



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

SPRING 2021 SYLLABUS

HISTORY 910: READINGS IN COLONIAL NORTH AMERICA

Wednesday, 2:00-4:00 | remote/online (zoom)

Professor Gloria Whiting | E. Gordon Fox Assistant Professor of History, UW–Madison | gwhiting@wisc.edu | 5108 Mosse Humanities Building

Professor Simon Newman | Sir Denis Brogan Professor of History, emeritus, at the University of Glasgow; Affiliate, Institute for Research in the Humanities, UW–Madison | spnewman3@wisc.edu | Room 227, IRH, 432 E. Campus Mall

Office Hours: by appointment (held virtually)

Course Description:

Historians once understood the history of “Colonial North America” as the history of the thirteen British colonies that united in the American Revolution. But a generation of historical scholarship has enormously expanded the scope and our understanding of colonial America. Many scholars posit that early North American history must include what historians have come to call “Vast Early America,” encompassing the “Atlantic World” and even a broader global approach. In this course we will grapple with the debate over what properly constitutes early America, and, while we will keep North America as our point of reference, we will continually situate the British North American colonies in their broader context.

This course is historiographical in nature—that is, it is intended to help you understand how historians have wrestled with topics in early American history over time, in terms of both their choice of subject matter and their methodological approaches. However, we will spend most of our time working through key books that have shaped the field over the past decade or so. Taking advantage of the digital format, we will engage directly with the scholars who wrote the books we read. Guest historians will attend nearly all of our course meetings to discuss their contributions to and visions of the field.

Credits:

This is a three-credit course. The credit standard for this course is met by an expectation of at least 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which

include regularly scheduled seminar meeting times, reading, writing, and other student work as described in the syllabus.

Requisites:

Graduate/professional standing is required.

Requirements:

Participation: This seminar requires you to read, to write, and to discuss what you've read and written about. Since this is a discussion-based seminar, that third element is crucial to the success of the course. We expect that each student will participate in each discussion this semester.

This course will be taught by Prof. Whiting, with Prof. Newman. We have tried to plan the course in a way that will take advantage of the fact that it will take place online. We have selected key texts, many of them published quite recently, to focus on important themes and issues, and in most weeks we will have the author of the assigned text joining us as a virtual seminar guest and participant.

We hope that this approach will have a number of benefits. You will meet and engage with leading scholars in the field, coming to grips with some of the most significant and current work. At the same time, this approach will allow us to explore historical methodology as we discuss with these scholars how and why they researched, wrote, and argued in the ways that they did. This course thereby offers professional training that differs somewhat from more conventional graduate seminars. By placing a heavy emphasis on fostering critical debate and intellectual exchange among the seminar's participants, and by putting students and the historians whose work they read in the same (virtual) room, we expect that participants not only will sharpen their ability to interrogate scholarly work but also will learn to engage with professional historians in productive ways.

Our plan is that, after introductions, the guest will spend about 50 minutes with us. Guests will not be doing lengthy talks or presentations, but rather will engage in a discussion of their work with class members. This will usually take up the first half of the class. Our seminar guest will then leave the discussion, and we will take a short break, after which we will reconvene for the second half of the seminar.

Discussion facilitation: Students will take the lead in helping to facilitate our conversation—both during the first hour, with our guest, and during the second hour, after our guest leaves. Each of you will guide the discussion twice over the course of the semester, ordinarily in conjunction with one of your classmates. In the weeks you lead discussion, you (working with your partner) will be responsible for four things: 1) finding at least three academic reviews of the central text assigned for that week (or as many as possible for the books published in 2019 and 2020); 2) preparing a one-page handout for your peers that summarizes these reviews; 3) posting on the discussion board by noon on the Monday before our Wednesday seminar a series of questions to guide our discussion; and 4) opening and directing the discussion, both in the first hour and the second. (Please note that the discussion facilitator

for Feb. 3 will not secure book reviews, as there will be no book under discussion. Instead, the facilitator will prepare a one-page handout highlighting important themes that recur in the readings.)

Writing Assignments: Recognizing the challenging circumstances in which we find ourselves this semester and seeking to capitalize on the opportunities we will have to engage with an array of eminent scholars in seminar, we have fashioned writing assignments that are a bit different from those often required in graduate reading courses. Our intention is to make expectations manageable and keep the focus on preparing for spirited discussions with our visiting experts. You will have three types of writing assignments this semester.

- 1) **Questions:** Each week you will craft three thoughtful questions about the assigned reading(s) and/or the broader field. These questions should be submitted to the Canvas site by noon on the Monday before our Wednesday meeting. We encourage you to think broadly in preparing these questions. Your questions may well address the substance of the book under analysis, the evidence, the analysis, and the argument. But your questions might also address research methodologies, the kinds of archives and sources the historian employed and the ways in which these shaped the research and writing process, the historiography that shaped the works, and the ways in which these historians feel they fit in with, respond to/deviate from, and contribute to that historiography. Please note that the purpose of formulating these questions is to help you think through the material under analysis: the point is to prompt good discussion about the historical/historiographical issues at hand rather than simply to ask our guests lots of questions! If a single question generates an organic conversation that ripens over the course of thirty minutes or longer, we would see that as a success (rather than as a failure to ask more questions).
- 2) **50-Word Responses:** Over the course of the semester, each student will write five responses of 50 words (yes, exactly 50 words) and submit those responses to the Canvas site by noon on the Monday before our Wednesday meeting. These exercises in distilling historical scholarship should capture, as precisely but also capaciously as possible, the argument of the given week's book. Students may choose which weeks to write these responses, but they should write these 50-word responses on weeks they are not already writing a book review or facilitating the seminar discussion.
- 3) **Book Review:** Each student will write one review of a book listed as "supplemental reading." In 600-800 words, you should describe the book's arguments, methods, and sources, as well as assess its strengths and weaknesses. This should be similar to what you would find in, say, the *Journal of American History* or the *William and Mary Quarterly*. Be sure to spend some time thinking about how the book you reviewed relates to the other work assigned for that week, as well as to the course material more broadly. We will expect you to enrich our discussion through your mastery of this related scholarship. These reviews should be submitted on the Canvas site by noon on the Monday before our meeting.

Student Learning Outcomes:

By taking this course, students will:

- become conversant in debates over the contours of the field of early American history.
- assess the methodologies, archives, sources, and forms of argumentation used by a diverse array of scholars in the field.
- sharpen their abilities to distill and dissect historical arguments.
- hone their oral and written communication skills.
- develop professionally by engaging in a productive manner with prominent early American historians.

Breakdown of Grade:

Seminar attendance and participation: 60%

Discussion facilitation: 10%

Weekly questions: 10%

Book review: 10%

Five 50-word assignments: 10%

Grading Scale:

A (92.50+); AB (87.50-92.49); B (82.50-87.49); BC (77.50-82.49); C (69.50-77.49); D (60-69.49); F (Below 60)

Readings:

You will need the books below, which will be read in full:

Vincent Brown, *The Reaper's Garden: Death and Power in the Atlantic World of Slavery* (Cambridge, Mass.: Harvard University Press, 2010)

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

Peter C. Mancall, *Nature and Culture in the Early Modern Atlantic* (Philadelphia: University of Pennsylvania Press, 2017)

Ben Marsh, *Unravelling Dreams: Silk and the Atlantic World, 1500-1840* (Cambridge & NY: Cambridge University Press, 2020)

Michael A. McDonnell, *Masters of Empire: Great Lakes Indians and the Making of America* (New York: Hill and Wang, 2015)

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

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

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

Laurel Thatcher Ulrich, *The Age of Homespun: Objects and Stories in the Creation of an American Myth* (New York: Alfred A. Knopf, 2001)

Cécile Vidal, *Caribbean New Orleans: Empire, Race, and the Making of a Slave Society* (Chapel Hill: UNC Press/OI, 2019).

Rosemarie Zagari, *Revolutionary Backlash: Women and Politics in the Early American Republic* (Philadelphia: University of Pennsylvania Press, 2007)

Most of the readings assigned in this course focus on particular topics within the broad sweep of early American history rather than providing a grand narrative. If you are ever feeling a bit lost and would like some background, I recommend referencing the following texts (which are not required):

D. W. Meinig, *The Shaping of America* (1986)

Alan Taylor, *American Colonies* (2001)

Charles Peter Hoffer, *The Brave New World* (2006)

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

Computer Policy:

Please turn off phones, email, messaging and other software during the zoom seminars to keep audio background noise to a minimum.

Course Schedule:

JANUARY 27: INTRODUCTION AND WELCOME

FEBRUARY 3: VAST EARLY AMERICA?

Seminar guest: Karin Wulf, Director of the Omohundro Institute of Early American History & Culture, and Professor of History, College of William and Mary.

We will start with a varied selection of shorter think-pieces, as well as a couple of podcasts. Taken together these will enable us to start thinking about “Vast Early America” and the different kinds of sprawling and connected societies in which early America was situated.

Required Readings:

Karin Wulf, “No Boundaries?: New Terrain in Colonial American History,” *OAH Magazine of History*, 25, 1 (January 2011), 7-12,

<https://academic.oup.com/maghis/article/25/1/7/934265>

Karin Wulf, “Vast Early America,” *Humanities*, 40, 1 (Winter 2019),

<https://www.neh.gov/article/vast-early-america>

Ryan Hall, “Blackfoot Country and the Case for a Vast Early America,” *UNC Press Blog*

(August 2020), <https://uncpressblog.com/2020/08/27/ryan-hall-blackfoot-country-and-the-case-for-a-vast-early-america/>

Stephanie Smallwood, "The Politics of the Archive and History's Accountability to the Present," *History of the Present*, 6, 2 (2016), 117-132.

Jessica Chopin Roney, "Rethinking the 'Colonial' in Colonial America," *The Panorama (Blog of the Journal of the Early Republic)*, May 2018, <http://thepanorama.shear.org/2018/05/22/rethinking-the-colonial-in-colonial-america/>

Josh Piker, "Coming Home," *Uncommon Sense: the blog* (May 2016), <https://blog.oieahc.wm.edu/coming-home/>

Ann Little, "The Many Captivities of Esther Wheelwright," *Ben Franklin's World podcast series*, episode 108 (November 2016), <https://benfranklinworld.com/episode-108-ann-little-the-many-captivities-of-esther-wheelwright/>

Jonathan Eacott, "India and the Making of Britain and America," *Ben Franklin's World podcast series*, episode 111 (December 2016), <https://benfranklinworld.com/episode-111-jonathan-eacott-india-making-britain-america-1700-1830/>

Neha Vermani, "The turkey's journey from the Atlantic to the early modern Islamic world," *Shakespeare & Beyond* blog entry, November 20, 2020, <https://shakespeareandbeyond.folger.edu/2020/11/20/turkey-journey-atlantic-early-modern-islamic-world/>

Supplemental Readings:

- Forum: Beyond the Atlantic, *The William and Mary Quarterly* (Oct. 2006), 675-742
- Bernard Bailyn, *The Peopling of British North America* (1988)
- Bernard Bailyn, ed., *Soundings in Atlantic History: Latent Structures and Intellectual Currents* (2009)
- David Armitage, "Greater Britain: A Useful Category of Historical Analysis" *AHR* (1999) 426-45
- Nicholas Canny, "Writing Atlantic History; or, Reconfiguring the History of Colonial British America," *JAH* (Dec. 1999): 1093-1114
- David Armitage, ed., *The British Atlantic World, 1500-1800* (2009)
- Bernard Bailyn, *Atlantic History: Concept and Contours* (2005)
- Jack P. Greene, ed., *Atlantic History: A Critical Reappraisal* (2008)
- Jack P. Greene, preface, prologue, and chapters 1 and 2 of *Pursuits of Happiness: The Social Development of Early Modern British Colonies and the Formation of American Culture* (1988)
- Eric Hinderaker and Rebecca Horn, "Territorial Crossings: Histories and Historiographies of the Early Americas," *WMQ* (July 2010): 395-432.
- John K. Thornton, *A Cultural History of the Atlantic World, 1250-1820* (2012)
- Elizabeth Mancke and Carole Shammas, ed., *The Creation of the British Atlantic World* (2015)
- Alison Games, "Atlantic History: Definitions, Challenges, and Opportunities," *AHR* (June 2006): 741-757
- D. W. Meinig, *The Shaping of America, Volume I: Atlantic America, 1492-1800* (1986)

FEBRUARY 10: ENVIRONMENTS

Seminar guest: Peter Mancall, Professor of History, University of Southern California.

Required Readings:

Peter C. Mancall, *Nature and Culture in the Early Modern Atlantic* (Philadelphia: University of Pennsylvania Press, 2017).

Supplemental Readings:

- Karen Ordahl Kupperman, “The Puzzle of the American Climate in the Early Colonial Period,” *American Historical Review* 87, no. 5 (December 1982): 1262–89
- William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England* (1983 rev. 2003)
- Brian Donahue, *The Great Meadow: Farmers and the Land in Colonial Concord* (2004)
- Carolyn Merchant, *Ecological Revolutions: Nature, Gender, and Science in New England* (1989)
- Lois Green Carr, Russell R. Menard, and Lorena S. Walsh, *Robert Cole’s World: Agriculture and Society in Early Maryland* (1991)
- W. Jeffrey Bolster, “Putting the Ocean in Atlantic History: Maritime Communities and Marine Ecology in the Northwest Atlantic, 1500-1800” *American Historical Review* (February 2008): 19-47.
- Alfred W. Crosby, *The Columbian Exchange: Biological and Cultural Consequences of 1492* (1972)
- David Jones, “Virgin Soils Revisited” *William and Mary Quarterly* (October 2003): 703-42
- Elisabeth A. Fenn, *Pox Americana: The Great Smallpox Epidemic of 1775-82* (2001)
- J. R. McNeill, *Mosquito Empires: Ecology and War in the Greater Caribbean, 1620-1914* (2010)
- David Noble Cook, *Born to Die: Disease and New World Conquest, 1492-1650* (1998)
- Alfred W. Crosby, *Ecological Imperialism: The Biological Expansion of Europe, 900–1900* (Cambridge, 1986)
- Timothy Silver, *A New Face on the Countryside: Indians, Colonists, and Slaves in South Atlantic Forests, 1500–1800* (New York, 1990)
- Elinor G. K. Melville, *A Plague of Sheep: Environmental Consequences of the Conquest of Mexico* (Cambridge, 1994)
- Richard Judd, “‘A Wonderfull Order and Ballance’: Natural History and the Beginnings of Forest Conservation in America, 1730–1830,” *Environmental History* 11, no. 1 (January 2006): 8–36
- Kate Wersan, “The Early Melon and the Mechanical Gardener: Toward an Environmental History of Timekeeping in the Long Eighteenth Century,” *Environmental History* 22, no. 2 (April 2017): 282–310.
- Katherine A. Grandjean, “New World Tempests: Environment, Scarcity, and the Coming of the Pequot War,” *William and Mary Quarterly* 68, no. 1 (January 2011): 75–100;

- Molly A. Warsh, “A Political Ecology in the Early Spanish Caribbean,” *William and Mary Quarterly* 71, no. 4 (October 2014): 517–48.
 - Juliana Barr, “Geographies of Power: Mapping Indian Borders in the ‘Borderlands’ of the Early Southwest,” *William and Mary Quarterly* 68, no. 1 (January 2011): 5–46
 - Calvin Martin, “The European Impact on the Culture of a Northeastern Algonquian Tribe: An Ecological Interpretation,” *William and Mary Quarterly* 31, no. 1 (January 1974): 3–26;
 - Alfred W. Crosby, “Virgin Soil Epidemics as a Factor in the Aboriginal Depopulation in America,” *William and Mary Quarterly* 33, no. 2 (April 1976): 289–99.
 - John L. Brooke, *Climate Change and the Course of Global History: A Rough Journey* (2014)
 - Sam White, *A Cold Welcome: The Little Ice Age and Europe’s Encounter with North America* (2017)
 - Susan Parish Scott, *American Curiosity: Cultures of Natural History in the Colonial British Atlantic World* (Chapel Hill, 2006)
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FEBRUARY 17: CREATING THE PLANTATION SYSTEM

Required Readings:

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

Supplemental Readings:

- Frederick C. Knight, *Working the Diaspora: The Impact of African Labor on the Anglo-American World* (New York, 2010)
- Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America* (Cambridge, Mass., 1998)
- Justin Roberts, *Slavery and the Enlightenment in the British Atlantic, 1750-1807* (New York, 2013)
- Christopher Tomlins, *Freedom Bound: Law, Labor and Civic Identity in Colonizing English America, 1580-1865* (Chapel Hill, 1991)
- Richard S. Dunn, *Sugar and Slaves: The Rise of the Planter Class in the English West Indies, 1624-1713* (Chapel Hill, 1972)
- Richard S. Dunn, *A Tale of Two Plantations: Slave Life and Labor in Jamaica and Virginia* (Cambridge, Mass., 2014)
- Jenny Shaw, *Everyday Life in the English Caribbean: Irish, Africans, and the Construction of Difference* (2013)
- Kirsten Block, *Ordinary Lives in the Early Caribbean: Religion, Colonial Competition, and the Politics of Profit* (2012)
- Carl and Roberta Bridenbaugh, *No Peace Beyond the Line: The English in the Caribbean, 1624-1690* (1972)
- Larry Gragg, *Englishmen Transplanted: The English Colonization of Barbados, 1627-1660* (2003)
- Karen Ordahl Kupperman, *Providence Island, 1630-1641: The Other Puritan Colony* (1995)

- Russell R. Menard, *Sweet Negotiations: Sugar, Slavery and Plantation Agriculture in Early Barbados* (Charlottesville, 2014)
- David Eltis, *The Rise of African Slavery in the Americas* (New York, 2000)
- John C. Combs, “The Phases of Conversion: A New Chronology for the Rise of Slavery in Early America,” *William and Mary Quarterly*, 68 (2011), 332-360
- Edmund S. Morgan, *American Slavery, American Freedom: The Ordeal of Colonial Virginia* (New York, 1975)
- Philip D. Morgan, *Slave Counterpoint: Black Culture in the Eighteenth Century Chesapeake and Lowcountry* (Chapel Hill, 1998)
- Winthrop Jordan, *White Over Black: American Attitudes toward the Negro, 1550-1812* (Chapel Hill, 1968)
- Stephanie Smallwood, *Saltwater Slavery: A Middle Passage from Africa to American Diaspora* (2007)
- Jennifer Morgan, *Laboring Women: Reproduction and Gender in New World Slavery* (Philadelphia: University of Pennsylvania Press, 2004)

FEBRUARY 24: THE FABRIC OF COLONIAL AMERICA

Seminar guest: Laurel Thatcher Ulrich, Professor of History Emeritus, Harvard University.

Required Readings:

Laurel Thatcher Ulrich, *The Age of Homespun: Objects and Stories in the Creation of an American Myth* (New York: Alfred A. Knopf, 2001).

Supplemental Readings:

- Ann Smart Martin, “Material Things and Cultural Meanings: Notes on the Study of Early American Material Culture,” *William and Mary Quarterly* 53, 1 (1996), 5-12.
- Adrienne Hood, *The Weaver’s Craft: Cloth, Commerce and Industry in Early Pennsylvania* (Philadelphia, 2004)
- Adrienne Hood, *Fashioning Fabric: The Arts of Spinning and Weaving in Early Canada* (2004)
- Patricia Samford, “The Archaeology of African American Slavery and Material Culture,” *William and Mary Quarterly* 53, 1 (1996), 87-114
- Sarah H. Hill, *Weaving New Worlds: Southeastern Cherokee Women and Their Basketry* (Chapel Hill, 1997)
- Zara Anishanslin, *Portrait of a Woman in Silk: Hidden Histories of the British Atlantic World* (New Haven, 2016)
- James Deetz, *The Archaeology of Early American Life* (revised edition) (New York, 1996)
- Maureen D. Goggin and Beth F. Tobin, *Women and the Material Culture of Needlework and Textiles, 1750-1950* (New York, 2009)

- Stephanie Grauman Wolf, *As Various As Their Land: the everyday lives of eighteenth-century Americans* (New York, 1993)
 - T.H. Breen, “An Empire of Goods: The Anglicization of Colonial America, 1690-1776,” *Journal of British Studies*, 25 (1986), 467-499.
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MARCH 3: THE CITY UPON A HILL

Seminar guest: Mark Noll, Research Professor of History, Regent College.

Required Readings:

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

Supplemental Readings:

- James B. Bell, *A War of Religion: Dissenters, Anglicans, and the American Revolution* (New York, 2008)
- John F. Berens, *Providence and Patriotism in Early America, 1640-1815* (Charlottesville, 1978)
- Ruth Bloch, *Visionary Republic: Millennial Themes in American Thought, 1756-1800* (New York, 1985)
- Patricia U. Bonomi, *Under the Cope of Heaven: Religion, Society, and Politics in Colonial America*, 2nd ed., (New York, 2003)
- James P. Byrd, *Sacred Scripture, Sacred War: The Bible and the American Revolution* (New York, 2013)
- Michael J. Crawford, *Seasons of Grace: Colonial New England's Revival Tradition in British Context* (New York, 1991)
- Jonathan Den Hartog, *Patriotism and Piety: Federalist Politics and Religious Struggle in the New American Nation* (Charlottesville, 2015)
- David D. Hall, *Worlds of Wonder, Days of Judgment: Popular Religious Belief in Early New England* (New York, 1989)
- David D. Hall, *A Reforming People: Puritanism and the Transformation of Public Life in New England* (New York, 2011)
- Douglas L. Winiarski, *Darkness Falls on the Land of Light: Experiencing Religious Awakenings in Eighteenth-Century New England* (Chapel Hill, 2017)
- Nathan O. Hatch, *The Democratization of American Christianity* (New Haven 1989)
- Alan Heimert, *Religion and the American Mind: From the Great Awakening to the Revolution* (Cambridge, Mass., 1966)
- Carla Gardina Pestana, *Protestant Empire: Religion and the Making of the British Atlantic World* (Philadelphia, 2009)
- Albert J. Raboteau, *Slave Religion: The “Invisible Institution in the Antebellum South* 2nd ed., (New York, 2004)

- David J. Silverman, *Faith and Boundaries: Colonists, Christianity, and Community Among the Wampanoag Indians of Martha's Vineyard, 1600-1871* (New York, 2005)
- Harry S. Stout, *The New England Soul: Preaching and Religious Culture in Colonial New England* (New York, 1986)
- Rachel Wheeler, *To Live Upon Hope: Mohicans and Missionaries in the Eighteenth Century Northeast* (Ithaca, 2008)
- Sylvia R. Frey and Betty Wood, *Come Shouting to Zion: African American Protestantism in the American South and British Caribbean to 1830* (Chapel Hill, 1998)

MARCH 10: INDIGENOUS EARLY AMERICA—A MICRO-HISTORICAL APPROACH

Seminar guest: Joshua Piker, Professor of History at the College of William and Mary, and editor of *The William and Mary Quarterly*.

Required Readings:

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

Supplemental Readings:

- Daniel K. Richter, *Facing East from Indian Country: A Native History of Early America* (Harvard, 2001)
- Jill Lepore, *The Name of War: King Philip's War and the Origins of American Identity* (Vintage, 1999)
- Michael Witgen, *An Infinity of Nations: How the Native New World Shaped Early North America* (Philadelphia: University of Pennsylvania Press, 2013)
- Allan Greer, *Mohawk Saint: Catherine Tekakwitha and the Jesuits* (New York: Oxford University Press, 2006)
- Andrew Lipman, *The Saltwater Frontier: Indians and the Contest for the American Coast* (New Haven: Yale University Press, 2015)
- Margaret Ellen Newell, *Brethren by Nature: New England Indians, Colonists, and the Origins of American Slavery* (Ithaca: Cornell University Press, 2015)
- Gregory Dowd, *Groundless: Rumors, Legends, and Hoaxes on the Early American Frontier* (Baltimore: Johns Hopkins University Press, 2015)
- Brett Rushforth, *Bonds of Alliance: Indigenous and Atlantic Slaveries in New France* (Chapel Hill, 2012)
- Michael Witgen, *An Infinity of Nations: How the Native New World Shaped Early North America* (Philadelphia: University of Pennsylvania Press, 2013)
- Juliana Barr, *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands* (Chapel Hill: The University of North Carolina Press, 2007)
- Jean M. O'Brien, *Firsting and Lasting: Writing Indians out of Existence in New England* (Minneapolis: University of Minnesota Press, 2010)

- Claudio Saunt, *Black, White and Indian* (New York, 2005)
- Claudio Saunt, *A New Order of Things: Property, Power, and the Transformation of the Creek Indians, 1733-1816* (New York, 1999)
- Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650–1815* (New York: Cambridge University Press, 1991; reprinted 2011)
- James H. Merrell, *Into the American Woods: Negotiators on the Pennsylvania Frontier* (New York: W. W. Norton & Co., 1999)
- David L. Preston, *The Texture of Contact: European and Indian Settler Communities on the Frontiers of Iroquoia, 1667–1783* (Lincoln: University of Nebraska Press, 2009)
- Jon Parmenter, *The Edge of the Woods: Iroquoia, 1534–1701* (East Lansing: Michigan State University Press, 2010)
- James F. Brooks, *Captives and Cousins: Slavery, Kinship, and Community in the Southwest Borderlands* (Chapel Hill: University of North Carolina Press for the Omohundro Institute of Early American History and Culture, 2002)
- Kathleen DuVal, *The Native Ground: Indians and Colonists in the Heart of the Continent* (Philadelphia: University of Pennsylvania Press, 2006)
- Ned Blackhawk, *Violence over the Land: Indians and Empires in the Early American West* (Cambridge, Mass.: Harvard University Press, 2006)
- Virginia DeJohn Anderson, *Creatures of Empire: How Domestic Animals Transformed Early America* (New York: Oxford University Press, 2004)
- Alan Galloway, *The Indian Slave Trade: The Rise of the English Empire in the American South, 1670–1717* (New Haven, Conn.: Yale University Press, 2002)
- Christina Snyder, *Slavery in Indian Country: The Changing Face of Captivity in Early America* (Cambridge, Mass.: Harvard University Press, 2010)

MARCH 17: mid-semester reading break

No class meeting

MARCH 24: DEATH, CULTURE, AND SLAVERY

Seminar Guest: Vincent Brown, Professor of History and of African & African American Studies, Harvard University

Required Readings:

Vincent Brown, *The Reaper's Garden: Death and Power in the Atlantic World of Slavery* (Cambridge, Mass.: Harvard University Press, 2010).

Supplemental Readings:

- Yvonne P. Chireau, *Black Magic: Religion and the African American Conjuring Tradition* (Berkeley, 2003)
- Sharla M. Fett, *Working Cures: Healing, Health, and Power on Southern Slave Plantations* (Chapel Hill, 2002)
- Roger D. Abrahams, *The Man-of-Words in the West Indies: Performance and the Emergence of Creole Culture* (Baltimore, 1983)
- Trevor Burnard, *Master, Tyranny, and Desire: Thomas Thistlewood and His Slaves in the Anglo-Jamaican World* (Chapel Hill, 2004)
- Diana Paton, *The Cultural Politics of Obeah: Religion, Colonialism and Modernity in the Caribbean World* (New York, 2015)
- Vincent Brown, *Tacky's Revolt: The Story of an Atlantic Slave War* (Cambridge, Mass., 2020)
- Vincent Carretta, *Equiano, the African: Biography of a Self-Made Man* (New York, 2005)
- Karla Gottlieb, *'The Mother of Us All': A History of Queen Nanny Leader of the Windward Maroons* (Trenton, NJ: 2000)
- James H. Sweet, *Domingos Alvares, African healing, and the Intellectual History of the Atlantic World* (Chapel Hill, 2011)
- Zora Neale Hurston, *Tell My Horse: Voodoo and Life in Haiti and Jamaica* (1938)

MARCH 31: AN OCEAN OF COMMODITIES

Seminar guest: Ben Marsh, Reader in History, University of Kent.

Required Readings:

Ben Marsh, *Unravelling Dreams: Silk and the Atlantic World, 1500-1840* (Cambridge & NY: Cambridge University Press, 2020).

Supplemental Readings:

- Judith A. Carney, *Black Rice: The African Origins of Rice Cultivation in the Americas* (2001)
- David Hancock, *Oceans of Wine: Madeira and the Emergence of American Trade and Taste* (2009).
- Jennifer L. Anderson, *Mahogany: The Costs of Luxury in Early America* (2012)
- Elinor G. K. Melville, *Plague of Sheep: Environmental Consequences of the Conquest of Mexico* (1994)
- Virginia DeJohn Anderson, *Creatures of Empire: How Domestic Animals Transformed Early America* (2002)
- Londa Schiebinger, *Plants and Empire: Colonial Bioprospecting in the Atlantic World* (2007)
- Sidney Mintz, *Sweetness and Power: The Place of Sugar in Modern History* (1985)
- Marcy Norton, *Sacred Gifts, Profane Pleasures: A History of Tobacco and Chocolate in the Atlantic World* (2008)

- Stuart B. Schwartz, *Tropical Babels: Sugar and the Making of the Atlantic World, 1450-1680* (2004)
- Christopher Ebert, *Between Empires: Brazilian Sugar in the Early Atlantic Economy, 1550–1630* (2008)
- Susan Socolow, ed., *The Atlantic Staple Trade*, 2 vols. (1996)
- Peter Edward Pope, *Fish into Wine: The Newfoundland Plantation in the Seventeenth Century* (2004)
- Robert Louis Stein, *The French Sugar Business in the Eighteenth Century* (2000)
- Maureen Fennell Mazzaoui, ed., *Textiles: Production, Trade, and Demand* (1998)
- Eric Burns, *The Smoke of the Gods: A Social History of Tobacco* (2006)
- W.G. Clarence-Smith, *Cocoa and Chocolate, 1765-1914* (2000)
- T.H. Breen, *The Marketplace of Revolution: How Consumer Politics Shaped American Independence* (2004)
- Robert DuPlessis, *The Material Atlantic: Clothing, Commerce, and Colonization in the Atlantic World, 1650-1800* (2016).
- Beverly Lemire, *Global Trade and the Transformation of Consumer Cultures: The Material World Remade, c.1500-1820* (2018)

APRIL 7: BEYOND THE THIRTEEN COLONIES

Seminar Guest: Cécile Vidal, Professor of History at the Ecole des Hautes Etudes en Sciences Sociales, Paris.

Required Readings:

Cécile Vidal, *Caribbean New Orleans: Empire, Race, and the Making of a Slave Society* (Chapel Hill: UNC Press/OI, 2019).

Supplemental Readings:

- Eliga H. Gould, “Entangled Histories, Entangled Worlds: The English-Speaking Atlantic as a Spanish Periphery,” *American Historical Review*, 112, 3 ((2007), 764-786
- Franklin W. Knight and Peggy K. Liss, eds., *Atlantic Port Cities: Economy, Society, and Culture in the Atlantic World, 1650-1850* (Knoxville, Tenn.: 1991)
- Bernard Bailyn, *Atlantic History: Concept and Contours* (Cambridge, Mass., 2005)
- Sidney W. Mintz, “The Caribbean Region,” *Daedalus* 103, 2 (1974), 12-57
- Daniel H. Usner, *Indians, Settlers, and Slaves in a Frontier Exchange Economy: The Lower Mississippi Valley before 1783* (Chapel Hill, 1992)
- Sophie White, *Wild Frenchmen and Frenchified Indians: Material Culture and Race in Colonial Louisiana* (Philadelphia, 2012)
- Nathalie Dessens, *From Saint-Domingue to New Orleans: Migration and Influences* (Gainesville, Fla.: 2007)

- Jorge Cañizares-Esguerra, Matt D. Childs, and James Sidbury, eds., *The Black Urban Atlantic in the Age of the Slave Trade* (Philadelphia, 2013)
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APRIL 14: A REVOLUTION FOR WOMEN?

Seminar guest: Rosemarie Zagarri, Professor of History at George Mason University.

Required Readings:

Rosemarie Zagarri, *Revolutionary Backlash: Women and Politics in the Early American Republic* (Philadelphia: University of Pennsylvania Press, 2007).

Supplemental Readings:

- Linda Kerber, *Women of the Republic: Intellect and Ideology in Revolutionary America* (Chapel Hill, 1980)
 - Mary Beth Norton, *Founding Mothers and Fathers: Gendered Power and the Forming of American Society* (New York, 2011)
 - Mary Beth Norton, *Liberty's Daughters: The Revolutionary Experience of American Women, 1750-1800* (Boston, 1980)
 - Sarah M.S. Pearsall, "Recentring Indian Women in the American Revolution," in Susan Sleeper-Smith, ed., *Why You Can't Teach United States History without American Indians* (Chapel Hill, 2015), 57-70.
 - Ruma Chopra, "Loyalist Women in British New York City, 1776-1783 in Thomas Foster et. al., *Women in Early America* (New York: NYU Press, 2015), 210-224
 - Roy E. Finkenbine, "Belinda's Petition: Reparations for Slavery in Revolutionary Massachusetts." *The William and Mary Quarterly* 64, No. 1 (Jan., 2007): 95-104
 - Holly A. Mayer, *Belonging to the Army: Camp Followers and Community During the American Revolution* (Camden, S.C.: 1999)
 - Debra L. Newman, "Black Women in the Era of the American Revolution in Pennsylvania," *Journal of Negro History*, 61, 3 (1976), 276-289
 - Catherine Adams and Elizabeth H. Pleck, *Love of Freedom: Black Women in Colonial and Revolutionary New England* (New York, 2010)
 - Carol Berkin, *Revolutionary Mothers: Women in the Struggle for American Independence* (New York, 2005)
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APRIL 21: INDIGENOUS EMPIRES

Seminar guest: Michael McDonnell, Professor of History, University of Sydney.

Required Readings:

Michael A. McDonnell, *Masters of Empire: Great Lakes Indians and the Making of America* (New York: Hill and Wang, 2015).

Supplemental Readings:

- Pekka Hämäläinen, *Comanche Empire* (New Haven: Yale University Press, 2008)
- Ned Blackhawk, *Violence Over the Land: Indians and Empires in the Early American West* (Cambridge, Mass., 2006)
- Lucy Eldersveld Murphy, *A Gathering of Rivers: Indians, Métis, and Mining in the Western great Lakes, 1737-1832* (Nebraska, 2000)
- Claudio Saunt, *West of the Revolution: An Uncommon History of 1776* (New York, 2014)
- James F. Brooks, *Captives and Cousins: Slavery, Kinship, and Community in the Southwest Borderlands* (Chapel Hill, 2002)
- Colin Calloway, *One Vast Winter Count: The Native American West before Lewis and Clark* (Nebraska, 2003)
- Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650–1815* (New York: Cambridge University Press, 1991; reprinted 2011)
- Daniel K. Richter, *Facing East from Indian Country: A Native History of Early America* (Harvard, 2001)
- Daniel K. Richter, *Before the American Revolution: America's Ancient Pasts* (Cambridge, Mass., 2011)
- Daniel K. Richter, *The Ordeal of the Longhouse: The Peoples of the Iroquois League in the Era of European Colonization* (Chapel Hill, 1992)
- James H. Merrell, *The Indians' New World: Catawbas and their neighbors from European Contact Through the Era of Removal* (Chapel Hill, 1989)
- Kathleen DuVal, *The Native Ground: Indians and Colonists in the Heart of the Continent* (Philadelphia, 2006)
- Elizabeth A. Fenn, *Encounters at the Heart of the World: A History of the Mandan people* (New York, 2014)

APRIL 28: FOUNDING FATHERS IN THE WAKE OF BLACK LIVES MATTER

Seminar guests: Annette Gordon-Reed, Professor of Law and History, Harvard University, and Peter Onuf, Professor of History Emeritus, University of Virginia.

Required Readings:

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

and

please peruse The 1619 Project at

<https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html>

and

Adam Serwer's article in *The Atlantic* exploring the controversy surrounding the 1619 Project
<https://www.theatlantic.com/ideas/archive/2019/12/historians-clash-1619-project/604093/>

Supplemental Readings:

- William W. Freehling, "The Founding Fathers and Slavery," *American Historical Review*, 77, 1 (1972), 81-93
 - David Brion Davis, *The Problem of Slavery in Western Culture* (Ithaca, N.Y., 1975)
 - Don E. Fehrenbacher, *The Slaveholding Republic: An Account of the United States Government's Relations to Slavery* (New York, 2001)
 - Paul Finkelman, *Slavery and the Founders: Race and Liberty in the Age of Jefferson* (Armonk, N.Y., 2001)
 - John P. Kaminski, ed. *A Necessary Evil? Slavery and the Debate over the Constitution* (Madison, WI, 1995)
 - Sidney Kaplan and Emma Nogrady Kaplan. *The Black Presence in the Era of the American Revolution* Rev. ed. (Amherst, Mass., 1989)
 - Miller, John Chester. *The Wolf by the Ears: Thomas Jefferson and Slavery* (Charlottesville, 1991)
 - Gary B. Nash, *Race and Revolution* (Madison, WI, 1990)
 - Henry Wiencek, *An Imperfect God: George Washington, His Slaves, and the Creation of America* (New York, 2003)
 - Erica Armstrong Dunbar, *Never Caught: The Washingtons' Relentless Pursuit of Their Runaway Slave, Ona Judge* (New York, 2017)
 - Annette Gordon-Reed, *The Hemingses of Monticello: An American Family* (New York, 2008)
 - Scott J. Kester, *The Haunted Philosopher: James Madison, Republicanism, and Slavery* (New York, 2008)
 - Sean Wilentz, *No Property in Man: Slavery and Antislavery at the Nation's Founding* (Cambridge, Mass., 2018)
 - Andrew Levy, *The First Emancipator: Slavery, Religion, and the Quiet Revolution of Robert Carter* (New York, 2005)
 - David Waldstreicher, *Slavery's Constitution: From Revolution to Ratification* (New York, 2009)
 - Marie Jenkins Schwartz, *Ties That Bound: Founding First Ladies and Slaves* (Chicago, 2017)
 - Gerald Horne, *The Counter-Revolution of 1776: Slave Resistance and the Origins of the United States of America* (New York, 2014)
 - Gordon S. Brown, *Toussaint's Clause: The Founding Fathers and the Haitian Revolution* (Jackson, Miss., 2005)
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