

8/2/2023

DEPARTMENT OF HISTORY
UNIVERSITY OF NEW HAMPSHIRE

History 939
Fall 2023
M 4-6 pm
Horton 422

Professor Eliga Gould
Office: Horton 419
Phone: 862-3012
E-mail: Eliga.Gould@unh.edu
Office Hours: M 12-1 pm, W 11 am-1 pm 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. Books that are available electronically through Dimond Library are so indicated in the syllabus. All other books are on two-hour reserve at the Reserve Desk.)

- Bailyn, Bernard. *Atlantic History: Concept and Contours* (2005)
Beckert, Sven. *Empire of Cotton: A Global History* (2014)
Brooks, Lisa. *Our Beloved Kin: A New History of King Philip's War* (2019) [e-book].
Brown, Vincent. *Tacky's Revolt: The Story of an Atlantic Slave War* (2020).
Cronon, William. *Changes in the Land: Indians, Colonists and the Ecology of New England* (1983).
Foner, Eric. *The Second Founding: How the Civil War and Reconstruction Remade the Constitution* (2020).
Gordon-Reed, Annette, and Peter S. Onuf. "Most Blessed of the Patriarchs": *Thomas Jefferson and the Empire of the Imagination* (2017).
Gould, Eliga H. *Among the Powers of the Earth: The American Revolution and the Making of a New World Empire* (2012) [e-book]
Holton, Woody. *Liberty Is Sweet: The Hidden History of the American Revolution* (2021)
Lepler, Jessica. *The Many Panics of 1837: People, Politics, and the Creation of a Transatlantic Financial Crisis* (2013).
Saunt, Claudio. *Unworthy Republic: The Dispossession of Native Americans and the Road to Indian Territory* (2020)
Ulrich, Laurel Thatcher. *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812* (1990).
Winiarski, Douglas. *Darkness Falls on the Land of Light: Experiencing Religious Awakenings in Eighteenth-Century New England* (2017).

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 colonies on the North American mainland, and the continent's indigenous and African peoples. 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. The first colloquium requirement 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 the second week of class. 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 Early American History. 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.

It is in your own interest to complete all written assignments on time. Under unusual 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

- Aug 28 **Introduction**
Required: Eliga Gould and Rosemarie Zagari, "Situating the United States in Vast Early America: Introduction," *WMQ* (Apr 2021), and contributions to the forum by Caitlyn Fitz, Leslie M. Alexander, Patrick Griffin, Jessica Roney, and Annette Gordon-Reed and Peter Onuf, [Canvas].
- Sep 4 LABOR DAY — NO CLASS
- Sep 11 **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), [Canvas]; Eliga H. Gould, "Entangled Histories, Entangled Worlds: The English-Speaking Atlantic as a Spanish Periphery," *American Historical Review* (2007), [JSTOR].

Reports: Greene, Jack P., and Philip D. Morgan. *Atlantic History: A Critical Appraisal* (2008), [Ebook Central Academic Complete] — Sign up during class on Canvas for a short presentation on one of the following chapters: Greene and Morgan (introduction), Bushnell, Morgan, Wood, Greene, Canny, and Coclanis.
- Sep 18 **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 25 **The Rise of Slavery**
Required: Vincent Brown, *Tacky's Revolt*; Ira Berlin, "Time, Space, and the Evolution of Afro-American Society on British Mainland North America," *AHR* (1980), [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).
- Oct 2 **Indigenous New England**
Required: Lisa Brooks, *Our Beloved Kin*; [AHR controversy].
Recommended:
 Camilla Townshend, *Fifth Sun: A New History of the Aztecs* (2019).
 Nicole Eustace, *Covered with Night: A Story of Murder and Indigenous Justice in Early America* (2021)
- Oct 9 **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).
- Oct 16 **Religion**
Required: Douglas Winiarski, *Darkness Falls on the Land of Light*; Charles Cohen, "The Post-Puritan Paradigm of Early American Religious History," *William and Mary Quarterly*, 3rd ser., 54, no. 4, (Oct., 1997): 695-722, [JSTOR]
Recommended:
 David D. Hall, *Worlds of Wonder, Days of Judgment: Popular Religious Belief in Early New England* (1989).
 Carla Gardina Pestana, *Protestant Empire: Religion and the Making of the British Atlantic World* (2010).
- Oct 23 **Women and Gender**
Required: Laurel Thatcher Ulrich, *A Midwife's Tale*; Terry Snyder, "Refiguring Women in Early American History," *WMQ*, 69, no. 3 (July 2012): 421-450, [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).
- Oct 30 **Republicanism**
Required: Annette Gordon-Reed and Peter S. Onuf, "*Most Blessed of the Patriarchs*": *Thomas Jefferson and the Empire of the Imagination*; Daniel Rogers, "Republicanism: The Career of a Concept," *Journal of American History*, 79, no. 1 (Jun 1992): 11-38, [JSTOR].
Recommended:
 Bernard Bailyn, *The Ideological Origins of the American Revolution* (1967)
 Gordon S. Wood, *The Radicalism of the American Revolution* (1992)
- Nov 6 **The Other Revolution(s)**
Required: Woody Holton, *Liberty Is Sweet: The Hidden History of the American Revolution* (2021); Adam Serwer, "The Fight Over the 1619 Project Is Not About the Facts," [The Atlantic](#) (Dec 23, 2019).
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 13 **Slavery and Capitalism**
Required: Sven Beckert, *Empire of Cotton: A Global History* (2014); Thomas Haskell, "Capitalism and the Origins of the Humanitarian Sensibility," parts 1 & 2, *AHR* (Apr and Jun 1985), [JSTOR].

Recommended:

Christopher Leslie Brown, *Moral Capital: Foundations of British Abolitionism* (2006)

Edward Baptist, *The Half Has Never Been Told: Slavery and the Making of American Capitalism* (2014).

Nov 17-18 DUNFEY CONFERENCE: Declaration at 250 — Details TBA

Nov 20 **Native Americans and the West**

Required: Claudio Saunt, *Unworthy Republic*; [TBD — settler colonialism].

Recommended:

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

Pekka Hamalainen, *The Comanche Empire* (2009).

Nov 27 **Market Economies**

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:

Emma Hart, *Trading Spaces: The Colonial Marketplace and the Foundations of American Capitalism* (2019).

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

Dec 4 **The Civil War**

Required: Eric Foner, *Second Founding*; Nikole Hannah-Jones, “America Wasn’t a Democracy, Until Black Americans Made it One,” *New York Times (Online)*, Aug 14, 2019 [introductory essay to “1619 Project”], [[Global Newsstream](#)]; [TBD].

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 11

May 13 HISTORIOGRAPHICAL ESSAY DUE FRIDAY, MAY 13