

Hist 231. Early American Studies
Spring 2016
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Nowadays many Early Americanists turn to cultural history. There have been different reasons for such a shift, which is built on solid empirical foundations laid by demographers and social historians beginning in the early 1960s. One contributing element was surely the history of early American religion, always interested in what sermons and doctrinal reform meant for clergy and laity alike. Another element came from cultural anthropology, with its interest in specific communities and the textual webs of symbolic meaning that tied families to families, and individuals to one another. American art and material culture offered its concern with social aesthetics and questions of exchange value. Still another set of connections came as the walls between early American literature and early American history--disciplinary fences, as it were-- started to crumble. But no matter the perspective taken, these approaches intersect in reconstructing the systems of meaning that held colonial societies together and, on occasion, signaled their transformation.

This semester we will examine key moments in the emergence of the field, works that explore interdisciplinary methods and theoretical approaches as well as offering new models for historical narrative itself. And while most of our readings and discussion will explore changes in early American culture between 1600 and 1785-- or roughly from the period of imperial exploration and initial settlement to the Revolutionary settlement, and native reactions to settlement colonialism-- some aspects of early national and antebellum culture will fall within consideration. The required texts for the course include the following, available The Penn Book Center, 130 S. 34th. St. (Phone: 225-222-7600; email: info@PennBookCenter.com).

Buisseret, David et al. *Creolization in the Americas* (College Station: Texas A & M Press, 2000).

Frank, Caroline. *Objectifying China, Imagining America: Chinese Commodities in Early America*. Chicago: University of Chicago Press, 2011.

Hartigan-O'Connor, Ellen. *The Ties that Bind: Women and Commerce in Revolutionary America*. Philadelphia: University of Pennsylvania Press, 2009.

Isaac, Rhys. *Landon Carter's Uneasy Kingdom: Revolution and Rebellion on a Virginia Plantation*. New York: Oxford University Press, 2006.

Moore, Brian. *Black Robe*. New York: Plume Press, 1997.

Saunt, Claudio. *A New Order of Things: property, Power, and the Transformation of the Creek Indians, 1733-1816*. New York: Cambridge University Press, 1999.

Smallwood, Stephanie. *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*. Cambridge, Mass.: Harvard University Press, 2007.

St. Clair, William. *The Door of no Return: The History of Cape Coast Castle and the Atlantic Slave Trade*. New York: Bluebridge, 2007.

There are three requirements for this course upon which your grade will directly depend. The first is constant attendance and oral participation; you can miss no more than two classes without your grade dropping a letter grade (illnesses with note from physician excepted). The second requirement is an in-class oral report on the works of a scholar not included on the syllabus; these presentations will commence in week 4 (Feb 10). I will make recommendations for each week. The final requirement for the course is a seminar paper, due in my history department mailbox, this semester week after the last class (due May 4). There are in fact three parts to this final project. The first is an annotated bibliography and working statement of your paper's hypothesis, due in class on Feb, 24, which will be graded. The second part is your in-class final report of research, in the final two weeks of the class. The third component is the paper itself. I expect a final essay based on both primary and secondary sources, of at least 10-12 pages, with endnotes following. During the first three or four weeks of the course, each of you will meet with me to help decide on your research project.

1. (Jan. 20). Introduction to course: colonial culture

St. George, "Introduction," and Peter Hulme, "Postcolonial Theory and Early America," both in *Possible Pasts: Becoming Colonial in Early America*, ed. St. George (Ithaca: Cornell: University Press, 2000), pp. 1-48.

2. (Jan. 27). Shipwrecked: The Tempest

Req.: William Shakespeare, *The Tempest*

Rec.: Alden Vaughan, "Trinculo's Indian: American Natives in Shakespeare's England," John Gillies, "The Figure of the New World in *The Tempest*," and Patricia Seed, "'This island's mine': Caliban and native Sovereignty in *The Tempest*" and *Its Travels*, ed. Peter Hulme and William H. Sherman (Philadelphia: University of Pennsylvania Press, 2000), pp. 49-59, 180-200, 202-11. And Robert Olwell, *Masters, Slaves, and Subjects: The Culture of Power in the South Carolina Low Country, 1740-1790* (Ithaca: Cornell University Press, 1998), and April Lee Hatfield, *Atlantic Virginia* (Philadelphia: University of Pennsylvania Press, 2004).

3. (Feb. 3). Taking Possession and Devil-belief

Req.: John Demos, *Entertaining Satan*, ch. 3, pp. 56-94

David Hall, *Witch-Hunting in Seventeenth-Century New England*, pp. 99-133, 265-79.

Rec.: Paul Boyer and Stephen Nissenbaum, *Salem Possessed* (1974).

4. (Feb.10). Jesuits and Natives

Req.: *Black Robe*

Rec.: Nancy Burkhart, "The Native Translator as Critic," and Anne G. Myles, "Dissent and the Frontier of Translation," both in *Possible Pasts*, pp. 73-86, 88-108; Alice Nash, "Antic Deportments and Indian Postures," in *A Centre of Wonders: The Body in Early America*, ed. Janet Moore Lindman and Michele Lise Tarter (Ithaca: Cornell University Press, 2001), pp. 163-76. And Nicholas Canny, "The Ideology of English Colonization: From Ireland to America," *William and Mary Quarterly* 3rd ser., 30: 4 (October 1973).

5. (Feb 17). What can one place tell us?

Req.: St. Clair, *The Place of no Return*.

Rec.: St. George, *Conversing By Signs: Poetics of Implication in Colonial New England* (Chapel Hill: UNC Press, 1998), pp. 16-112.
Italo Calvino, *Invisible Cities*.

6. (Feb. 24). Middle Passages.

Req.: Smallwood, *Saltwater Slavery*, pp. 1-121.

Rec.: Philip D. Morgan, *Slave Counterpoint: Black Culture in the Eighteenth-Century Chesapeake and Lowcountry* (Chapel Hill: UNC Press for IEAHC, 1998).

Robin Blackburn, *The Making of New World Slavery: From the Baroque to the Modern, 1492-1800* (London:Verso, 1997).

Richard Price, *First-Time: The Historical Vision of an Afro-American People* Baltimore: Johns Hopkins University Press, 1983.

7. (March 2). Colonial encounters on film: *Black Robe* and discussion of gender, race, religious practices in colonial possessions.

Req.: *Smallwood, Saltwater Slavery*, pp. 122-207.

Rec.: Marcus Rediker, *The Slave Ship: A Human History* (New York: Viking, 2007).
_____, *Many Middle Passages: Forced Migration and the Making of the Modern World* (Berkeley: University of California Press, 2007).

8. (March 9). SPRING BREAK

9. (March 16). Being Creek in a Creek Way.

Req.: Saunt, *A New Order of Things*.

Rec.: Kathryn E. Braund, *Deerskin & Duffles; Indian Trade with Anglo-America, 1685-1815* (Lincoln: University of Nebraska Press, 1993).

10. (March 23). How big is a 'contact zone?'

Req.: Frank, *Objectifying China, Imagining America*.

Rec.: Soren Mantz, *The English Gentleman at Work: Madras and the City of London 1660-1740* (Copenhagen: Museum Tusulanum Press, 2005).

David Hancock, *Citizens of the World: London Merchants and the Integration of the British Atlantic Community, 1735-1785* (New York: Cambridge University Press, 1995).

11. (March 30). Commerce and culture.

Req.: Hartigan-O'Connor, *Ties that Bind*.

Rec: Phyllis Whitman Hunter, *Purchasing Identity in the Atlantic World: Massachusetts Merchants, 1670-1780* (Ithaca: Cornell University Press, 2001).

Timothy Breen, "'Baubles of Britain': The American and Consumer Revolutions of the Eighteenth Century," *Past & Present* 119 (1988): 73-104; Philip Zea, *Pursuing Refinement in Rural New England, 1750-1850* (Deerfield, Mass.: Historic Deerfield, Inc., 1998).

Richard Bushman, *The Refinement of America*.

12. (April 6). Where does refinement get you?

Req.: Isaac, *Landon Carter's Uneasy Kingdom*.

Rec.: Isaac, *Transformation of Virginia*; Karin Wulf, *Not All Wives: Women of Colonial Philadelphia* (Ithaca: Cornell University Press, 2000).

William Shakespeare, *King Lear*.

13. (April 13). Language and metaphors for mixture/ begin class reports(?)

Req.: Busier et al, *Creolization in the Americas*.

Rec.: Dell Hymes, ed. *Pidginization and Creolization of Languages*, read Hymes's Introduction.

Edward G. Gray, *New World Babel: Languages & Nations in Early America* (Princeton: Princeton University Press, 1999).

15. (April 20). Class reports. Note: this class will end at 4:15 sharp.

16. (April 27). Final film. Course conclusion and discussion.

People to consider for reports

Nina Dayton

Bruce Mann

David D. Hall

Peter Hulme, Colonial Encounters

Michael Warner

Sandra Gustafson

Jon Butlert

John Demos

Boyer and Nissenbaum

David ShieldsPatricia Seed

Inga Clendinnen

Rhys isaac

Greg Dening

Laura Rigal

Philip Round