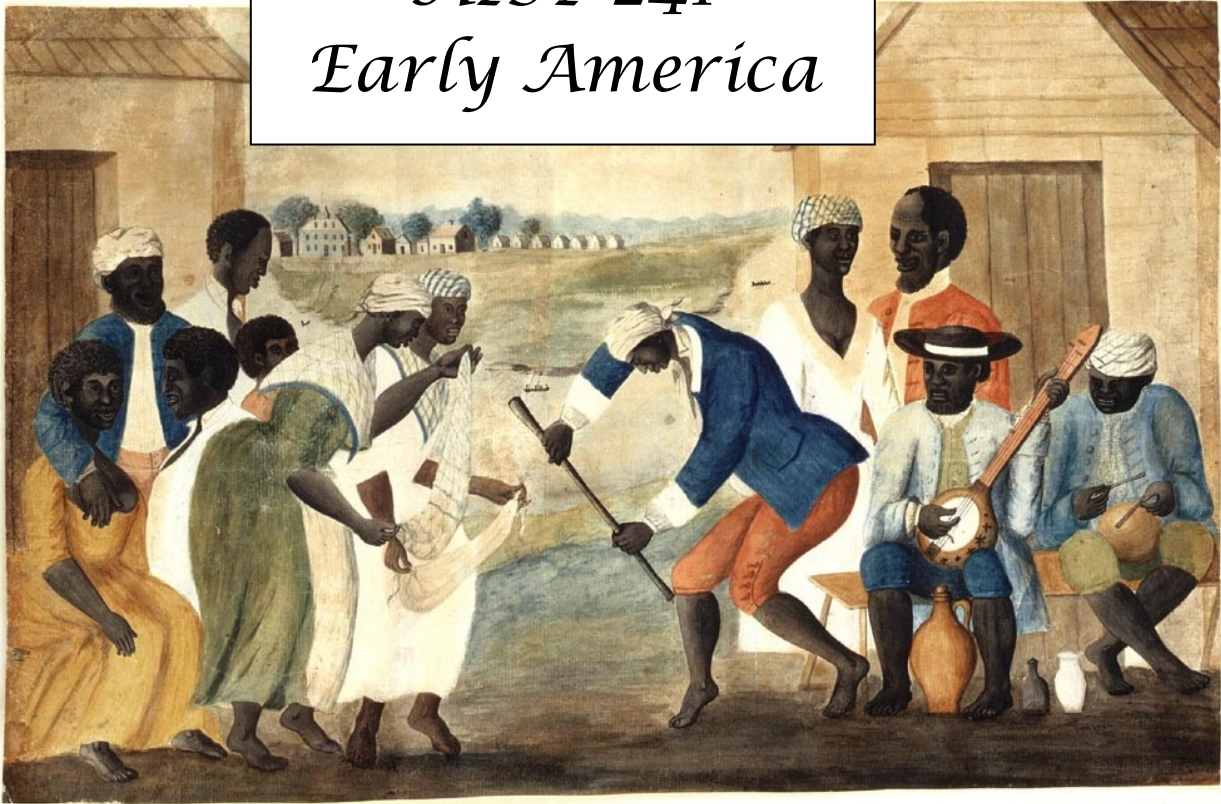


HIST 241 *Early America*



Dr. James Paxton

Comenius 306

Office Hours: Tuesday, 10:05-11:30, 5:30-6:30; Thursday 10:05-11:30.

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Course Description

Welcome to 241! Traditionally Americans have viewed colonial history as little more than a background and lead up to the founding of the United States. If the goal of colonial history is the nation, then the logical focus is the political development of the thirteen English-speaking colonies. But early America not only has a history in its own right but it was far more crowded and diverse than earlier histories allowed. Native, English, African, French, Spanish and Dutch peoples met, intermingled, and jostled for power. While this course cannot convey all the complexity of early America, by focusing on a range of themes, such as American exceptionalism, the nature of cultural contact, and the rise of racism and race slavery, we will trace the evolving relationships between America's founding people, Native Americans, Africans, and Europeans, and the societies they created together.

Course Objectives

By the end of the course, you will have enhanced your abilities to:

- Locate, evaluate, and use secondary sources.
- Identify major schools of thought and historiographical debates that have shaped historians' understanding of the colonial period.
- Use writing conventions appropriate to the discipline of history.
- Become familiar with some important themes in colonial American history.
- Develop clear and effective oral and written communications skills.

Attendance

While there is no formal penalty for missing classes, students are strongly encouraged to attend all classes. Success in the course depends upon comprehension of the lecture material and participation in class discussions.

Please turn off or mute all electronic devices in the classroom.

Grade Distribution

Reading Journals	15%
Topic & Bibliography	5%
Forum Debate	10%
Draft	10%
Peer Review	5%
Final Essay	20%
Final Exam	20%
Participation	15% (Note: This grade reflects your active participation in class and is not an attendance grade)

Late Policy

Papers turned in after the beginning of the class on which they are due will be assessed a penalty of 5% for the first day they are late and 2% for each day thereafter. I do not accept late reading logs. They must be turned in at the beginning of the class in which they are due. Computer and printing problems are not acceptable reasons for lateness. I do **not** accept essays or logs via email without prior consent.

Assignments

Reading Journals

Unless noted, you will be keeping weekly reading logs in which you identify and evaluate the thesis and arguments of the articles you read. I will hand out forms which you can use to model your logs. I will read each log entry to ensure that you are keeping up with the reading. In terms of format and style, logs may be less formal than the essays. They will be graded for content, regularity, and willingness to engage with ideas, rather than for stylistic concerns such as spelling and grammar. Nonetheless, I do expect you to proofread your reading logs before

handing them in. Reading logs are due at the beginning of class. Late logs will not be accepted. Logs will receive a grade of 0, 1, or 2.

Assessment of a Scholarly Debate

The *William and Mary Quarterly* is the premier journal for early American history. At least once a year, the journal publishes a forum on a particular topic. Forums can take several formats. Several authors might be asked to assess the state of a particular field of history, such as the Revolution or be asked to respond to a previously published book or essay. Whatever form they take, forums are an excellent way to immerse yourself in the historiography of a given field. For this assignment, you will write a four-page essay assessing the debates arising in one forum appearing in the *William and Mary Quarterly* between 1987 and the present. I have provided a list of forums at the end of this syllabus. You will find it easier to assess a forum that covers responses to one article or book (I have placed * beside these) rather than a state of the field forum.

Historiographical Essay

Write a twelve-page historiographical essay. A historiographical essay provides comment and analysis on a number of works pertaining to one subject. Do not summarize the contents of the books. Instead, write a coherent essay with a thesis that assesses how historians have interpreted the topic over time. You will choose an appropriate subject in consultation with the instructor. You must utilize at least five books or an equivalent number of articles.

I will place two collections of historiographical essays on reserve in Reeve's Library. Once you have chosen a topic, you should consult the appropriate essay(s).

Morgan, Gwenda, *The Debate on the American Revolution* (Manchester and New York: Manchester University Press, 2007).

Daniel Vickers, ed. *A Companion to Colonial America* (Blackwell, 2003).

Academic Dishonesty

According to the Moravian College Student Handbook, the following constitutes plagiarism: "the use, deliberate or not, of any outside source without proper acknowledgment. While the work of others often constitutes a necessary resource for academic research, such work must be properly used and credited to the original author. This principle applies to professional scholars as well as to students....All work that students submit or present as part of course assignments or requirements must be their own original work....When students use the specific thoughts, ideas, writings, or expressions of others, they must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks...and be accompanied by an appropriate citation." Plagiarism will result in the offender receiving zero in the course. Please consult the Student Handbook for fuller details.

It is normal and desirable that students will assist each other with assignments. Such assistance may take two forms. In discussing your papers outside of class, someone may give you an idea or clarify your thinking that you later incorporate into the paper. Note you are not taking their ideas word for word. This is permissible but you must acknowledge your friend's contribution either in the text or in a footnote. Similarly, you should acknowledge in a footnote anyone who has read and commented on your paper.

Students with Disabilities

Students with physical, learning, or medical disabilities should speak to me and contact Laurie Roth, Director of the Learning Center, to arrange the appropriate accommodations. Please make these arrangements in the first weeks of the semester.

Schedule

Week 1 Jan. 17	Introduction to Early America
Jan. 19	Reading Articles and Books
Week 2 Jan. 24	Historiography of Early America Jack P. Greene, "Beyond Power: Paradigm Subversion and Reformulation and the Re-Creation of the Early Modern Atlantic World," in Greene, <i>Interpreting Early America: Historiographical Essays</i> (Charlottesville: University of Virginia Press, 1996), 17-42.
Jan. 26	Old Worlds and New Neal Salisbury, "The Indians Old World: Native Americans and the Coming of Europeans," <i>William and Mary Quarterly</i> (July 1996): 435-58. [Available via JSTOR]
Week 3 Jan. 31	Old Worlds and New Alan Taylor, "Colonizers, 1400-1800" in <i>American Colonies: The Settling of North America</i> (New York: Penguin, 2001), 24-49. Topic and Bibliography Due
Feb. 2	World Views James Taylor Carson, "When is an Ocean Not an Ocean? Geographies of the Atlantic World," <i>Southern Quarterly</i> (Summer 2006): 13pgs. Virginia Dejohn Anderson, "King Philip's Herds: Indians, Colonists, and the Problem of Livestock in Early New England," <i>William and Mary Quarterly</i> 51 (Oct. 1994): 601-626.
Week 4 Feb. 7	Consequences of Contact Daniel K. Richter, "War and Culture: The Iroquois Experience." <i>William and Mary Quarterly</i> 40 (1983): 528-559. JSTOR James H. Merrell, "The Indians' New World: The Catawba Experience," <i>William and Mary Quarterly</i> (1984): 537-565. JSTOR
Feb. 9	A New World or Between Worlds? James W. Paxton, "A New World: Creating Kinship in the Mohawk and Schoharie Valleys," 1-29. James H. Merrell, "Reading Andrew Montour," in <i>Major Problems in American Colonial History</i> , 419-427.

Week 5 Feb. 14	New World Slavery Ira Berlin, "Time, Space, and the Evolution of Afro-American Society," in <i>Major Problems in American Colonial History</i> , 302-315. Philip D. Morgan, "Slave Life in Virginia's Piedmont," in <i>Major Problems in American Colonial History</i> , 315-329.
Feb. 16	The World the Slaves Made Leland Ferguson, <i>Uncommon Ground: Archaeology and Early African America, 1650-1800</i> (Washington: Smithsonian Institution Press, 1992), 63-107.
Week 6 Feb. 21	The World the Slaveholders Made T.H. Breen, "The Culture of Agriculture: The Symbolic World of the Tidewater Planter, 1760-1790," in David Hall, John Murrin, Thad W. Tate eds., <i>Saints and Revolutionaries: Essays on Early American History</i> (New York: W.W. Norton, 1984), 247-284. Gerald W. Mullin, "The Plantation World of William Byrd," in T.H. Breen, ed., <i>Shaping Southern Society</i> (New York: Oxford University Press, 1976), 156-184.
Feb. 23	A Golden Age for Women? Mary Beth Norton, "The Evolution of White Women's Experience in Early America," <i>American Historical Review</i> 89 (1984): 593-619. JSTOR
Week 7 Feb. 28	Forum Debate Due
Mar. 1	Lois Green Carr and Lorena S. Walsh, "The Experience of White Women in the Chesapeake," in <i>Major Problems in American Colonial History</i> , 72-79. Laurel Thatcher Ulrich, "Martha Ballard and Her Girls: Women's Work in Eighteenth-Century Maine," in <i>Diversity and Unity in Early North America</i> , 202-226.
Week 8 Mar. 6	Spring Recess - No Class
Mar. 8	Spring Recess - No Class
Week 9 Mar. 13	Religious Awakenings Mechal Sobel, <i>The World They Made Together: Black and White Values in Eighteenth-Century Virginia</i> (Princeton: Princeton University Press, 1987), 178-204. Gregory Evans Dowd, "The Indians' Great Awakening," in <i>Major Problems in American Colonial History</i> , 427-434.
Mar. 15	Draft of Historiographical Paper Due – Submit via email to me and your writing group Read: "Useful Feedback and Constructive Criticism," 1p. "Revision," in <i>A Sequence for Academic Writing</i> , 245-250.
Week 10 Mar. 20	Historiography of the American Revolution Gwenda Morgan, "Noble Ideals and Ignoble Interests," in <i>Debate on the American Revolution</i> (Manchester: Manchester University Press, 2007), 50-94.
Mar. 22	In Class Workshop
Week 11 Mar. 27	Edward Countryman, "Indians, the Colonial Order, and the Social Significance of the American Revolution," <i>William and Mary Quarterly</i> 53 (April 1996): 342-362.
Mar. 29	Imperial Crisis Edmund S. Morgan. <i>The Birth of the Republic, 1763-1789</i> (Chicago and London: University of Chicago Press, 1977), 14-27. T.H. Breen, "Baubles from Britain: The American and Consumer Revolutions of the Eighteenth Century," <i>Past and Present</i> 119 (1988), 73-104. JSTOR

Week 12 April 3	Gary Nash, "Urban Wealth and Poverty in Pre-Revolutionary America," <i>Journal of Interdisciplinary History</i> 6 (1976): 545-584.
April 5	Final Paper Due
Week 13 April 10	The Revolution John Shy, "Hearts and Minds in the American Revolution: The Case of 'Long Bill' Scott and Peterborough, New Hampshire," in <i>A People Numerous and Armed: Reflections on the Military Struggle for American Independence</i> (Ann Arbor: University of Michigan Press, 1990), 165-179. Michael McDonnell, "Patriot vs. Patriot: Social Conflict in Virginia and the Origins of the American Revolution," <i>Journal of American Studies</i> 34 (Aug. 2000): 231-257.
April 12	Sylvia Frey, "Slavery Attacked and Defended," in <i>Major Problems in the Era of the American Revolution</i> , 262-275. Linda Kerber, "The Revolution and Women's Rights," in <i>Major Problems in the Era of the American Revolution</i> , 296-305.
Week 14 April 17	Consolidating Revolution David Waldstreicher, "Rites of Rebellion, Rites of Assent: Celebrations, Print Culture, and the Origins of American Nationalism," <i>Journal of American History</i> (June 1995): 37-61. JSTOR
April 19	Alan Taylor, "The Divided Ground: Upper Canada, New York, and the Iroquois Six Nations, 1783-1815," <i>Journal of the Early Republic</i> (2002): 55-75. Birte Pfleger, "'Miserable Germans': and Fries's Rebellion: Language, Ethnicity, and Citizenship in the Early Republic," <i>Early American Studies</i> 2 (Fall 2004): 341-361.
Week 15 April 24	African Americans James Sidbury, <i>Ploughshares into Swords: Race Rebellion and Identity in Gabriel's Virginia, 1730-1810</i> (Cambridge: Cambridge University Press, 1997), 14-49, 51-94.
April 26	Conclusion and Review

Appropriate forums and panel discussions for analysis in the *William and Mary Quarterly*

"Salem Repossessed," *William and Mary Quarterly* 65 (July 2008)*

"Class in Early America," WMQ 63 (April 2006).

"Middle Ground Revisited," WMQ 63 (Jan. 2006).*

"Sexuality," WMQ 60 (Jan. 2003)

"The Madisonian Moment," WMQ 59 (Oct. 2002)

"Slavery in the Atlantic World," WMQ 59 (Jul. 2002)

"Transatlantic Slave Trade," WMQ 58 (Jan. 2001)

"Africans in the Atlantic World," WMQ 56 (April 1999)

"Economy of Colonial America," WMQ 56 (Jan. 1999)

"Religion in Early America," WMQ 54 (Oct. 1997)

"Indians and Others in Early America," WMQ 53 (July 1996)

"Iroquois Influence Thesis" WMQ 53 (July 1996) *

"Rethinking the American Revolution" WMQ 53 (April 1996) *

"Material Culture in Early America" WMQ 53 (Jan. 1996)

"Household Government," WMQ 52 (Jan. 1995)

"The Radicalism of the American Revolution," WMQ 51 (Oct. 1994) *

"The Middle Colonies" WMQ 51 (July 1994)

“Why the West was Lost” WMQ 51 (April 1994 and Oct. 1994) In October, scholars responded to an article published in April. *

“Albion’s Seed: Four British Folkways in America,” WMQ 48 (April 1991) *

“History of the Standard of Living in British America” WMQ 45 (Jan. 1988)

“Creation of the American Republic,” WMQ 44 (July 1987) *