

The University of Southern Mississippi
Department of History
Fall 2011

U.S. Historiography I
Interpretations of American History, 1600—1865



E.S. Morgan M.B. Norton B. Bailyn L.T. Ulrich G. Wood N. Cott E. Foner

LAB 455

6:30—9:15 Wednesdays

Dr. Kyle F. Zelner

Office: 462 LAB **Office Phone:** 601-266-6196 **Email:** kyle.zelner@usm.edu

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

Office Hours: Tuesdays and Thursdays 2:30-5pm, Wednesdays 4-5pm, and by appointment

Statement of Purpose:

If the past came without gaps and problems, there would be no task for the historian to complete. And if the evidence that existed always spoke plainly, truthfully, and clearly to us, not only would historians have no work to do, we would have no opportunity to argue with each other. History is, above all else, an argument. It is an argument between historians Arguments are important; they create the possibility of changing things.

John Arnold, *History: A Very Short Introduction* (Oxford, 2000)

Historiographic study, or the study of the study of history, is an incredibly important part of being a historian. Historians do not begin a single project without first learning what came before—what other historians have said on the topic, how they said it, and what the state of the field is at the moment.

Undergraduate history majors do well if they can make the leap from writing simple historic narrative to making an argument about the past. The leap for graduate students is bigger—they must grasp the complexities of historiography. Much of the professional study of history is, of course, centered around different arguments about the past. As a beginning professional historian, you will be expected to talk about the historical debates surrounding your topic and how your work intersects with those debates. You should also get to know the “schools” of thought in your field, whether it be the Progressive School, the Imperialist School, the Republican Synthesizers, the Namierists, or a whole host of others. You will be expected in your classes, and especially during your comprehensive exams, not only to know what happened in

the past and why, but who argued what and the methods they used to come up with those arguments.

This course will start you down the historiographical road. We will examine some of the main debates in early American history as a way to jump start your knowledge. Once you have successfully completed this course, you will know some of the important highlights—but you should also come to the realization that you have just started what will likely be a lifelong trek.

Course Mechanics, Structure, and Assignments

Each week the course will feature a different historiographical debate in the form of three books on opposing (or just different) sides of an issue or theme (divided among three student groups in the class) and some common readings, usually a chapter from Francis G. Couvares, et. al.'s *Interpretations of American History* (Vol. 1, 8th ed.). Because many of the books in this course are required texts on the Early American PhD reading list, each reading done in this course is one less you will have to complete on your own in preparation for comprehensive exams. That being said, the reading, writing, and discussion schedule for this class is **exceedingly vigorous**. Needless to say, students should come to class thoroughly familiar with all of the reading assigned for that day and prepared to discuss the readings in an informed manner. Students are required to bring all assigned reading materials to class.

Students will write ten book reviews during the course of the semester. At least two of the reviews must be completed by September 21st (more than that would be better). A critical book review 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 does the argument fit into the historiography (you can comment/compare the book to the common readings if it is helpful), and where and to what extent do you agree and disagree? Reviews should begin with the standard bibliographical heading and end with your name and affiliation. 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 the *New England Quarterly*. In addition, H-Net has useful guidelines for its book reviewers which may be helpful (http://www.h-net.org/reviews/guidelines_books.php). See below for minimum word requirements and grade percentages (cumulatively, reviews will be worth 50% of the final grade).

Reviews will be due each Wednesday morning at 8am in my email box (see “Class Procedures” below for more details on format)—students will also produce hard copies for the instructor during class. Each Wednesday, all student papers written that week will be distributed via email to all members of the class. Students should make every effort to read the reviews before coming to class. These reviews, if you take the time to read and save them, will become invaluable study aids when reviewing for exams (for this class and beyond).

Normally, depending on the number of students enrolled in the class, I'll assign two people to each book as discussion leaders for the week. When it comes time for class discussion, the leaders will give a 15-20 overview of their book and how it addresses the historiographical debate in question. Discussion leaders, remembering that 2/3rds of students have not read the book, should be sure to cover:

- The author and her/his academic background
- Type of history employed (social, cultural, war & society, economic, gender, etc.)
- The book's thesis (and page number(s) where it can be found)
- The book's layout (quick chapter overview)

- Major evidence of points
- Type of evidence used (probate inventories, diaries, newspapers, objects, etc.)
- Final conclusions of the book
- Major criticisms of the book by reviewers
- Your (students’) major criticism(s) of the book

I EXPECT discussion leaders on any single book to confer with each other prior to class so you can coordinate your report to the class. Presentation teams may want to schedule a meeting with the instructor to go over their discussion game plan.

Your participation in class – everything from your book presentations to the questions you ask to the points you make about the books (or don’t)—will determine 30% of your final grade.

The final 20% of your course grade will derive from a final exam. I will expect you to have a grasp of all articles and books from the class, as well as the field of Early American History. The final exam will mimic a comprehensive exam question(s) and will be taken after the last class as a self-timed and self-proctored take-home exam. More details on this exam will come later in the course.

Grading Breakdown:

ASSIGNMENT	MAX. WORDS	PERCENTAGE	DUE DATE
Seminar Participation (incl. book presentations)	N/A	30%	all semester
Book Reviews (10)	900 each	50% (5% each)	8am class day, Two done by Sept. 21
Final Exam	Self-timed	20%	TBA
Total	9000+	100%	

A Note about Books and Articles:

I have ordered the common reader (Francis G. Couvares, et. al.’s *Interpretations of American History* (Vol. 1, 8th ed.) and the books for the first discussion (Aug. 31st) at the USM Barnes and Noble bookstore. For the rest, I encourage you to scrounge the internet for cheap used or new copies of these works. Most of the course books are also on overnight reserve at Cook Library. Students are expected to scout out most of the common reading articles on their own in the index “America: History and Life” and retrieve them in JSTOR, Project Muse, etc., although I have provided stable URLs when possible.

Course Policies:

1. Class Climate: 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—you can set it to forward to your main email account (yahoo, hotmail, etc.) if you desire, but be sure to check it in some fashion. Students who do not set up their accounts or respond to USM email can lose participation points and suffer a lower grade.

3. Cell Phones: All cell phones must be turned off when in class. Any exceptions to this policy must be cleared with the instructor in advance.

4. Support and Documentation: For reviews, parenthetical references of the books under review are acceptable. All other notations must be formal footnotes; follow *Chicago Manual of Style* format. **Note:** I do not accept the use of “Ibid” in citations—instead I prefer the short author/title system.

5. Manuscript Preparation: All papers should be computer-generated (12pt font, Times New Roman) and should be double-spaced with one (1) inch margins. Papers should always be handed in with the pages numbered and stapled together. Clear, readable writing and careful proofreading are minimal requirements; **I will not read careless, unproofed writing.**

All papers must also be turned into the instructor by 8am Wednesday morning in electronic format via email (MS Word or .rtf format) as well as in hard copy during class. Be sure to use your last name in the file name, for example: Smith_Review_Oct_21.doc.

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 725—Dr. Zelner
Book Review #6
Sept. 7, 2011

Papers which do not conform to ALL of these rules WILL suffer a grade penalty.

6. Copies of Papers: It is your responsibility to keep a copy of each paper that you submit and be able to produce it in case the original is lost.

7. 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, 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 (it will be severe) are within the sole purview of the instructor.

8. 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 probable dismissal from the university. 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.

9. Students with Disabilities: If a student has a disability that qualifies under the American 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.

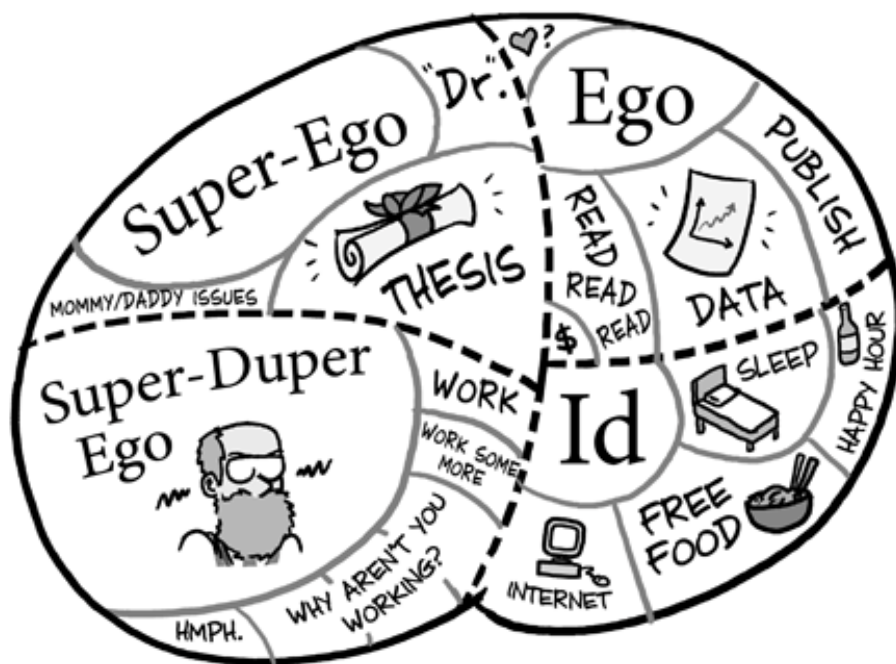
Address:

The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001

Voice Telephone: (601) 266-5024 or (228) 214-3232 Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay Service* at 1-800-582-2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu.

10. 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 possible and in writing.



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The Grad Student Brain

WWW.PHDCOMICS.COM

Course Schedule

*denotes a book on the American Ph.D. reading list.

WEDNESDAY, AUG. 24

COURSE INTRODUCTION & BOOK CHOICE LOTTERY

Common Reading: Francis G. Couvares, "Introduction" in *Interpretations of American History: Patterns and Perspectives*, Vol. 1, 8th ed. (Boston: Bedford/St. Martins, 2009).

WEDNESDAY, AUGUST 31

INDIANS, CONTACT, AND ETHNOHISTORY: OH MY!

Common Reading: Couvares, Francis G. et. al. *Interpretations of American History*, Vol. 1: Chapter 3

Calloway, Colin G. *New Worlds for All: Indians, Europeans, and the Remaking of Early America*. Baltimore: Johns Hopkins University Press, 1998.

Leaders: _____

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

Leaders: _____

*Usner, Daniel H. *Indians, Settlers & Slaves in a Frontier Exchange Economy: The Lower Mississippi Valley before 1783*. Chapel Hill: Published for the IEAHC by the University of North Carolina Press, 1992.

Leaders: _____

WEDNESDAY, SEPT. 7

A CITY ON A HILL?: COLONIAL NEW ENGLAND

Common Reading: Couvares, Francis G. et. al. *Interpretations of American History*, Vol. 1: Chapter 2

Note: Last day to drop full semester classes and receive 100% financial refund

*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.

Leaders: _____

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

Leaders: _____

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

Leaders: _____

WEDNESDAY, SEPT. 14

THE COLONIAL SOUTH AND SLAVERY: ACCIDENT OR PLAN?

Common Reading: Couvares, Francis G. et. al. *Interpretations of American History*, Vol. 1: Chapter 4

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

Leaders: _____

Owell, Robert. *Masters, Slaves, & Subjects: The Culture of Power in the South Carolina Low Country, 1740-1790*. Ithaca: Cornell University Press, 1998.

Leaders: _____

Parent, Anthony S. *Foul Means: The Formation of a Slave Society in Virginia, 1660-1740*. Chapel Hill: University of North Carolina Press for the OIEAHC, 2006).

Leaders: _____

WEDNESDAY, SEPT. 21

COLONIAL WITCHCRAFT: THREE VIEWS OF THE MADNESS

Common Reading: Jane Kamensky, "Salem Obsessed; Or, Plus Ça Change: An Introduction," *William and Mary Quarterly* 3rd Ser., Vol. 65 No. 3 (July 2008):391-400. JSTOR Stable URL: <http://www.jstor.org/stable/25096804>

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

Leaders: _____

Karlsen, Carol F. *The Devil in the Shape of a Woman: Witchcraft in Colonial New England*. New York: W. W. Norton & Company, 1998.

Leaders: _____

Norton, Mary Beth. *In the Devil's Snare: The Salem Witchcraft Crisis of 1692*. New York: Alfred A. Knopf, 2002.

Leaders: _____

WEDNESDAY, SEPT. 28

COLONIAL WARFARE: EUROPEAN OR "AMERICAN"?

Common Reading: Grenier, John. "Recent Trends in the Historiography on Warfare in the Colonial Period, 1607–1765." *History Compass*, Vol. 8, Issue 4 (March 2010): 358-367. Distributed by Instructor via email.

*Anderson, Fred. *A People's Army: Massachusetts Soldiers and Society in the Seven Years' War*. Chapel Hill: Published for IEAHC by the University of North Carolina Press, 1984.

Leaders: _____

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

Leaders: _____

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

Leaders: _____

WEDNESDAY, OCT. 5 **THE COMING OF THE REVOLUTION: IDEOLOGY, CLASS, OR BOTH?**
Common Reading: Couvares, Francis G. et. al. *Interpretations of American History*, Vol. 1: Chapter 5 and Robert E. Shalhope, "Republicanism and Early American Historiography." *William & Mary Quarterly*, 3rd Series XXXIX, no. 2 (1982): 334-56. Stable URL: <http://www.jstor.org/stable/1918756>

Note: Last day to drop full-semester classes without academic penalty

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

Leaders: _____

*Holton, Woody. *Forced Founders: Indians, Debtors, Slaves, and the Making of the American Revolution in Virginia*. Chapel Hill: University of North Carolina Press, 1999.

Leaders: _____

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

Leaders: _____

WEDNESDAY, OCT. 12 **FALL BREAK: AKA, A GOOD TIME TO CATCH UP ON WORK**

WEDNESDAY, OCT. 19 **THE REVOLUTION AND THE CONSTITUTION: FOUNDING FATHERS OR FOUNDING MOB**

Common Reading: Couvares, Francis G. et. al. *Interpretations of American History*, Vol. 1: Chapter 6

Bouton, Terry. *Taming Democracy: "The People," the Founders, and the Troubled Ending of the American Revolution*. New York: Oxford University Press, 2009.

Leaders: _____

Holton, Woody. *Unruly Americans and the Origins of the Constitution*. New York: Hill and Wang, 2008.

Leaders: _____

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

Leaders: _____

WEDNESDAY, OCT. 26

WOMEN IN THE EARLY REPUBLIC: PROGRESS OR PLIGHT?

Common Reading: Couvares, Francis G. et. al. *Interpretations of American History*, Vol. 1: Chapter 8

*Cott, Nancy F. *The Bonds of Womanhood: "Woman's Sphere" in New England, 1780-1835*. New Haven: Yale University Press, 1977.

Leaders: _____

*Stansell, Christine. *City of Women: Sex and Class in New York, 1789-1860*. Urbana: University of Illinois Press, 1987.

Leaders: _____

*Ulrich, Laurel Thatcher. *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812*. New York: Knopf, 1990.

Leaders: _____

WEDNESDAY, NOV. 2

THE MARKET REVOLUTION: WHY YOU WEAR A WATCH

Common Reading: Selections from the special forum on Charles Seller's *The Market Revolution* in the *Journal of the Early Republic*. Vol. 12, No. 4 (Winter, 1992). "A Transforming Revolution" by Richard E. Ellis, 445-450; "Society and Economic Change" by Mary H. Blewett, 450-454; "The Market and Its Discontents" by Harry L. Watson, 464-470; and "Charles Sellers's Response" by Charles Sellers, 473-476. JSTOR Issue Stable URL: <http://www.jstor.org/stable/i356938>

Bruegel, Martin. *Farm, Shop, Landing: The Rise of a Market Society in the Hudson Valley, 1780-1860*. Durham: Duke University Press, 2002.

Leaders: _____

Prude, Jonathan. *The Coming of Industrial Order: Town and Factory Life in Rural Massachusetts, 1810-1860*. Amherst: University of Massachusetts Press, 1999.

Leaders: _____

Sheriff, Carol. *The Artificial River: The Erie Canal and the Paradox of Progress, 1817-1862*. New York: Hill and Wang, 1993.

Leaders: _____

WEDNESDAY, NOV. 9

**ANTEBELLUM REVIVALS AND RELIGION: DEMOCRACY,
SPIRITUALISM, OR MARKET FORCES?**

Common Reading: Schmidt, Leigh Eric. "Does the History of Theology Still Matter?" in *Reviews in American History*, Volume 32, Number 1 (March 2004): 1-6 and Heyrman, Christine Leigh.

*Foner, Eric. *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party before the Civil War*. Oxford; New York: Oxford University Press, 1995.

Leaders: _____

*Holt, Michael F. *The Political Crisis of the 1850s*. New York: Wiley, 1978.

Leaders: _____

WEDNESDAY, DEC. 7 THE CIVIL WAR: WHY MEN AND SOCIETY FOUGHT

Common Reading: Grimsley, Mark. "In Not So Dubious Battle: The Motivations of American Civil War Soldiers." *The Journal of Military History*, Vol. 62, No. 1 (Jan., 1998): 175-188. JSTOR Stable URL: <http://www.jstor.org/stable/120400>

Gallagher, Gary W. *The Union War*. Cambridge: Harvard University Press, 2011.

Leaders: _____

McPherson, James M. *For Cause and Comrades: Why Men Fought in the Civil War*. New York: Oxford, 1998.

Leaders: _____

Sheehan-Dean, Aaron. *Why Confederates Fought: Family and Nation in Civil War Virginia*. Chapel Hill: University of North Carolina Press, 2009.

Leaders: _____

***FINAL EXAM (TAKE-HOME)**: Will be distributed in class on December 7th.

DUE DATE: Thursday, December 15th by 12noon in Dr. Zelner's department mailbox (don't forget the electronic copy via email).