

History 7001—Colloquium in North American History and United States History to 1865
Department of History University of Georgia Spring, 2005
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This colloquium introduces graduate students to the literature of American history from the beginnings of the colonial era through the Civil War. It is, of course, impossible to survey the entire (or even a large chunk) of that literature; first-rate books and articles have doubled and redoubled over the past forty years. The course has a more modest goal: to introduce students to newer forms of history (cultural history, new narrative history, biographies of ordinary people) along with older forms (the “new” social history, women’s history, Marxist history, Progressive history). Along the way, we will examine inter-related themes: the place of the environment; the significance of class, gender, and race; the importance of religion; and the process of social and economic change. Course requirements include:

1. Regular attendance, completing reading of texts, and active class participation. For each reading, students will prepare a one-page sheet, with one paragraph each on the work’s argument and theoretical framework, the evidence used to sustain the argument, and a judgement about the adequacy of the evidence. The instructor will pass out a suggested rubric for analyzing articles when more than two are assigned.
2. A 10-15 page (3,000-4000 word) analytical essay on some critical issue, based on a small body of secondary literature (5-10 books and 15-20 articles). All topics must be approved by the instructor. Due at the last seminar.
3. Attendance at the Friday afternoon meetings of the Georgia Workshop in Early American History. Each student will turn in a one-paragraph synopsis of the discussion.

Books for Course

E P Thompson, *Customs in Common*, New Press, 1993
William Cronon, *Changes in the Land*, Hill & Wang, 2003. **Please get this new edition.**
David D. Hall, *Worlds of Wonder, Days of Judgment*, Harvard Univ Press, 1990.
Katherine Brown, *Good Wives, Nasty Wenches, & Anxious Patriarchs* University of North Carolina Press (UNC), 1996.
Ira Berlin, *Many Thousands Gone*, Harvard University Press, 2000
Woody Holton, *Forced Founders*, UNC
Alfred F. Young, *Masquerade: Life and Times of Deborah Sampson*, Knopf, 2004,
Morton J. Horwitz, *Transformation of American Law*, Harvard
Stephen Aron, *How the West Was Lost*, Johns Hopkins, 1996.
Christine Heyrman, *Southern Cross*, UNC, 1997
Christine Stansell, *City of Women* U of Illinois Press
Eugene Genovese, *Roll, Jordan, Roll*, vintage
Drew Faust, *Creation of Confederate Nationalism*, Louisiana State University Press
Edward Ayres, *In the Presence of Mine Enemies: War in the Heart of America, 1859-1863*, W. W. Norton, 2003

Books can be purchased at the bookstore. Articles marked * are online at JSTOR; those marked + will be placed on library electronic reserve; works marked # are on the class webct site; those marked @ are at history cooperative.

January 13 Introduction to course: what ever has happened to American History.

Establishing a Colonial Culture

January 20 What kinds of culture did English colonists bring with them? Reading: Brown, *Good Wives*, chap. 1; Thompson, *Customs in Common*, intro, chaps. 1-2, 4, 8; *Dale Edward Williams, “Morals, Markets and the English Crowd in 1766,” *Past & Present* (hereafter *P&P*) 104 (1984): 56-73; Andrew Charlesworth and Adrian J. Randall, “Comment: Morals, Markets and the English Crowd in 1766,” *P&P* 114 (1987): 200-13.

January 27 How did colonists and Indians interact and how did the environment change? Visitor: Paul Sutter. Reading: Cronon, *Changes in the Land*; *Virginia DeJohn Anderson, “King Philip’s Herds: Indians, Colonists, and the Problem of Livestock in Early New England,” *William and Mary Quarterly* (hereafter *WMQ*) 51 (1994) 601-24; Brown, *Good Wives*, chap. 2. **Analytical paper topics due.**

February 3 How did English colonists remake their spiritual and religious life? Visitor: Michael Winship. Reading: Hall, *Worlds of Wonder*; intro., chaps. 2-4; *Perry Miller, “Errand Into The Wilderness,”

- WMQ* 10 (1953): 3-32.
- February 10 How did racial attitudes, gender stereotypes, and class relations structure colonial Virginia society? Reading: Brown, *Good Wives*, chaps. 3-9; *Allan Kulikoff, "The Colonial Chesapeake: Seedbed of Antebellum Southern Culture?" *Journal of Southern History* (hereafter *JSH*) 45 (1979): 513-41.
- February 17 How did slaves in different regions devise new cultural forms and under what constraints? Reading: Berlin, *Many Thousands Gone*, prologue, chaps. 1-3, 5-7, 9-11; *James Oakes, "Slaves Without Contexts," *Journal of the Early Republic* (hereafter *JER*) 19 (1999): 103-9. **Annotated bibliography for topics due.**
- Revolt, Revolution, and Social Change
- February 24 What were the social origins and consequences of the American Revolution? Reading: Holton, *Forced Founders*, +Gordon Wood, *Creation of the American Republic*, chap. 1; *Richard B. Morris, "Class Struggle and the American Revolution," *WMQ* 19 (1962): 3-29.
- March 3 How did ordinary folk experience the Revolutionary War and how can we uncover their lives? Visitor: Stephen Mihm. Reading: Young, *Masquerade*; †Richard D. Brown, "Microhistory and the Post-modern Challenge," *JER*, 23 (2003): 1-20.
- March 10 Does an economic interpretation of the Constitution make sense? Reading: †Charles Beard, *An Economic Interpretation of the Constitution*, 1935 intro, chaps. 2, 5, 6, conclusion, excerpts; *Robert E. Brown, "Economic Democracy Before the Constitution," *American Quarterly* 7(1955): 257-74; *Robert A. McGuire, and Robert L. Ohsfeldt, "Economic Interests and the American Constitution: A Quantitative Rehabilitation of Charles A. Beard," *Journal of Economic History* (hereafter *JEH*) 44 (1984): 509-19; @Woody Holton, "'From the Labours of Others': The War Bonds Controversy and the Origins of the Constitution in New England" *WMQ* 61 (2004): 271-316.
- Capitalist Transformation of America?
- March 24 When and how did the United States become capitalist? Reading: †Michael Merrill, "Cash is Good to Eat: Self-Sufficiency and Exchange in the Rural Economy of the United States," *Radical History Review*, 3 (1977): 42-71 *James A. Henretta "Families and Farms: Mentalite in Pre-Industrial America," *WMQ* 35 (1978): 3-32; *Winnifred B. Rothenberg, "The Market and Massachusetts Farmers, 1750-1855," *Journal of Economic History*, 41 (1981), 283-314; †Carolyn Merchant, "The Theoretical Structure of Ecological Revolutions," *Environmental Review* 11(1987): 265-74; *Edwin J. Perkins, "The Entrepreneurial Spirit in Colonial America: the Foundations of Modern Business History," *Business History Review* 63 (1989): 160-86; *Allan Kulikoff, "The Transition to Capitalism in Rural America," *WMQ* 46 (1989): 120-44; *Michael Merrill, "Putting 'Capitalism' in its Place: a Review of Recent Literature," *WMQ* 52 (1995): 315-26; *Richard Lyman Bushman, "Markets and Composite Farms in Early America," *WMQ* 1998 55(3): 351-374.
- March 31 How did law accommodate capitalism? Reading: Horwitz, *Transformation of American Law*; *Willard Hurst, "The Law in United States History," *Proceedings of the American Philosophical Society*, 104 (Oct. 17, 1960), 518-26.
- April 7 How did markets and capital come to the frontier? Reading: Aron, *How the West Was Lost*; *Elizabeth A. Perkins, "The Consumer Frontier: Household Consumption in Early Kentucky," *Journal of American History* (hereafter *JAH*) 78(1991): 486-510.
- April 14 When and how did the South turn to evangelicalism? Heyrman, *Southern Cross*; *Peter N. Moore, "Family Dynamics and the Great Revival: Religious Conversion in the South Carolina Piedmont," *JSH* 70 (2004): 35-62.
- April 21 How did free women cope with urbanization and industrialization? Visitor: Kathleen Clark. Reading: Stansell, *City of Women*; *Linda Kerber, "Separate Spheres, Female Worlds, Woman's Place: the Rhetoric of Women's History," *JAH* 1988 75(1): 9-39. **Rough drafts of essays due.**
- Slavery and the "Irreconcilable" Conflict
- April 28 Was the relationship between masters and slaves patriarchal? Genovese, *Roll, Jordan, Roll*, 1-284, 585-660; Herbert G. Gutman, *Power and Culture: Essays on the American Working Class*, 348-55 (class handout).
- Exam week How did the Civil War change the polity and political ideology? Visitor: John Inscoe. Faust, *Creation of Confederate and Ayres, In the Presence of Mine Enemies*. Can I incorporate Claudio and Dianne teach at same time.