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HSTA 501.01: Readings in Early American History

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Readings in Early American History

HSTA 501 | Fall 2021
Thursdays 2:00-4:50pm | LA 249

Professor Claire Arcenas | claire.arcenas@umontana.edu | Office: LA 261
Office hours: Tuesdays 1- 3pm and by appointment

Course Description:

This course will introduce you to some of the most important recent scholarship in the field of early American history. Each week, we will read and discuss a monograph that addresses some aspect of American (primarily, though not exclusively, North American) history between roughly 1500 and 1877. Our emphasis will be on learning how to analyze historical arguments, both in class discussion and in written work. Over the course of the semester, we will move chronologically from the sixteenth to the nineteenth century and investigate the many different approaches historians take to understanding and interpreting this distant past. Broadly speaking, I have selected the primary reading for each class session to illustrate a particular methodological approach to the topic at hand. Accordingly, each week, students should come to class prepared not only to discuss the *content* of the reading (i.e., what it's about), but also to analyze and evaluate the author's argument(s), including her methodological approach(es), historiographic intervention(s), theoretical framework(s), and use of evidence.

Required Texts:

The following required texts are available for purchase at the UM bookstore. Several are also available as e-books through the Mansfield Library (note, you will need to log in with your NetID). For this graduate-level seminar, you are expected to have a copy of the text—either paper or digital—with you in class for easy reference. I have done my best to select books that have an e-book, paperback, or used copy option. If purchasing or renting any of the required texts poses a problem for you, please let me know as soon as possible, so we can figure out a plan!

1. Peter Mancall, *Nature and Culture in the Early Modern Atlantic* (Philadelphia: University of Pennsylvania Press, 2017). **Available as a library e-book.**
2. Simon P. Newman, *A New World of Labor: The Development of Plantation Slavery in the British Atlantic* (Philadelphia: University of Pennsylvania Press, 2013).
3. Mark Noll, *In the Beginning Was the Word: The Bible in American Public Life* (Oxford: Oxford University Press, 2016).
4. Joshua Piker, *The Four Deaths of Acorn Whistler: Telling Stories in Colonial America* (Cambridge, MA: Harvard University Press, 2013). **Available as a library e-book.**
5. Vincent Brown, *Tacky's Revolt: The Story of an Atlantic Slave War* (Cambridge, MA: Harvard University Press, 2020).
6. Caroline Winterer, *American Enlightenments: Pursuing Happiness in the Age of Reason* (New Haven: Yale University Press, 2016).
7. Eric Nelson, *The Royalist Revolution: Monarchy and the American Founding* (Cambridge, MA: Belknap Press of Harvard University Press, 2014).
8. Rosemarie Zagari, *Revolutionary Backlash: Women and Politics in the Early American Republic* (Philadelphia: University of Pennsylvania Press, 2007). **Available as a library e-book.**
9. Annette Gordon-Reed and Peter Onuf, *"Most Blessed of the Patriarchs": Thomas Jefferson and the Empire of the Imagination* (New York: Liveright, 2016).

10. Caitlin Fitz, *Our Sister Republics: The United States in an Age of American Revolutions* (New York: Liveright, 2016).
11. Pekka Hämäläinen, *The Comanche Empire* (New Haven: Yale University Press, 2008). **Available as a library e-book.**
12. Jen Manion, *Female Husbands: A Trans History* (Cambridge: Cambridge University Press, 2020).
13. Eric Foner, *The Second Founding: How the Civil War and Reconstruction Remade the Constitution* (New York: Norton, 2019).

Learning Outcomes:

By successfully completing this class, you will:

- acquire meaningful knowledge about early American history through structured engagement with recent historical research and writing;
- understand the major themes, questions, and debates that animate scholarship on early American history;
- sharpen your ability to discern, distill, and evaluate historical arguments;
- hone your critical reading skills as well as your analytic and persuasive writing skills;
- practice the art of fostering serious, scholarly discussion and conversation among your colleagues and peers;
- deepen your knowledge of the strategies historians use to understand the past from a variety of perspectives and voices.

Assignments, Expectations, and Grading:

You will be evaluated on the following four components. You will receive a grade and feedback on #s 2 - 4. I will provide mid-semester feedback on your discussion participation & weekly discussion questions.

1. Seminar participation and weekly discussion questions [40% of course grade]

Your attendance and thoughtful, engaged participation are mandatory. In addition to your attendance and participation, for all classes in which you are not leading the discussion or presenting (see #2 and #3), you must complete and post a set of **three substantial discussion questions** on the assigned reading to our **class discussion document** (linked via Moodle). We will discuss what constitutes a “substantial discussion question” in class. Your weekly discussion questions are due **by 12pm (noon) the Wednesday before class**. Please peruse your classmates’ posts prior to class; they will help form the basis of our discussion.

2. Discussion leader and book handout [10% of course grade]

At the beginning of the semester, you will each choose **one** week to lead or co-lead the first hour to hour-and-a-half of our discussion. Before you lead discussion, please arrange to meet with me (e.g. on the Tuesday before our Thursday class) to review your plans for the day. Broadly speaking, your goal as discussion leader is to facilitate our conversation about the book we have all read. In class and in our individual meeting, we will discuss more specific expectations and particular strategies for doing so.

As discussion leader, you are also responsible for distributing a 1- to 2-page book handout that outlines the major themes of the day’s reading. You can find guidelines and instructions for book handouts on Moodle.

3. Oral presentation and book review on book from further reading [30% of course grade]

At the beginning of the semester, you will each choose **two** weeks in which to give an approximately 10-minute oral report on a book from the “further reading” section. When it is your day to present, you will

also write an approximately 600- to 800-word review of your selected book. Your book review will be due to Moodle on the day you present (11:59pm is fine). Although you are required to complete all readings for the classes in which you present, you are not required to submit discussion questions. You can find guidelines and instructions for your book reviews on Moodle.

*4. State of the field overview essay **Flexible Due Date: 10/21 – 11/18** [20% of course grade]*

For this assignment, you will select a peer-reviewed academic journal in or related to the field of early American history that you'd like to spend some time reading. Once you have chosen your journal, familiarize yourself with articles it has published in the last c. 15 years. Based on your reading of these articles, in an approximately 1000- to 1200-word essay, offer your assessment of the state of the field. What general trends—content, methodological, etc.—do you notice? Are certain topics or approaches appearing with notable frequency/infrequency? You should cite at least 5 (and likely more!) articles in your assessment. We will talk more about this assignment in class, and you will find further details on Moodle.

General Assignment/Attendance Policy:

You are responsible for attending all class meetings and submitting all assignments on time. If you must miss a class meeting and/or require an extension for any assignment, please speak with me as soon as possible and well in advance of the day you will be absent/the assignment due date. Any unexcused absences or late assignments will negatively impact your grade.

Grading Rubric:

A: 93-100; A-: 90-92; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-: 70-72; D+: 67-69; D: 63-66; D-: 60-62; F: 59 and below.

Formatting Specifications:

Unless otherwise noted, here are the formatting guidelines you should follow for all written work in this class:

- 12-point, Times New Roman font; Double-spaced text; 1-inch margins; and *Chicago Manual of Style* citations.

Academic Honesty:

Students are responsible for familiarizing themselves with UM's Student Conduct Code and conducting themselves accordingly. Academic dishonesty, including plagiarism and cheating, will result in appropriate disciplinary action and possibly a failing grade. An easy rule to follow is that all work you produce for this class should be your own.

Students with Disabilities:

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity (ODE). If you anticipate or experience barriers based on disability, please contact the ODE at: (406) 243-2243, ode@umontana.edu, or visit www.umt.edu/disability for more information. Retroactive accommodation requests will not be honored, so please, do not delay. As your instructor, I will work with you and the ODE to implement an effective accommodation, and you are welcome to contact me privately if you wish.

COVID-19-Related Policies: You are **required to wear a face mask covering your nose and mouth** at all times while inside our classroom. You can find more details and up-to-date information from the University of Montana here: <https://www.umt.edu/coronavirus/campus-covid-plan/default.php>. In addition to the mask requirement, please make note of the following policies:

- You are discouraged from eating or drinking while inside our classroom.
- Stay home if you feel sick and/or if you are exhibiting COVID-19 symptoms. We will work together to ensure you don't fall behind in class.
- If you are sick and/or displaying COVID-19 symptoms, please contact the Curry Health Center at (406) 243-4330 ASAP.
- Thank you for your vigilance! We are all in this together.

A Note on Office Hours & Email: I am looking forward to getting to know all of you! I will be holding both in-person (masks required!) and Zoom office hours from 1-3pm on Tuesdays. Please email me in advance if you'd like to meet via Zoom. During the week, I can be reached by email and will do my best to respond within 24 hours. Please use your UM email address for all communication.

Weekly Reading and Discussion Topics

Week 1 (September 2): The Early Modern Atlantic

Discussion Facilitator: Claire

No presentations today.

Everyone reads:

Peter Mancall, *Nature and Culture in the Early Modern Atlantic* (2017).

Further reading:

Bernard Bailyn, *Atlantic History: Concept and Contours* (2005).

Bernard Bailyn, *The Peopling of British North America* (1988).

Joyce E. Chaplin, *Subject Matter: Technology, the Body, and Science on the Anglo-American Frontier, 1500-1676* (2001).

William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England* (1983).

Alfred Crosby, *The Columbian Exchange: Biological and Cultural Consequences of 1492* (1972).

Jared Diamond, *Guns, Germs and Steel: The Fates of Human Societies* (1999).

Alison Games, *The Web of Empire: English Cosmopolitans in an Age of Expansion* (2008).

Ben Marsh, *Unravelling Dreams: Silk and the Atlantic World, 1500-1840* (2020).

Susan Scott Parrish, *American Curiosity: Cultures of Natural History in the Colonial British Atlantic World* (2006).

John K. Thornton, *A Cultural History of the Atlantic World, 1250-1820* (2012).

Sam White, *A Cold Welcome: The Little Ice Age and Europe's Encounter with North America* (2017).

Notes:

- Please complete this week's reading ahead of our first meeting. You are not, however, required to post any discussion questions.
- No presentations today.
- In class today, we will also discuss course expectations & how best to prepare for our sessions; assign discussion leader & presentation days; and discuss general guidelines for assignments.

Week 2 (September 9): New World Slavery

****Brief visit from the Writing Center.****

**Discussion Facilitator:
Presentations:**

Everyone reads:

Simon P. Newman, *A New World of Labor: The Development of Plantation Slavery in the British Atlantic* (2013).

For today, please also read the following:

P. Gabrielle Foreman, et al. "Writing about Slavery/Teaching About Slavery: This Might Help," community-sourced document, <https://naacpculpeper.org/resources/writing-about-slavery-this-might-help/>

Further reading:

Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America* (1998).
Christopher Leslie Brown, *Moral Capital: Foundations of British Abolitionism* (2006).
Vincent Brown, *The Reaper's Garden: Death and Power in the World of Atlantic Slavery* (2008).
David Brion Davis, *The Problem of Slavery in the Age of Revolution, 1770-1823* (1975; repr.1999).
Richard S. Dunn, *A Tale of Two Plantations: Slave Life and Labor in Jamaica and Virginia* (2014).
Winthrop Jordan, *White Over Black: American Attitudes Toward the Negro, 1550-1812* (1968).
Jennifer Morgan, *Laboring Women: Reproduction and Gender in New World Slavery* (2004).
Philip D. Morgan, *Slave Counterpoint: Black Culture in the Eighteenth-Century Chesapeake and Lowcountry* (1998).
Stephanie E. Smallwood, *Saltwater Slavery: A Middle Passage from Africa to American Diaspora* (2007).
Christopher Tomlins, *Freedom Bound: Law, Labor and Civic Identity in Colonizing English America, 1580-1865* (2006).
Cécile Vidal, *Caribbean New Orleans: Empire, Race, and the Making of a Slave Society* (2019).
Lorena S. Walsh, *Motives of Honor, Pleasure, and Profit: Plantation Management in the Colonial Chesapeake, 1607-1763* (2010).
Wendy Warren, *New England Bound: Slavery and Colonization in Early America* (2016).

Week 3 (September 16): Religion in Early American Life

**Discussion Facilitator:
Presentations:**

Everyone reads:

Mark Noll, *In the Beginning Was the Word: The Bible in American Public Life* (2016).

Further reading:

James B. Bell, *A War of Religion: Dissenters, Anglicans, and the American Revolution* (2008).
Sacvan Berkovitch, *The Puritan Origins of the American Self* (1975).
Ruth Bloch, *Visionary Republic: Millennial Themes in American Thought, 1765-1800* (1985).
David D. Hall, *Worlds of Wonder: Days of Judgment: Popular Religious Belief in Early New England* (1989).
David D. Hall, *A Reforming People: Puritanism and the Transformation of Public Life in New England* (2011).
Susan Juster, *Doomsayers: Anglo-American Prophecy in the Age of Revolution* (2003).

Kathryn Gin Lum, *Damned Nation: Hell in America from the Revolution to Reconstruction* (2014).
Perry Miller, *Errand into the Wilderness* (1956).
Carla Gardina Pestana, *Protestant Empire: Religion and the Making of the British Atlantic World* (2009).
Mark A. Peterson, *The Price of Redemption: The Spiritual Economy of Puritan New England* (1997).
Jack N. Rakove, *Beyond Belief, Beyond Conscience: The Radical Significance of the Free Exercise of Religion* (2020).
Douglas L. Winiarski, *Darkness Falls on the Land of Light: Experiencing Religious Awakenings in Eighteenth-Century New England* (2017).

Week 4 (September 23): Writing Indigenous Early American History & Vast Early American History

Discussion Facilitators: Presentations:

Everyone reads:

Joshua Piker, *The Four Deaths of Acorn Whistler: Telling Stories in Colonial America* (2013).

For today, please also read the following:

Pekka Hämäläinen, “The Changing Histories of North America before Europeans,” *OAH Magazine of History*, 27, no. 4(October 2013), 5–7, <https://doi.org/10.1093/oahmag/oat032>. (Available on Moodle.)

Karin Wulf, “Vast Early America: Three Simple Words for a Complex Reality,” *Humanities*, 40, no. 1 (Winter 2019), online at <https://www.neh.gov/article/vast-early-america>.

Further reading:

Virginia DeJohn Anderson, *Creatures of Empire: How Domestic Animals Transformed Early America* (2004).
James Axtell, *Natives and Newcomers: The Cultural Origins of North America* (2001).
Ned Blackhawk, *Violence over the Land: Indians and Empires in the Early American West* (2006).
Alejandra Dubcovsky, *Informed Power: Communication in the Early American South* (2016).
Kathleen DuVal, *The Native Ground: Indians and Colonists in the Heart of the Continent* (2006).
Ryan Hall, *Beneath the Backbone of the World: Blackfoot People and the North American Borderlands* (2020).
Jill Lepore, *The Name of War: King Philip’s War and the Origins of American Identity* (1999).
Andrew Lipman, *The Saltwater Frontier: Indians and the Contest for the American Coast* (2015).
Michael A. McDonnell, *Master of Empire: Great Lakes Indians and the Making of America* (2015).
Theda Perdue, *Cherokee Women: Gender and Culture Change, 1700-1835* (1998).
Daniel Richter, *Facing East from Indian Country* (2001).
Sarah Rivett, *Unscripted America: Indigenous Languages and the Origins of a Literary Nation* (2017).
Christina Synder, *Slavery in Indian Country: The Changing Face of Captivity in Early America* (2010).
Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815* (1991). See also: “Forum: The Middle Ground Revisited,” *William and Mary Quarterly* 63:1 (2006): 3-96.

Week 5 (September 30): Histories of Slavery Revisited: Digital & Spatial Approaches

Discussion Facilitators:

Presentation:

Everyone reads:

Vincent Brown, *Tacky's Revolt: The Story of an Atlantic Slave War* (2020).

Please also spend some time investigating the following site:

Vincent Brown, "Slave Revolt in Jamaica, 1760-1761: A Cartographic Narrative," <http://revolt.axismaps.com/>.

If the concept of spatial history is new to you, please also read the following short piece, which is available on Moodle: Richard White, "What Is Spatial History?"

Further Reading:

Simon P. Newman, "Hidden in Plain Sight: Escaped Slaves in Late Eighteenth- and Early Nineteenth-Century Jamaica," *William and Mary Quarterly* (June 2018), <https://oieahc.wm.edu/digital-projects/oieahc-reader/simon-p-newman-hidden-in-plain-sight/>.

Forum on Newman, "Hidden in Plain Sight," *WMQ* 76, no. 1 (January 2019): 3-40.

Week 6 (October 7): American Enlightenment(s)

Discussion Facilitator:

Presentation:

Everyone reads:

Caroline Winterer, *American Enlightenments: Pursuing Happiness in the Age of Reason* (2016).

Further reading:

Ruth Bloch, "The Origins of Feminism and the Limits of Enlightenment," *Modern Intellectual History* 3, no. 3 (November, 2006): 473-494.

Holly Brewer, *By Birth or Consent: Children, Law, and the Anglo-American Revolution in Authority* (2005).

Jorge Cañizares-Esguerra, *How to Write the History of the New World: Histories, Epistemologies, and Identities in the Eighteenth-Century Atlantic World* (2001).

Nathalie Caron and Naomi Wulf, "American Enlightenments: Continuity and Renewal," *Journal of American History* 99 (March 2013): 1072-91.

Henry Steele Commager, *The Empire of Reason: How Europe Imagined and America Realized the Enlightenment* (1977).

Jay Fliegelman, *Prodigals & Pilgrims: The American Revolution Against Patriarchal Authority, 1750-1800* (1982).

Susan Manning and Francis D. Cogliano, eds. *The Atlantic Enlightenment* (2008).

Henry F. May, *The Enlightenment in America* (1976).

Donald H. Meyer, *The Democratic Enlightenment* (1976).

Sarah Rivett, *The Science of the Soul in Colonial New England* (2011).

Sophia Rosenfeld, *Common Sense: A Political History* (2011).

Robert Ferguson, *The American Enlightenment, 1750-1820* (1997).

Week 7 (October 14): How Revolutionary Was the American Revolution?

Discussion Facilitator:

Presentations:

Everyone reads:

Eric Nelson, *The Royalist Revolution: Monarchy and the American Founding* (2014).

Further reading:

Revolution:

Bernard Bailyn, *The Ideological Origins of the American Revolution* (1967).

T.H. Breen, *The Marketplace of Revolution: How Consumer Politics Shaped American Independence* (2004).

Thomas M. Doerflinger, *A Vigorous Spirit of Enterprise: Merchants and Economic Development in Revolutionary Philadelphia* (1986).

Jack P. Greene, *The American Revolution: Its Character and Limits* (1987).

Woody Holton, *Forced Founders: Indians, Debtors, Slaves, and the Making of the American Revolution in Virginia* (1999).

Bruce H. Mann, *Republic of Debtors: Bankruptcy in the Age of American Independence* (2002).

Gary B. Nash, *The Unknown American Revolution: The Unruly Birth of Democracy and the Struggle to Create America* (2005).

Alan Taylor, *American Revolutionaries: A Continental History, 1750-1804* (2016).

Gordon S. Wood, *The Radicalism of the American Revolution* (1993). You might also want to glance at this: Forum: "How Revolutionary Was the Revolution? A Discussion of Gordon S. Wood's *The Radicalism of the American Revolution*," *William and Mary Quarterly*, 51: 4 (1994): 677-716.

Constitution:

Mary Sarah Bilder, *Madison's Hand: Revising the Constitutional Convention* (2015).

Jonathan Gienapp, *The Second Creation: Fixing the American Constitution in the Founding Era* (2018).

Pauline Maier, *Ratification: The People Debate the Constitution, 1787-1788* (2010).

Jack Rakove, *Original Meanings: Politics and Ideas in the Making of the Constitution* (1996).

David Waldstreicher, *Slavery's Constitution: From Revolution to Ratification* (2009).

Sean Wilentz, *No Property in Man: Slavery and Antislavery at the Nation's Founding* (2018).

Gordon S. Wood, *The Creation of the American Republic, 1776-1787* (1969).

Week 8 (October 21): Women's History and/as Political History

Discussion Facilitator:

Presentations:

Everyone reads:

Rosemarie Zagarri, *Revolutionary Backlash: Women and Politics in the Early American Republic* (2007).

Further reading:

Nancy F. Cott, *The Bonds of Womanhood: "Woman's Sphere" in New England, 1780-1835* (1977).

Cornelia Hughes Dayton, *Women Before the Bar: Gender, Law, and Society in Connecticut 1639-1789*

(1995).
Richard D. Godbeer, *Sexual Revolution in Early America* (2002).
Susan Juster, *Disorderly Women: Sexual Politics and Evangelicalism in Revolutionary New England* (1994).
Mary Kelley, *Learning to Stand and Speak: Women, Education, and Public Life in America's Republic* (2006).
Linda K. Kerber, *Women of the Republic: Intellect and Ideology in Revolutionary America* (1980).
Susan Klepp, *Revolutionary Conceptions: Women, Fertility, and Family Limitation in America, 1760-1820* (2009).
Jill Lepore, *Book of Ages: The Life and Opinions of Jane Franklin* (2014).
Mary Beth Norton, *Founding Mothers and Fathers: Gendered Power and the Forming of American Society* (1997).
Christine Stansell, *City of Women: Sex and Class in New York: 1789-1860* (1987).
Laurel Thatcher Ulrich, *A Midwife's Tale: The Life of Martha Ballard Based on Her Diary, 1785-1812* (1990).
Caroline Winterer, *The Mirror of Antiquity: American Women and the Classical Tradition, 1750-1900* (2007).

****Today is the first day to submit your state of the field overview essay.****

Week 9 (October 28): Twenty-First-Century Perspectives on the Founding Era

Discussion Facilitator:

Presentation:

Everyone reads:

Annette Gordon-Reed and Peter Onuf, *Most Blessed of the Patriarchs: Thomas Jefferson and the Empire of the Imagination* (2016).

Further reading:

Annette Gordon-Reed, *The Hemingses of Monticello: An American Family* (2008).
See Moodle for additional suggestions.

Week 10 (November 4): The Early Republic and Beyond

Discussion Facilitator:

Presentations:

Everyone reads:

Caitlin Fitz, *Our Sister Republics: The United States in an Age of American Revolutions* (2016).

Further reading:

David Armitage, *The Declaration of Independence: A Global History* (2007).
David Brion Davis, *The Problem of Slavery in the Age of Emancipation* (2014).
Nathan O. Hatch, *The Democratization of American Christianity* (1989).
Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market* (1999).
Walter Johnson, *River of Dark Dreams: Slavery and Empire in the Cotton Kingdom* (2013).
Jonathan Levy, *Freaks of Fortune: The Emerging World of Capitalism and Risk in America* (2012).
Michael O'Brien, *Conjectures of Order: Intellectual Life and the American South, 1810-1860*, 2 vols.

(2004).
Timothy Roberts, *Distant Revolutions: 1848 and the Challenge to American Exceptionalism* (2009).
Seth Rockman, *Scrapping By: Wage Labor, Slavery, and Survival in Early Baltimore* (2009).
Amy Dru Stanley, *From Bondage to Contract: Wage Labor, Marriage, and the Market in the Age of Slave Emancipation* (1998).
Kyle Volk, *Moral Minorities and the Making of American Democracy* (2014).
Sean Wilentz, *The Rise of American Democracy: Jefferson to Lincoln* (2005).

Week 11 (November 11): No Class – Veterans Day

This week is a good time to work on your state of the field essay, if you have not yet submitted it.

Week 12 (November 18): The West, Empire, and Indigenous Power

Discussion Facilitator:
Presentation:

Everyone reads:

Pekka Hämäläinen, *The Comanche Empire* (2008).

Further reading:

Pekka Hämäläinen, *Lakota America: A New History of Indigenous Power* (2019).
Karl Jacoby, *Shadows at Dawn: An Apache Massacre and the Violence of History* (2008).
Claudio Saunt, *Unworthy Republic: The Dispossession of Native Americans and the Road to Indian Territory* (2020).
Elliott West, *The Last Indian War: The Nez Perce Story* (2009).

****Today is the final day to submit your state of the field overview essay.****

Week 13 (November 25): No Class – Thanksgiving

Week 14 (December 2): New Approaches to the History of Gender & Sexuality

Discussion Facilitator:
Presentation:

Everyone reads:

Jen Manion, *Female Husbands: A Trans History* (2020)

Further reading:

Joshua R. Greenberg, *Advocating the Man: Masculinity, Organized Labor, and the Household in New York, 1800-1840* (2009).
Kimberly A. Hamlin, *From Eve to Evolution: Darwin, Science, and Women's Rights* (2014).
Nancy Isenberg, *Sex and Citizenship in Antebellum America* (1998).

Joan W. Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91, no. 5 (Dec., 1986): 1053-75.
Carroll Smith-Rosenberg, *Disorderly Conduct: Visions of Gender in Victorian America* (1985).
See also week 8 list.

Week 15 (December 9): What do we write about when we write about the Civil War and Reconstruction?

Discussion Facilitator: Presentations:

Everyone reads:

Eric Foner, *The Second Founding: How the Civil War and Reconstruction Remade the Constitution* (2019).

Further reading:

Edward L. Ayers, *In the Presence of Mine Enemies: War in the Heart of America, 1859-1864* (2003)
Drew Gilpin Faust, *This Republic of Suffering: Death and the American Civil War* (2008).
Eric Foner, *Reconstruction: America's Unfinished Revolution, 1863-1877* (1988)
Steven Hahn, *A Nation Without Borders: The United States and Its World in an Age of Civil Wars* (2016).
Moon-Ho Jung, *Coolies and Cane: Race, Labor, and Sugar in the Age of Emancipation* (2006).
Chandra Manning, *What This Cruel War Was Over: Slavery, Soldiers, and the Civil War* (2007)
James McPherson, *Battle Cry of Freedom: The Civil War Era* (1988).
Kirk Savage, *Standing Soldiers, Kneeling Slaves: Race, War, and Monument in Nineteenth-Century America* (rev. ed. 2018).