Community in America, Maine, and at Bowdoin

In this history “problems” course, we will explore the ideals and social, economic, political, and cultural realities of community in American history, and examine continuity, change, and socio-economic, racial, and ethnic diversity in community experience. We will begin by examining studies of communities in seventeenth-century Massachusetts and early national upstate New York. We will then sharpen our focus on Maine and on Bowdoin College and its midcoast neighborhood, working with readings in both the secondary literature and a wealth of primary sources.

Course expectations and requirements: The course will be held as a seminar, meeting once a week for three hours. For the first five weeks of the semester, our discussions will focus on community history. After fall break, we will turn for three weeks to the history of Bowdoin College. Students are encouraged to purchase the assigned books from the bookstore; a copy of each book is on reserve in the library. In addition, students are encouraged but not required to explore the further readings for each class meeting—primary sources (documents) and/or secondary sources (articles or chapters). Those reading assignments are available either on e-reserve through the Library Reserves link on Blackboard or by link to an online source or database from the History 332 Reading Guide on Blackboard. The Reading Guide also provides questions to help focus your reading. In preparation for each class meeting, students should read and begin to analyze the assigned texts; they should come to class with specific questions and some preliminary answers. By reading and participating in class discussions, students should develop an understanding of the research process and practice the analytical skills that they will use to pursue independent research in history. If a student misses a class meeting, the student is expected to write a 3-4 page analysis of the readings for that class. Class participation counts for 40% of the final grade.

Throughout the semester, students will engage in the process of designing and pursuing their own primary research projects. Early in the semester, each student will begin to formulate a thesis question and a preliminary hypothesis about some aspect of community history. In early November, students will submit a research paper prospectus which presents a preliminary thesis statement or hypothesis, a brief annotated bibliography of the primary and secondary sources that they will analyze, and a preliminary outline. For the last five weeks of the course, as students pursue their independent research projects, class meetings will rotate between small group discussions, individual conferences, and work-in-progress presentations. A draft of a section of the paper will be due in late November. The research paper (22-25 pages) will be due on the scheduled final-exam date for the course. Research methodology and process, including the prospectus, draft, and work-in-progress presentation, count for 30%, and the essay counts for 30% of the final grade.

All students are expected to read, understand, and abide by the Bowdoin College Academic Honor Code and by the rules of citation described on the Colby, Bates, and Bowdoin Academic Honesty Site at http://www.bowdoin.edu/studentaffairs/academic-honesty/index.shtml.

Course texts:
Charles Calhoun, A Small College in Maine: Two Hundred Years of Bowdoin (1993)

All online resources are available through Blackboard and/or the History 332 website: http://www.bowdoin.edu/faculty/S/smcmahon/courses/hist332/
1. 9/8 PREVIEW
   Read and consider the questions listed on the Preview page of the History 3122 Reading Guide

2. 9/15 INTRODUCTION: Historical visions and sociological models of community
   readings: Thomas Bender, Ch. 1, “Introduction: The Meanings of Community,” Ch. 2, “Social
   Theory and the Problem of Community,” 3-43, in Bender, Community and Social Change
   in America (1978). (e-reserve)
   David J. Russo, “Introduction,” “The Little Community: Towns (and Rural Areas Too?),” in
   Russo, Families and Communities: A New View of American History (1974), 1-51. (e-
   reserve)
   Darrett Rutman, “Assessing the Little Communities of Early America,” William and Mary
   Quarterly 3d ser. XLIII (1986), 163-178. (JSTOR)
   document: John Winthrop, “A Modell of Christian Charity” (1630), Hanover Historical Texts
   Project (LINK) or The Winthrop Society (LINK)

3. 9/22 NEW ENGLAND COMMUNITIES: Witchcraft as a community phenomenon
   (1974)
   documents: Paul Boyer and Stephen Nissenbaum, eds., Salem Witchcraft Papers: Verbatim
   Transcripts of the Legal Documents, 3 volumes (sample the transcripts)

4. 9/29 SALEM REPOSSESSED: Contrasting perspectives and analyses
   reading: Forum: Salem Repossessed, William and Mary Quarterly, 3rd series 65.3 (July 2008),
   391-534. (JSTOR)
   further reading (crafting a thesis and argument): Mary Beth Norton, “George Burroughs and the
   Girls from Casco: The Maine Roots of Salem Witchcraft,” Maine History 40.4 (Winter
   2001-2002), 259-277. (e-reserve)

5. 10/6 LIBRARY TOUR AND RESEARCH METHODOLOGIES: Barbara Levergood (meet at Bookhenge in HL)
   optional readings: Lorena S. Walsh, “The Historian as Census Taker: Individual Reconstitution
   and the Reconstruction of Censuses for a Colonial Chesapeake County,” William and
   Mary Quarterly 38.2 (1981), 242-260. (JSTOR)
   Darrett Rutman, “New England as Idea and Society Revisited,” William and Mary Quarterly
   41.1 (1984), 56-61. (JSTOR)
   Robert Dykstra and William Silag, “Doing Local History: Monographic Approaches to the
   Smaller Community,” American Quarterly 37.3 (1985), 411-425. (JSTOR)
   Ellen Somekawa and Elizabeth Smith, “Theorizing the Writing of History Or, ‘I Can’t Think
   Why It Should Be So Dull, For a Great Deal of It Must Be Invention’,” Journal of Social
   History 22.1 (1988), 149-161. (Academic Search Complete)
   T.J. Jackson Lears, “Power, Culture, and Memory,” Journal of American History 75.1
   (1988), 137-40. (JSTOR)
   Ellen Fitzpatrick, “Caroline F. Ware and the Cultural Approach to History,” American
   Quarterly 43.2 (1991), 173-198. (JSTOR)
   Paulina MacDougall, “The Historian’s Dilemma: Choosing, Weighing, and Interpreting
   Sources,” Maine History 43.2 (2007), 171-186. (e-reserve)

6. 10/13 FALL VACATION: No class meeting
   10/14-15 INDIVIDUAL CONFERENCES to discuss research projects and prospectuses
7. **10/20** THE FRONTIER IN THE EARLY REPUBLIC: Community, biography, fiction, myth  
*Note:* read Introduction, Chapters 1-4, 8, 10, 13-15 (pp. 3-114, 199-228, 256-291, 346-427); skim chapters 5-7, 9, 11, 12  


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8. **10/27** AN AFRICAN AMERICAN COMMUNITY IN MAINE: Uncovering communities within communities  


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9. **11/3** INDIVIDUAL CONFERENCES: discuss research prospectuses  
*Research Paper Prospectus due:* Friday, Nov. 6  

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10. **11/10** BOWDOIN COLLEGE: The beginnings to the 1830s  
*Document from Special Collections:* request and read one or more documents that pertain to the founding and early history of Bowdoin College.  

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11. **11/17** BOWDOIN COLLEGE: 1840-1920  
*Document from Special Collections:* request and read one or more documents that pertain to this nineteenth- and early twentieth-century era in the history of Bowdoin College.  

further reading, Calhoun, *A Small College*, Chapters 8-9, Coda, 206-264  

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12. **11/24** INDIVIDUAL CONFERENCES: discuss research and writing progress  
*Penultimate draft due:* Introduction and a section of the research essay  

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13. **12/1** SMALL GROUP MEETINGS: work-in-progress discussions  

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14. **12/8** FINAL CLASS MEETING: work-in-progress presentations  
*Research Paper due:* Saturday, Dec. 19, 5:00 p.m.