

The University of Southern Mississippi
Department of History

History 771
Fall 2006

LAB 455
3:00—5:45PM Tuesdays

Colonial Classics
(Or—How to Pass Comps in Early American History)



“The good historian is like the giant in the fairy tale. He knows that whenever he catches the scent of human flesh, there his quarry lies.”
--Marc Bloch, *The Historian's Craft*, 1941

Dr. Kyle F. Zelner

Office: 466 LAB **Office Phone:** 266-6196 **Email:** kyle.zelner@usm.edu

Web Site: <http://ocean.otr.usm.edu/~w535683/Index.html>

Office Hours: Tuesdays, 11AM-12PM, Wednesdays 10AM-12PM, & by appointment

Statement of Purpose:

In the early days of the professional study of history in the United States, the colonial period was seen as a mere backdrop to the “real” beginning of America, the War for Independence. The “formative period” was often dispensed with in a few short lectures—the story of the Pilgrims and perhaps a mention of Captain John Smith and Pocahontas—to open the grand pageant of Revolution and nation building. Some early historians even argued that in leaving the mother country of England, the earliest settlers were themselves “Revolutionaries” and the entire colonial period was part of the American Revolution.

That was a long time ago. Today, the colonial period of American history, lasting over 250 years (1492-1765), is recognized as an incredibly important and complex world all on its own—one that deserves and receives an enormous amount of attention from historians, archivists, archaeologists, anthropologists, and museum studies scholars. It is in the colonial period that the true nature of America was born—a culture of diverse immigrants (some voluntary, others forced, others invaded) who struggled to live and work together in an alien environment in order to better their lives and the lives of their families. Together with the American Revolution (1765-1800), which established the independence of the United States (and along the way began to change almost everything about colonial America), this period has become instrumental to the study of the history of the United States.

As a graduate student, especially if you are planning on taking comprehensive exams with a field in American History, this course will be instrumental in developing your understanding of the period. Once you have successfully completed the course, you will be well on your way to mastering both the content and historiography of this vital epoch.

Course Mechanics, Structure, and Assignments:

With the advent of a graduate comprehensive reading list in 2005, the Americanist faculty decided to offer a series of graduate seminars whose primary function was to prepare doctoral students for their comprehensive exams. These courses will also be of great use to MA students and occasionally will draw students from other programs. Everyone is welcome, but the “prime directive” remains the same: to get Ph.D. candidates ready for their comprehensive exams. The best way to do that is to have you read on a variety of topics rather than focus on just one. Thus each week of the course will have a different theme: for example, one week we will read about New England, while another week will be dedicated to the study of colonial slavery. Because almost every book in this course is a required reading on the early American reading list, each reading done in this course is one less you will have to complete on your own in preparation for your comprehensive exams. That being said, the reading and discussion schedule for this class is extremely vigorous – however, in the end, you will have read or at least heard about the vast majority of books for the colonial and revolutionary periods on the comprehensive reading list.

The core structure of the class will be as follows: you can expect to read either one or two books a week. Every week, the class will read one book in common or perhaps a book and a few articles. For eight weeks of the class, supplementary books will also be covered. Each class member will be assigned their supplementary books early in the semester, in order to be able to get a copy of the book (more on this below). Normally, depending on the number of students enrolled in the class and the number of books for each week, I’ll assign two or three people to the same supplementary book. When it comes time for class discussion, two members of the class (assigned in advance) will give an overview of the common reading, and the teams which have read the supplementary books will give an overview of their book. I EXPECT you to confer with the other people reading your book so that you can coordinate your report to the class. I HIGHLY ENCOURAGE everyone to read reviews of the reading in scholarly journals. Your participation in class – everything from your reports on your books to the questions you ask your peers – will determine 30% of your final grade.

In addition to the reading and discussion each week, everyone will write a short review of every book they read (in the weeks with a common and supplemental book, two reviews are due that week). Reviews should begin with the standard bibliographical heading and end with your name. What comes in between should briefly describe what the book is about, but concentrate on identifying and commenting upon the author’s thesis: What is the author trying to get across, how does she/he argue the case and upon what evidence, where and to what extent do you agree and disagree? If you are unsure how to write a critical book review, take a look at reviews in such publications as the *William and Mary Quarterly* or *Reviews in American History*. You should be able to write this kind of review in no more than 600 words, but I will give you 900. The reviews will be due the Monday before each class at 6

PM—students will e-mail me their review(s) as an attached e-mail document. I will then circulate all of the reviews via USM email. Everyone should make every effort to read all reviews by their classmates by class time on Tuesday. These reviews, if you take the time to read and print them, will become invaluable study aids when reviewing for your comprehensive exams. Your written reviews will determine 35% of your final course grade.

The final 35% of your course grade will derive from a mock comprehensive examination – the same sorts of questions I use on comprehensives, only you get to do it as a take-home exam, open book without a time limit. I'll expect you to have a grasp of both the books you read and those your classmates read, fitting the total of the 37 books (and various articles) into an understanding both of the narrative of early American history, and especially what scholars have written about it. More details on this exam will come later in the course.



A Word about Books:

I have ordered many of the common books for the class (and even some of the supplemental books for the first few weeks) at the USM textbook center. However, I would highly encourage you to scrounge the internet for cheaper used or new copies of these works. Because most are classics—many are readily available fairly cheaply on the internet.

Most of the course books are also on reserve at Cook Library. Additional readings, especially many of the articles are available on JSTOR or other databases—or in the paper journals in Cook Library. It is your responsibility to get them (although I will circulate some that I have in pdf. format to the class).

A Note about Office Hours:

I will hold office hours (see page 1) for any interested students at posted times and will be happy to arrange a different time for you to come in and see me if those times do not fit into your schedule. If for some reason I can not attend my office hours, I will try to announce it in class and I will post it on my office door. This is time I have set aside for you to come in and talk about your questions or comments about the class, history, writing, the college, or whatever (including "Good Eats"). It is a great time to come in and discuss paper topics or questions. It is unfortunate that more students don't take advantage of faculty office hours--we're not just available in the classroom.

Course Policies:

1. Class Climate: This course is an advanced graduate seminar, designed to give you a chance to explore an academic area of interest through intensive reading, writing, and discussion. Accordingly, most class periods will be filled by discussion of the assigned reading. In order for discussions to be productive, all students need to feel comfortable

participating. We will create and maintain an atmosphere of mutual respect in which everyone's ideas can be heard.

2. USM Email: All students should check their USM email regularly—students who do not set up their accounts or respond to USM email will lose participation points and suffer a lower grade. I will use this online resource to keep you up-to-date on class activities, distribute reviews, and possibly even give you portions of your exams.

3. Pagers and Cell Phones: All pagers and cell phones must be turned to silent mode (vibrate) or turned off when in class! If you must take or make an emergency call, leave the classroom (and re-enter) quietly so you will not disturb others.

4. Support and Documentation: Support your paper arguments with specific textual references. You must use footnotes for all papers except book reviews--where parenthetical references to the book reviewed will suffice. Follow *Chicago Manual of Style* format and documentation, which is also known as the Turabian style. For help and examples, see the USM Libraries' web page at <http://www.lib.usm.edu/research/guides/turabian.html> or the style manual recommended for the class: Rampolla, *A Pocket Guide to Writing in History* for information.

5. Manuscript Preparation: All papers should be computer-generated (12pt font, Times New Roman) and should be double-spaced with one-inch margins. Papers should always be handed in with the pages numbered and stapled together. Proofread carefully. Clearly place your name, the course and instructor, a description of the paper, and date of each assignment in the upper right hand corner of the first page.*

*Sample heading for papers:

Student Name
History 771—Dr. Zelner
September 19, 2006

6. Copies of Papers: It is your responsibility to keep a copy of each paper that you submit. In the unlikely event that I misplace the paper, you should be able to produce your copy that same day. Students unable to produce the requested copy will fail the assignment.

7. Delivery of Papers: Students are required to hand in TWO COPIES of each paper: one hard printed copy, which must be handed in at class time and one electronic copy, which must be emailed to the instructor by 6PM on the Monday before each class.

8. Late Papers: In graduate school, there should be no late papers. Extensions of a paper due date will be granted only in the event of a documented medical, athletic, academic, or personal emergency and only in advance of the paper due date. Decisions on the validity of the documentation and the penalty for any late paper are within the sole purview of the instructor (it will be severe).

9. Academic Dishonesty: Scholastic dishonesty will not be condoned under any circumstance. See the current Graduate Bulletin for a good definition of such behavior. Cheating on an exam or demonstrated plagiarism on a paper will automatically lead to a grade of “F” for the course and can result in dismissal from the college. The instructor reserves the right to use electronic resources, such as turnitin.com, to detect plagiarism. If you have questions or concerns about this policy—please see the instructor during office hours.

10. Students with Disabilities: If you have any disabilities that might affect your performance in this class, please let me know. If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities Covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies. Mailing address: 118 College Drive # 8586, Hattiesburg, MS 39406-0001; Telephone: (601) 266-5024; TTY: (601) 266-6837; Fax: (601) 266-6035 or at: <http://www.ids.usm.edu/ODA/default.asp>

11. Syllabus: This syllabus is a mutual contract between the professor and student and the student and professor. It will not be altered lightly, however if circumstances make it necessary, the changes will be made as far in advance as is possible and in writing.



Course Schedule

◀Week #1: Introduction and the Atlantic World▶

Tuesday, 29 August 2006

Common Book:

*Bailyn, Bernard. *Atlantic History: Concept and Contours*. Cambridge: Harvard Univ. Press, 2005.

Leading Discussion: _____ & _____

Supplementary Books:

*Crosby, Alfred W. *The Columbian Exchange: Biological and Cultural Consequences of 1492*. 30th anniversary ed. Westport, Conn.: Praeger, 2003.

Reader: _____ Cantrell _____

Reader: _____

Reader: _____

Reader: _____

Rediker, Marcus Buford. *Between the Devil and the Deep Blue Sea: Merchant Seamen, Pirates, and the Anglo-American Maritime World, 1700-1750*. Cambridge: Cambridge University Press, 1987.

Reader: _____ Doidge _____

Reader: _____

Reader: _____

Reader: _____

◀Week #2: Ethnohistory and the History of Indian/European Contact▶

Tuesday, 5 September 2006

Common Book:

*Jennings, Francis. *The Invasion of America: Indians, Colonialism, and the Cant of Conquest*. New York: Norton, 1976.

Leading Discussion: _____ & _____

Supplementary Books:

*Richter, Daniel K. *The Ordeal of the Longhouse: Change and Persistence on the Iroquois Frontier, 1609-1720*, Chapel Hill: University of North Carolina Press, 1984.

Reader: _____

Reader: _____

Reader: _____

*Usner, Daniel H. *Indians, Settlers & Slaves in a Frontier Exchange Economy: The Lower Mississippi Valley before 1783*. Chapel Hill: Published for the Institute of Early American History and Culture, Williamsburg, Virginia, by the University of North Carolina Press, 1992.

Reader: _____

Reader: _____

Reader: _____

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

Reader: _____

Reader: _____

Reader: _____

◀Week #3: Religion in Early America▶

Tuesday, 12 September 2006

Common Book:

*Bonomi, Patricia U. *Under the Cope of Heaven: Religion, Society, and Politics in Colonial America*. 2nd rev. ed. New York: Oxford University Press, 2003.

Leading Discussion: _____ & _____

Supplementary Books:

*Hall, David D. *Worlds of Wonder, Days of Judgment: Popular Religious Belief in Early New England*. New York: Knopf, 1989.

Reader: _____

Reader: _____

Reader: _____

Butler, Jon. *Awash in a Sea of Faith: Christianizing the American People, Studies in Cultural History*. Cambridge: Harvard University Press, 1990.

Reader: _____

Reader: _____

Reader: _____

*Miller, Perry. *Errand into the Wilderness*. Cambridge: Belknap Press of Harvard University Press, 1956.

Reader: _____

Reader: _____

Reader: _____

◀ Week #4: Social History I: New England ▶
Tuesday, 19 September 2006

Common Book:

*Lockridge, Kenneth A. *A New England Town: The First Hundred Years: Dedham, Massachusetts, 1636-1736*. expanded, enl. ed. New York: Norton, 1985.

Leading Discussion: _____ & _____

Supplementary Books:

*Anderson, Virginia DeJohn. *New England's Generation: The Great Migration and the Formation of Society and Culture in the Seventeenth Century*. Cambridge: Cambridge University Press, 1991.

Reader: _____

Reader: _____

Reader: _____

*Bushman, Richard L. *From Puritan to Yankee; Character and the Social Order in Connecticut, 1690-1765*. Cambridge: Harvard University Press, 1967.

Reader: _____

Reader: _____

Reader: _____

*Boyer, Paul S., and Stephen Nissenbaum. *Salem Possessed; the Social Origins of Witchcraft*. Cambridge, Mass.: Harvard University Press, 1974.

Reader: _____

Reader: _____

Reader: _____

◀Week #5: Social History II: Mid-Atlantic▶

Tuesday, 26 September 2006

Common Book and Articles:

*Lemon, James T. *The Best Poor Man's Country; a Geographical Study of Early Southeastern Pennsylvania*. Baltimore: Johns Hopkins Press, 1972.

*Henretta, James A. "Families and Farms: Mentalite in Pre-Industrial America." *William & Mary Quarterly, 3rd Series* 35, no. 1 (1978): 3-32.

Lemon, James T. and James Henretta (Reply) "Comment on James A. Henretta's 'Families and Farms: Mentalite in Pre-Industrial America'" *William & Mary Quarterly, 3rd Series* 37, no. 4 (1980): 688-700.

Leading Discussion: _____ & _____

◀Week #6: Social History III: The Chesapeake and Lower South▶

Tuesday, 3 October 2006

Common Book:

*Morgan, Edmund Sears. *American Slavery, American Freedom: The Ordeal of Colonial Virginia*. New York: Norton, 1975.

Leading Discussion: _____ & _____

Supplementary Books:

*Isaac, Rhys. *The Transformation of Virginia, 1740-1790*. Chapel Hill: Published for the Institute of Early American History and Culture, Williamsburg, VA., by University of North Carolina Press, 1982.

Reader: _____

Reader: _____

Reader: _____

*Rutman, Darrett Bruce, and Anita H. Rutman. *A Place in Time: Middlesex County, Virginia, 1650-1750*. New York: Norton, 1984.

Reader: _____

Reader: _____

Reader: _____

*Wood, Peter H. *Black Majority; Negroes in Colonial South Carolina from 1670 through the Stono Rebellion*. New York: Knopf, 1974.

Reader: _____

Reader: _____

Reader: _____

◀ Week #7: War and Society in Early America ▶
Tuesday, 10 October 2006

Common Book:

Grenier, John. *The First Way of War: American War Making on the Frontier, 1607-1814*. Cambridge: Cambridge University Press, 2005.

Leading Discussion: _____ & _____

Supplementary Books:

*Anderson, Fred. *A People's Army: Massachusetts Soldiers and Society in the Seven Years' War*. Chapel Hill: Published for the Institute of Early American History and Culture, Williamsburg, Va., by the University of North Carolina Press, 1984.

Reader: _____

Reader: _____

Reader: _____

Chet, Guy. *Conquering the American Wilderness: The Triumph of European Warfare in Colonial Northeast*. Amherst: University of Massachusetts Press, 2003.

Reader: _____

Reader: _____

Reader: _____

*Gross, Robert A. *The Minutemen and Their World*. New York: Hill and Wang, 1976.

Reader: _____

Reader: _____

Reader: _____

◀Week #8: Slavery in Early America I: Origins▶

Tuesday, 17 October 2006

Common Book:

*Thornton, John Kelly. *Africa and Africans in the Making of the Atlantic World, 1400-1800*. 2nd ed.,. Cambridge: Cambridge University Press, 1998.

Leading Discussion: _____ & _____

◀Week #9: Slavery in Early America II: Practice and Culture▶

Tuesday, 24 October 2006

Common Book:

*Morgan, Philip D. *Slave Counterpoint: Black Culture in the Eighteenth-Century Chesapeake and Lowcountry*. Chapel Hill: Published for the Omohundro Institute of Early American History and Culture, Williamsburg, Virginia, by the University of North Carolina Press, 1998.

Leading Discussion: _____ & _____

◀Week #10: Slavery in Early America III: Race and Identity▶

Tuesday, 31 October 2006

Common Book:

*Jordan, Winthrop D. *White over Black: American Attitudes toward the Negro, 1550-1812*. New York: Norton, 1977.

Leading Discussion: _____ & _____

◀Week #11: Gender in Early America▶

Tuesday, 7 November 2006

Common Book:

*Kerber, Linda K. *Women of the Republic: Intellect and Ideology in Revolutionary America*. Chapel Hill: Published for the Institute of Early American History and Culture by The University of North Carolina Press, 1980.

Leading Discussion: _____ & _____

Supplementary Books:

Brown, Kathleen M. *Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia*. Chapel Hill: Published for the Institute of Early American History and Culture by the University of North Carolina Press, 1996.

Reader: _____

Reader: _____

Reader: _____

*Norton, Mary Beth. *Founding Mothers & Fathers: Gendered Power and the Forming of American Society*. New York: Alfred A. Knopf, 1996.

Reader: _____

Reader: _____

Reader: _____

Ulrich, Laurel Thatcher. *Good Wives: Image and Reality in the Lives of Women in Northern New England, 1650-1750*. New York, N.Y.: Knopf, 1982.

Reader: _____

Reader: _____

Reader: _____

◀Week #12: Colonial Overview▶

Tuesday, 14 November 2006

Common Book:

*Greene, Jack P. *Pursuits of Happiness: The Social Development of Early Modern British Colonies and the Formation of American Culture*. Chapel Hill: University of North Carolina Press, 1988.

Leading Discussion: _____ & _____

◀Week #13 American Revolution I▶

Tuesday, 21 November 2006

Common Book and Articles:

*Bailyn, Bernard. *The Ideological Origins of the American Revolution*. Cambridge: Belknap Press of Harvard University Press, 1967.

*Shalhope, Robert E. "Republicanism and Early American Historiography." *William & Mary Quarterly, 3rd Series* XXXIX, no. 2 (1982): 334-56.

*Shalhope, Robert E. "Toward a Republican Synthesis: The Emergence of an Understanding of Republicanism in American Historiography." *William & Mary Quarterly, 3rd Series* 29, no. 1 (1972): 49-80.

Leading Discussion: _____ & _____

◀Week #14: American Revolution II▶

Tuesday, 28 November 2006

Common Book and Article:

*Royster, Charles. *A Revolutionary People at War: The Continental Army and American Character, 1775-1783*. Chapel Hill: Published for the Institute of Early American History and Culture, Williamsburg, Va., by the University of North Carolina Press, 1979.

*Lemisch, Jessie. "Jack Tar in the Streets: Merchant Seamen in the Politics of Revolutionary America." *William & Mary Quarterly, 3rd Series* 25, no. 3 (1968): 371-407.

Leading Discussion: _____ & _____

Supplementary Books:

*Holton, Woody. *Forced Founders: Indians, Debtors, Slaves, and the Making of the American Revolution in Virginia*. Chapel Hill: Published for the Omohundro Institute of Early American History and Culture, Williamsburg, Virginia, by the University of North Carolina Press, 1999.

Reader: _____

Reader: _____

Reader: _____

Reader: _____

*Nash, Gary B. *The Urban Crucible: The Northern Seaports and the Origins of the American Revolution*. Abridged ed. Cambridge: Harvard University Press, 1986.

Reader: _____

Reader: _____

Reader: _____

Reader: _____

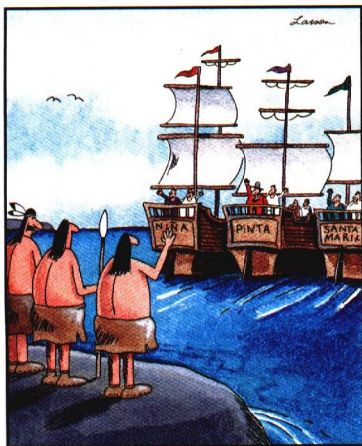
◀Week 15: The American Revolution and Beyond▶
Tuesday, 5 December 2006

Common Book and Articles:

*Wood, Gordon S. *The Radicalism of the American Revolution*. New York: A.A. Knopf, 1992.

Appleby, Joyce, Barbara Clark Smith, Michael Zuckerman, and Gordon S. Wood. "How Revolutionary was the Revolution: A Discussion of Gordon S. Wood's *The Radicalism of the American Revolution*" *William & Mary Quarterly*, 3rd Series, 51 no. 4 (1994): 677-716.

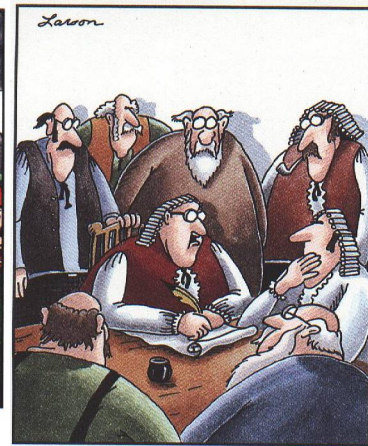
Leading Discussion: _____ & _____



"Did you detect something a little ominous in the way they said, 'See you later?'"



Bunker Hill, June 17, 1775: An unfortunate twist of fate for one young Redcoat, Charles "Bugeyed" Bingham, was not knowing that the opposing American general had just uttered the historic command, "Don't fire until you see the whites of their eyes."



"So, then ... would that be 'us the people' or 'we the people!'"