

HIST6501: Early American History

University of New Orleans

Fall 2019

Th.: 5:00-7:40pm

LA192

Professor: Andrea C. Mosterman

Email: amosterm@uno.edu

Phone: 504-280-7195

Office Hours: T. 2:00pm-4:00pm, W. 2:00-4:00pm, and by Appointment

Location: LA 111

Course Description

This course explores the history of Early America. We will examine the cultures and communities in the areas that are today the United States and Canada before 1820. Using predominantly recently produced scholarship in Early American history, we will also explore the state of historical research on Early American History. Finally, we will investigate the misconceptions of early American history and explore the ways in which historians can communicate a more accurate understanding of America's past with the wider public.

In this course, students will learn to:

- Identify historiographical debates
- Lead a class discussion
- Conduct historical research and present it in ways that can reach a wider audience
- Mentor undergraduate students

Required Course Texts:

- Kimberly Alexander, *Treasures Afoot: Shoe Stories from the Georgian Era* (Johns Hopkins University Press, 2018) ISBN: 9781421425849
- Erica Armstrong Dunbar, *Never Caught: The Washingtons' Relentless Pursuit of Their Runaway Slave, Ona Judge* (Atria, 2017) ISBN: 9781501126390
- Susana Shaw Romney, *New Netherland Connections: Intimate Networks and Atlantic Ties in Seventeenth-Century America* (Omohundro Institute and University of North Carolina Press, 2017 [reprint edition]) ISBN: 1469633485
- Rashauna Johnson, *Slavery's Metropolis: Unfree Labor in New Orleans during the Age of Revolutions* (Cambridge University Press, 2018) ISBN: 1107591163
- Juliana Barr, *Peace Came in the Form of a Woman: Indians and Spaniard in the Texas Borderlands* (The University of North Carolina Press, 2007) ISBN: 0807857904
- Brett Rushforth, *Bonds of Alliance: Indigenous and Atlantic Slaveries in New France* (Omohundro Institute and University of North Carolina Press, 2014) ISBN: 1469613867

Course Requirements:

Class Participation

As a significant amount of our class time will be spent discussing the readings, I expect you to attend all classes and participate in class discussions. All reading assignments must be completed by the day under which they appear. Please arrive on time for class. If you must leave early, please let me know at the beginning of class. This course is based on discussion, and so you will be expected to share your thoughts, but courteous behavior and responses are expected, even when you do not agree with what is said or discussed in the classroom. Civility in the classroom and respect for the opinions of others is very important in an academic environment.

Lead Discussion

You will be required to lead one of our discussions either alone or with one of your classmates. Please sign up for the date of your discussion during our first meetings. As part of the discussion preparation, discussion leaders have to meet with me a few days in advance of the discussion.

Response Papers

Most weeks you will be required to submit a 400-600 word (maximum!) response paper (12 in total of which you have to submit 10). This should be a brief discussion of the readings in which you highlight important arguments, theories, and/or methods. Also identify how the different readings relate to each other and the topic of the week. As part of the response paper, you should list two questions for discussion. These Response Papers are due on Moodle at noon on the day of class. If the paper is submitted after noon but before class, it will lose 1/3 of a letter grade. I do not accept Response Papers that are submitted after class.

Mentor

You will help 4 to 5 undergraduate students in HIST2501 develop their Unessay project. This means in part that you will meet with them during the week of 10/17 to brainstorm with them and help them put together their proposal. We will discuss the Unessay project in class.

Final Project

Early American history is often misunderstood. I would like you to think of a way to communicate accurate historical knowledge through a medium that is accessible to the wider public. Just like a research paper, your project should be based on primary source materials, but instead of presenting your research in the form of a traditional paper you should do so in an alternative format. This could be, for example, a short documentary, podcast, website, op-ed, syllabus, exhibit, game, historical fiction. A proposal for the assignment is due October 17. The final project is due during finals week at a date to be determined. The final project should be accompanied by a 4-5 pages description of the project, the sources, and the ways in which it will educate a wider public on a topic in Early American history. This paper is due on Moodle at midnight on December 6th.

Grade Breakdown

Response Papers	40% (4% each)
Lead Discussion	10%
Final Project	25%
Class Participation and Attendance	10%
Unessay Mentor Project	10%

90-100 = A

80-89 = B

70-79 = C

60-69 = D

< 60 = F

Students with Disabilities

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to <http://www.ods.uno.edu>.

Academic Dishonesty

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. In short, plagiarism is using others' ideas and words without clearly acknowledging the source of that information. In order to ensure that you are not plagiarizing anybody else's work, make sure to footnote each source you use and make sure you cite the original author of any idea, phrase, or paraphrase that you include in any written work. If you do plagiarize, I will have to report this to student affairs. For more information, see the UNO Judicial Code online at <http://www.studentaffairs.uno.edu>.

WEEKLY COURSE SCHEDULE

Week 1 (8/15): Introduction – Why study Early American History?

Week 2 (8/22): Pre-Conquest America

Read: Julie Zimmermann Holt, "Rethinking the Ramey State: Was Cahokia the Center of a Theater State?"; Kristen A. Kuckelman, "The Depopulation of Sand Canyon Pueblo, A Large Ancestral Pueblo Village in Southwestern Colorado"; Stephen Warren, "Migration and Violence in Early America."

Assignments: Response Paper due at noon

Week 3 (8/29): Conquest

Read: Juliana Barr, *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands*.

Assignments: Response Paper due at noon

Week 4 (9/5): Colonization

Read: Susana Shaw Romney, *New Netherland Connections: Intimate Networks and Atlantic Ties in Seventeenth-Century America*.

Assignments: Response Paper due at noon

Week 5 (9/12): Indigenous Slavery

Read: Brett Rushforth, *Bonds of Alliance: Indigenous & Atlantic Slaveries in New France*.

Assignments: Response Paper due at noon

Week 6 (9/19): The African Diaspora

Read: Ira Berlin, "From Creole to African: Atlantic Creoles and the Origins of African American Society in Mainland North America"; Jennifer Morgan, "'Some Could Suckle Over Their Shoulder': Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770"; Jane Landers, "Gracia Real de Santa Teresa de Mose: A Free Black Town in Spanish Florida"; Excerpts from Marcus Rediker, *The Slave Ship*.

Assignment: Response Paper due at noon

Week 7 (9/26): The Columbian Exchange and Environmental Change

Read: Alfred Crosby, "Virgin Soil Epidemics as a Factor in the Aboriginal Depopulation in America"; Judith A. Carney, "African Rice in the Columbian Exchange"; Katherine A. Grandjean, "New World Tempests: Environment, Scarcity, and the Coming of the Pequot War."

Assignments: Response Paper due at noon

Week 8 (10/3): Health, Disease, and Healthcare

Read: Excerpts from Deirdre Cooper Owens, *Medical Bondage: Race, Gender, and the Origins of American Gynecology*; Excerpts from Kathleen Brown, *Foul Bodies: Cleanliness in Early America*.

Assignment: Response Paper due at noon

Week 9 (10/10): Mid-Semester break - No Class

Week 10 (10/17): No Class

* Meet with undergraduate mentees to brainstorm Unessay ideas

Assignment: Submit your proposal for the final project before noon on Moodle.

Week 11 (10/24): Religion

Read: George Edward Milne, "Clerics, Cartographers, and Kings: Mapping Power in the French Atlantic World, 1608-1752; Frank Lambert, "'Pedlar in Divinity': George Whitefield and the Great Awakening, 1737-1745"; Patricia Bonomi, "'Swarms of Negroes Comeing about My Door': Black Christianity in Early Dutch and English America"; Emily Clark, "'By All the Conduct of Their Lives': A Laywomen's Confraternity in New Orleans, 1730-1744."

Assignment: Response Paper due at noon

Week 12 (10/31): Fashion and Fashioning

Read: Kimberly Alexander, *Treasures Afoot: Shoe Stories from the Georgian Era*.

Assignment: Response Paper due at noon

Week 13 (11/7): War of Independence or Civil War?

Read: Maya Jasanoff, "The Other Side of Revolution: Loyalists in the British Empire"; Excerpts from Rebecca Brannon's *From Revolution to Reunion: The Reintegration of the South Carolina Loyalists*.

Assignments: Response Paper due at noon

Week 14 (11/14): Freedom and Equality For All

Read: Erica Armstrong Dunbar, *Never Caught: The Washingtons' Relentless Pursuit of Their Runaway Slave, Ona Judge*; Jill Lepore, "Historians Who Love Too Much: Reflections on Microhistory and Biography."

Assignments: Response Paper due at noon

Week 15 (11/21): The Early American City

Read: Rashauna Johnson, *Slavery's Metropolis: Unfree Labor in New Orleans during the Age of Revolutions*.

Assignments: Response Paper due at noon

Week 16 (11/28): Thanksgiving Break

Week 17 (TBD): Final Project Showcase