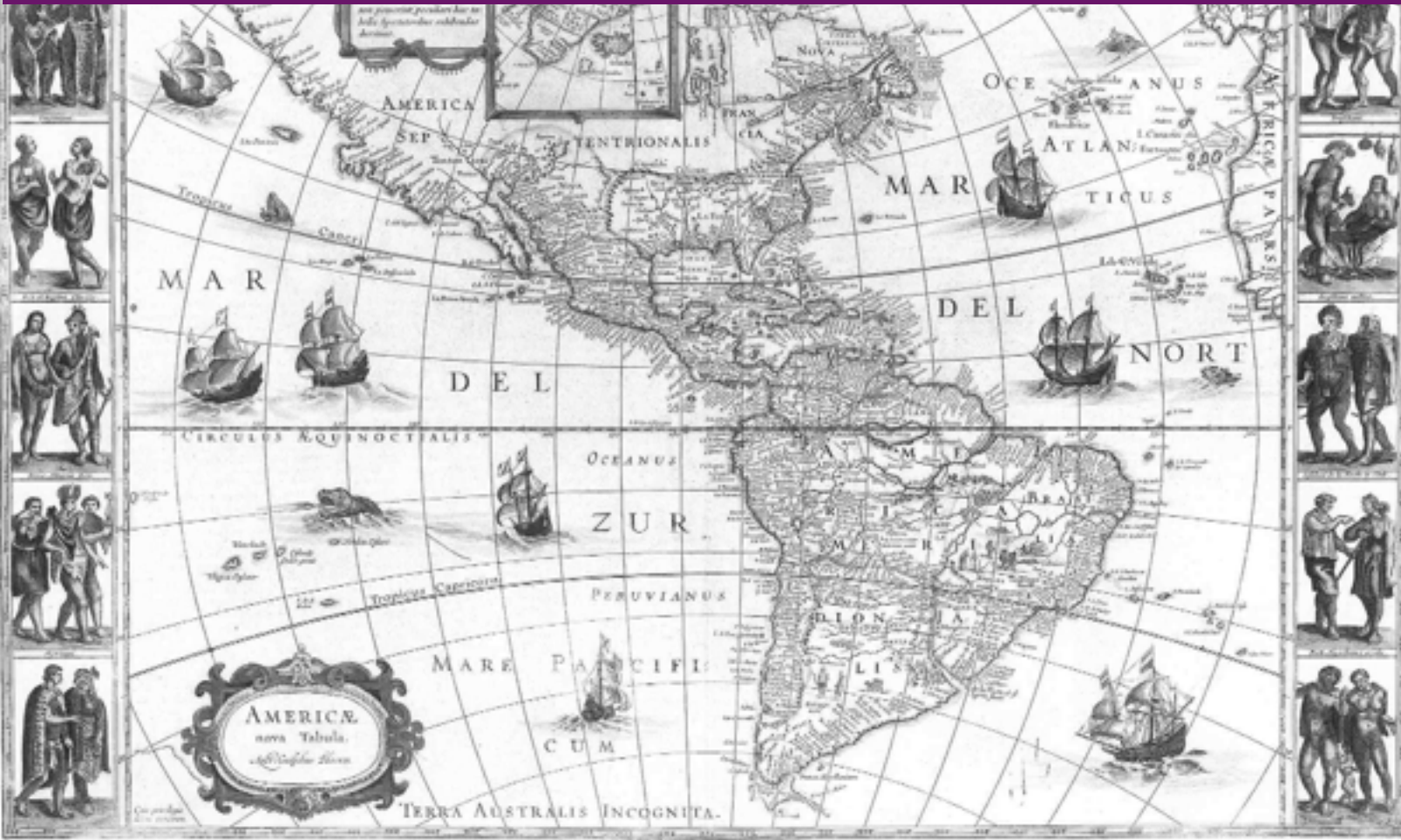


Fall 2014

History 1890 Empires in America to 1890s



This course surveys the history of settler colonialism and the development of racial capitalism in what became the United States. It begins from initial encounters between Native Americans and newly arrived Europeans and goes through to the extension of Euroamerican power beyond the continent. We know how this story ends: with the English colonial settlers and their descendants taking dominion over Native American territories from “sea to shining sea.” But this was not an assured outcome. To restore contingency to what is often presented as a teleological narrative of Manifest Destiny, we will consider roads not taken, and see how struggles among European imperial powers and racial constructs were crucial to the political economic development of the United States.

Prof. Naoko Shibusawa
Peter Green House 206
Office hrs: M 3-5 pm
Naoko_Shibusawa@brown.edu

The purpose of this course is to sustain a thoughtful and informed discussion about how the United States came into being and how natives and settlers interacted with each other and with the larger world. We will accomplish this by creating a collaborative learning environment. The course’s objective is not to passively absorb information in order to parrot back in exams and papers. Rather, our aim is to help each other acquire a base of historical knowledge with which we can explore political, cultural, social, and theoretical problems. Active engagement with the assigned texts and with each other, therefore, is essential. Attendance of all classes is similarly vital.

BOOKS: Most are available for purchase at the Bookstore and on 3-hr. reserve at the Rock. Those with electronic copies available through Josiah are marked with **

Alvar Núñez Cabeza de Vaca, *Chronicle of the Narváez Expedition*, trans. Harold Augenbraum (1555, Penguin 2002)
 Silvia Federici, *Caliban and the Witch: Women, The Body, and Primitive Accumulation* (Autonomedia, 2004)
 Jill Lepore, *The Name of War: King Philip's War and the Origins of American Identity* (Vintage, 1999)
 Eric Williams, *Capitalism & Slavery* (1944 reprint, University of North Carolina Press, 1994)
 Gerald Horne, *The Counter-Revolution of 1776: Slave Resistance and the Origins of the United States of America* (NYU, 2014)
 Craig Steven Wilder, *Ebony & Ivory: Race, Slavery, and the Troubled History of America's Universities* (Bloomsbury, 2013)
 Ussama Makdisi, *Artillery of Heaven: American Missionaries and the Failed Conversion of the Middle East* (Cornell, 2008)
 Amy S. Greenberg, *A Wicked War: Polk, Clay, Lincoln, and the 1846 Invasion of Mexico* (Knopf, 2012)
 John Kuo Wei Tchen, *New York Before Chinatown: Orientalism and the Shaping of American Culture, 1775-1882* (Johns Hopkins, 1999)
 Karl Jacoby, *Shadows at Dawn: A Borderlands Massacre and the Violence of History* (Penguin, 2008)

ARTICLES: Available at Canvas in the "Assignments" folder.

EVALUATION: Participation (20%), 2 optional short papers (10% each), take-home exams *or* research paper (60%-80%, depending on number of optional papers submitted). Detailed explanation follows.

CLASS PARTICIPATION (20%) grade will be evaluated in the following way:

5% Attendance at weekly Monday discussion classes

Attendance will be taken at discussion section. A (0-1 unexcused absence); B (2 absences); C (3 absences); D (4 absences); F (5+ absences). If you must miss a discussion section, please inform professor of your absence beforehand.

5% Discussion class preparation

Submit a short email to professor by 10 pm the night before section meets. The usual, default assignment is 1) to write a short summary of the main points of the week's readings and 2) to come up with a question for a good discussion. These emails will not be graded, but will be recorded for completion. Full credit will be given for completion of these weekly emails.

10% Participation in class (discussion and lecture)

A (consistent, thoughtful, unsolicited contributions in class or on-line); B (numerous thoughtful contributions); C (occasional and/or solicited contribution—i.e., never contributes to class discussion or virtual classroom unless asked); D-F (no contribution)

EXAMS, take-home: Midterm & Final (30%-40% each, 60%-80% Total)

The take-home exams will require you to analyze primary documents and relate them to course themes, readings, and lectures. The primary documents will be given to you prior to the exam to give you plenty of time to analyze them. We will work on analyzing primary documents in section so that you will know our expectations. The short analytical writing assignments (see below) should also help prepare you.

RESEARCH PAPER OPTION: in lieu of exams (60%-80%)

You will also have the option to do a research paper instead of taking the exams. You will need to come to office hours get approval for your topic before or soon after declaring to take the research option. The due dates are:

10/17 Declaration to do research paper option.

11/5 Prospectus due, 5-7 pp. A prospectus outlines your topic, your tentative argument, and gives a list of sources you will consult. (20%)

12/17 Research paper due. 15-20 pp., excluding bibliography (40%)

If you decide to do a research paper, you must come for consultation to office hours at least two times—once before the prospectus is due & once afterward. Failure to do so nullifies your option to do a research paper.

2 OPTIONAL SHORT ANALYTICAL WRITING ASSIGNMENTS (10% each)

Twice this semester you will be given the opportunity to write a single paragraph in response to the assigned reading and discussion prep emails. The primary function of these short analytical papers is to give you a chance to practice the kind of reading and writing that is expected in this course, in a format that is shorter and less time-consuming than full-fledged papers. You may rewrite these papers as much as you like *until the due date of the next short writing assignment*. Be sure to resubmit the unrevised paper when you hand in a revised one. Only the highest grade for an assignment will be kept.

Your task is to explain clearly the meaning of a sentence you choose from the text. Your paragraph should demonstrate how the sentence you've chosen makes meaning, raises questions, and challenges concepts central to the course. In that way your essay will be an exercise in reporting on a small set of someone else's ideas; it is not an essay that reports on your own. You may be tempted to summarize the entire reading assignment, respond to general "themes," and evaluate the text, but resist. The purpose is for you to explicate a sentence that you found to be particularly rich or important.

Start by writing your selected sentence at the top of your weekly, with its page number. Then, work your way through the sentence, explaining what it means. To do this, you'll need to refer regularly and consistently to the words and phrases in your chosen quotation. Remember that your reader is not inside your head, and thus needs help to follow what you are saying—you are better over- rather than under-explaining. Of course, you may see connections to larger issues raised by the text. Feel free to explore their meanings and implications, but only insofar as they are explicitly addressed in and connected to the passage you're reading. To do so, you'll have to draw the reader's attention to the specific words that enable you to make that connection. Thus you will have to distinguish between things that you can draw from within the text (acceptable) and those that you bring from outside of the text (not acceptable).

Guidelines for submitting short papers:

1. Email as a Word attachment.
2. Be sure save the document with your **surname** on it (e.g., "Smith H1890 paper 1.doc"). This is so that I won't have dozens of papers in our email attachment folders with the same title. *I'll send back papers that are labeled without your name.*

Due dates are flexible: one before the midterm, the other after the midterm.

COURSE SCHEDULE

Weekly assignments are in **bold**. Unless otherwise marked, read the entire book. Readings marked with an asterisk (*) can be accessed through Canvas.

WEEK 1 INTRODUCTION

Sept 3 When & where to begin a history of American foreign relations
 Sept 5 Empire & the Origins of Enlightenment

WEEK 2 EMPIRE & THE ORIGINS OF ENLIGHTENMENT

***Podcast: 1491** Also available at Canvas Log into the class and on menu to the left, push "Learning Modules."
***Excerpts from** *America in 1492*

Sept 8 How the West became powerful: an interpretation
 Sept 10 Advent of Spanish overseas imperialism
 Sept 12 Myths about the Spanish Conquest

WEEK 3	SPANISH IMPERIALISM IN ASIA & THE AMERICAS <i>Chronicles of the Narváez Expedition</i>
Sept 15	DISCUSSION of Cabeza de Vaca's <i>Chronicles</i>
Sept 17	Language & the making of empire
Sept 19	American Silver & European Entry into the Global Economy
WEEK 4	New Worlds for All <i>Caliban and the Witch</i>
Sept 22	DISCUSSION of Federici's <i>Caliban and the Witch</i>
Sept 24	Winthrop's "A Modell of Christian Charity": Origins of American Exceptionalism?
Sept 26	Communities in Flux & Inter-cultural Exchange
WEEK 5	Imperial Opportunities <i>In the Name of War</i>
Sept 29	DISCUSSION of Lepore's <i>In the Name of War</i>
Oct 1	The Pueblo Revolt
Oct 3	Slavery & Primary Accumulation
WEEK 6	Empire & Slavery <i>Capitalism & Slavery</i>
Oct 6	DISCUSSION of Williams' <i>Capitalism & Slavery</i>
Oct 8	The Great War for Empire
Oct 10	China Trade, <i>Common Sense</i> Diplomacy
WEEK 7	Revolution and the "Pursuit of Happiness" <i>The Counter-Revolution of 1776</i>
Oct 13	AUTUMN HOLIDAY
Oct 15	DISCUSSION of Horne's <i>The Counter-Revolution of 1776</i>
Oct 17	"Liberté, égalité, fraternité" in Saint Domingue
WEEK 8	Independence, Race, and Nation-Building Ebony & Ivy
Oct 20	DISCUSSION of Wilder's <i>Ebony & Ivy</i>
Oct 22	Challenges to nation-building
Oct 24	"Farewell Address": Origins of Isolationism?
WEEK 9	Settler Colonialism Unleashed <i>Artillery of Heaven</i>
Oct 27	DISCUSSION of Makdisi's <i>Artillery of Heaven</i>
Oct 29	Jefferson's "empire of liberty"
Oct 31	Shawnee Prophet and War of 1812

WEEK 10	Doctrines of Destiny
Nov 3	The Monroe Doctrine & Manifest Destiny
Nov 5	MIDTERM <i>take-home</i> , no class
Nov 7	<i>Professor at conference</i> , no class
WEEK 11	Military Power, Dispossession, & Capitalism <i>A Wicked War</i>
Nov 10	Jacksonian Democracy, Native Disaster
Nov 12	Gunboat Diplomacy, Towards Open Door
Nov 14	DISCUSSION of Greenberg's <i>A Wicked War</i>
WEEK 12	Modern Capitalist State *Reading to prepare for visit to the JCB: excerpts from <i>Drawing the Borderline: Artist-Explorers of the U.S.-New Mexico Boundary Survey</i> (Albuquerque Museum, 1996) <i>no email summary or question due this week</i>
Nov 17	WORKSHOP AT THE JCB
Nov 19	Ending Formal Slavery
Nov 21	War, Revenue, State Building
WEEK 13	Orientalism and American Identity <i>New York Before Chinatown</i>
Nov 24	DISCUSSION of Tchen's <i>New York Before Chinatown</i>
Nov 26	THANKSGIVING HOLIDAY
Nov 28	THANKSGIVING HOLIDAY
WEEK 14	DOMINION SECURED, FRONTIER "CLOSED" <i>Shadows at Dawn</i> *Chief Joseph of the Nez Percé, "Surrender" (October 5, 1877) & "Chief Joseph Recounts Trip to Washington" (1879) *Frederick Jackson Turner, "The Significance of the Frontier in American History," paper read at the meeting of the American Historical Association in Chicago, July 12, 1893.
Dec 1	Transpacific & Transatlantic Labor
Dec 3	DISCUSSION of Jacoby's <i>Shadows at Dawn</i>
Dec 5	<i>Course summary</i> : Empires in America to U.S. Empire

Dec 17 Take-home final or research paper due