

SEMINAR on COLONIAL NORTH AMERICA

History 432

T-Th 9:30-10:45, Clough 412

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T-R 11:00-12:00

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COURSE DESCRIPTION

The colonial antecedents of what became the United States cover as much chronological time as all of U.S. history -- over 200 years -- and embrace very diverse cultures, economies, value systems, political organizations, and interpersonal relationships. Without a doubt, colonial America is both the most foreign and the most fascinating of all American history courses.

This course will follow a rough chronological arrangement, but within those parameters, we will study themes and controversies over interpretation rather than simply tracing events as they unfolded. The social and intellectual world of 17th-century Europeans underwent significant change as these adventurers mingled with indigenous peoples and with Africans. The result was a richly diverse colonial America. By the 18th C, this diversity reflected and absorbed imperial reshaping. The colonies mimicked Old World culture while also creating unique political, social, and religious institutions. The course ends with the triumph of British Imperialism in the French and Indian War.

We will employ a variety of resources to help us understand the colonial experience: historical narrative, film, primary documents, biography and historical fiction. We will learn both about the period itself and about the various ways of interpreting the colonial experience. Reading, writing, thoughtful processing and discussion are critical components in mastering this seminar.

LEARNING OBJECTIVES FOR HISTORY 432:

- *students will gain a basic mastery of chronology, events, actors, and ideas
- *students will be able to summarize and critique professional essays in the field
- *students will improve their primary research skills, both library-based and electronic
- *students will improve writing skills, including analysis, synthesis, organization, & proper citation through discussions with peers and the instructor
- *students will gain confidence in presenting oral arguments and summations
- *students can discuss the diversity of cultures in Colonial America

BOOKS FOR PURCHASE:

Alan Taylor, *The American Colonies*, Penguin, 2001

Mary Beth Norton, *Founding Mothers and Fathers*, Vintage Books, 1996

Edward Countryman, ed. *How Did American Slavery Begin?* Bedford, 1999

John Demos, *The Unredeemed Captive*, Vintage Books, 1994

John Foster, *Sex and the 18th Century Man*, Beacon Press, 2007

Download from J-STOR:

Jon Butler, "Enthusiasm Described and Decried," *JAH* 69, 2 (1982)

All other essays can be found on the Academic Volume → History

→Murray → Public → Colonial America

REQUIREMENTS:***Reader Response Papers (choose 2 of the 3 assigned, see calendar)****50 points each**

These essays of 4-5 pages (1000-1200 words) will critically analyze the essay(s) or film assigned. Use proper footnote/ endnote citations to the text where appropriate. Late papers will be penalized one full grade for each day late. If your paper will be late, you must absent yourself from the class discussion of that reading.

***Comparative Essay -100 points**

This assignment allows you to select two books (or one book and one scholarly essay) that investigate the same topic. The purpose of the exercise is for you to figure out how and what each author argues, how they use their evidence, and how successful each work is. Your comparative essay will be both summative and analytical. It is a good way to begin the reading for the research paper. I will provide a list of possible topics and books, but you are free to select your own topic. **Make an appt. and bring the books with you for my approval.**

***Oral presentation -50 points**

Use your comparative article/ books. You may also include other secondary materials you will be using in your research paper. You will share your conclusions with the class and be responsible for drawing class members into a discussion of your particular "theme" or "controversy." This presentation does not require powerpoint. You should present the class with a 1-page handout that includes the titles/ authors you will discuss, any data or difficult passages that might help listeners understand your presentation. **A 15 minute time limit** will be strictly enforced, so practice beforehand.

***Research Proposal & Bibliography – 50 points**

Successful papers begin with manageable topics. Students often begin too broadly and need guidance in narrowing the focus. We will both be happier if you consult with the instructor well ahead of the deadline for your Research Proposal. Bibliography must include significant primary material. Do not just list the secondary sources; explain how each will help.

***The research paper -100 points & 50 points**

. . . is designed to provide an opportunity for individualized inquiry into a specific controversy, interpretation, or little known development in the colonial American experience. Your research must include primary materials, many of which are available online. Contrary to popular opinion, there are thousands of documents now available from the 17th and 18th centuries.

The research paper itself will be submitted twice. The first submission will be read by me and one other class member. This is NOT a draft – it will be graded and is worth 100 points. The purpose of peer review is to ensure that you write for a general audience, not just for me. Papers that are reports only and do not consider the different perspectives of the authors and do not put forward a thesis will only be marginally acceptable (grade of D). Late papers will be penalized one grade for each day late.

You will incorporate the critiques and suggestions to produce a revised paper. Revisions must respond substantially to the comments of peers and the instructor. The revised paper will earn up to 50 additional points. Mere grammatical and punctuation corrections do not constitute a revision and will not receive additional points.

***Final Exam – 75 points**

You will be given two broad thematic questions ahead of time on which to write. However, you will do the actual writing during the specified exam period.

***Class Discussion – 50 points**

You've been in enough history classes to know the drill. **Daily preparation** is essential; daily participation in class discussion is expected and adds up to a participation grade. Do the assigned readings before class; bring readings and questions from them with you to class. For those of you who feel shy in discussions or do not like to be “put on the spot” to answer questions in class, I suggest another way to participate: bring specific questions or confusions about the reading assignment to class.

P.S. Regular attendance is expected; lapses will result in instructor irritation –never a good thing. Please contact the instructor if emergency prevents your presence in class. Students will be given **two “free passes,”** that is, days when you can **choose not to participate** in discussion. You must ask for these before class begins. Otherwise if you are not present or do not contribute to

the ongoing class conversations, do not expect to receive points for class discussion.

GRADING:

2 Reader reports (50 points each)	100
Essay on Comparative essays or books	100
Oral Report on Comparative books	50
Research Proposal/ Bibliog	50
Research Paper (original)	100
Revised Research Paper	50
Class discussion	50
Final Exam	<u>75</u>
	575 possible points

Grades will be determined on a percentage basis. 93% and up=A, 91-92% = A-, 88-90 = B+ etc. Failure to complete all writing assignments and exams will result in a failing grade.

ACADEMIC INTEGRITY

All work turned in for this course is to be completed in accordance with Rhodes' Honor Code. Students are expected to be familiar with the requirements of the Code and to conduct themselves accordingly in all classroom matters. Plagiarism is the use of someone else's information or ideas without proper citation. If you have questions about the correct use or citation of materials, ask the instructor. Citation applies to materials read, even if you do not quote them directly in the paper. **Plagiarism cases will be submitted to the Honor Council** for investigation.

Ignorance will not be treated as innocence. Take care when using the internet. It can be a useful means of locating information, especially primary documents. I will provide a list of some good sites. However, websites are not refereed in any way, and consequently they can contain MISinformation as well as accurate material. All information gleaned from approved internet sources must be properly cited.

The Turabian Guide is the final arbiter on correct citation. There are many versions on the web or see the Guide to Writing at Rhodes produced by the Dept. of English (2nd edition, 2008)

READING SCHEDULE – 2008

Week 1 Th, Aug 28 Introduction to the course; tips for mastering
large reading assignments

UNIT I: CONTACT & SETTLEMENT

Week 2 T, Sept 2 North America before Europeans
Taylor, Ch 1
Essay: James Axtell, "Imagining the
Other" (Academic Vol)

Th, Sept 4 Exploration/ Encounter
Taylor, Ch 2

Week 3 T, Sept 9 New Spain
Taylor, Ch 3 & 4
Evening Viewing, 6:30, "Black Robe"

Th, Sept 11 New France and Iroquoia
Taylor, Ch 5
Submit comparative book/article titles.
(See p 2 of this syllabus)

Week 4 T, Sept 16 British and Algonquia in the Chesapeake
Taylor, Ch 6
Film Clips: "The New World"

Th, Sept 18 British and Pequot in New England
Taylor, Ch 8 & 9
Navin, "Decrepit in their Early Youth,"
Acad. Vol

Week 5 T, Sept 23 New England Communities Cont'd
Norton, Prologue (p 27-56) and Ch 1

UNIT II: OPPRESSION & FREEDOM

(17TH C. THEMES)

	Th, Sept 25	Theme #1 Slavery: Origins Taylor, Ch 11 Countryman, Intro & "How Did . . . Enter Law?"
Week 6	T, Sept 30	Caribbean, Carolina, and Slavery **Comparative Review Essay due (extended drop period ends)
	Th, Oct 2	Chesapeake Culture Countryman, "How Did Racial Divide Begin?" and "Did Amer. Freedom Rest on Slavery?" Reader response #1: What best explains the development of British slavery? ** Individual Conferences scheduled throughout the week
Week 7	T, Oct 7	Theme #2: Puritanism & Community in New England Norton, Prologue II (p183) and Ch 5
	Th, Oct 9	Salem Witches & their Trials Jane Kamesky, "Salem Obsessed," Acad.Vol.
Week 8	T, Oct 14	Witch Trials cont'd **Research topic and Annotated Bibliography due
	Th, Oct 16	Theme #3 Expansion, and Diversity Taylor, Ch 12
Week 9	T, Oct 21	FALL BREAK

UNIT III: "EMPIRES, ECONOMIES, & IDENTITY"
(18TH C. THEMES)

	Th, Oct 23	Theme 1: Imperial ambitions, Native responses Demos, <i>Unredeemed Captive</i> , Ch 1-4
Week 10	T, Oct 28	Cont'd Demos, Ch 5-7 Readers Response #2 due
	Th, Oct 30	History or Fiction: discussion of method Finish Demos (Ch 8-Epilogue)
Week 11	T, Nov 4	Theme #2: Religious Revivals Taylor, Ch 15 EITHER Butler, "Enthusiasm Described" JSTOR or "Brekus, "Caught Up in God" Acad. Vol. Readers Response #3
	Th, Nov 6	Theme #3: Sexuality & Community Foster, Ch 1-2
Week 12	T, Nov 11	Cont'd Foster, Ch 3-4
	Th, Nov 13	**Research Papers due at start of class; Bring 3 copies
Week 13	T, Nov 18	Workshop on Revising **Written peer comments due
	Th, Nov 20	"Pilgrim Myth" in light of 18 th C New E. Deetz, <i>Times of Their Lives</i> , "Pilgrim Myth," Acad. Vol.
Week 14	T, Nov 25	Research papers returned for revision Individual conferences as needed
	Th, Nov 27	Happy Thanksgiving

Week 15	T, Dec 2	Theme #4: Imperial Crisis: Seven Years' War Taylor, Ch 18
	Th, Dec 4	Seven Years' War, Cont'd
Week 16	T, Dec 9	Research papers due by 5:00

Final Exam Scheduled for Friday, Dec. 12 , at 1:00 pm
Bring writing materials or a laptop.