freedom’s Frontier: California and the Struggle over Unfree Labor, Emancipation, and Reconstruction* (2013).
- Dec. 15 HISTORIOGRAPHICAL ESSAY DUE BY NOON, TUESDAY, DEC 15