

History 343
Fall, 2009
2111 Humanities, TR 9:30-10:45
Sections: 301 - 4041 Vilas, R 1:20-2:10
 302 - 2637 Humanities, 2:25-3:15
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COLONIAL BRITISH NORTH AMERICA

The colonial period is often scanted in surveys of American history, but its subtle dynamics make it irresistible to connoisseurs. Are you one of them? The following books are required reading:

Virginia DeJohn Anderson, *Creatures of Empire: How Domestic Animals Transformed Early America*
J. H. Elliott, *Empires of the Atlantic World: Britain and Spain in America 1492-1820*
Colin Calloway, *The Scratch of a Pen: 1763 and the Transformation of North America*
Alison Games, *Migration and the Origins of the English Atlantic World*

A packet of required materials entitled:

New Worlds for Old: A Reader for History 343

is available at the Humanities Copy Center, 1650 Humanities Building. All additional assignments come from this packet. The College Library has placed the books and packet on three-hour reserve.

Writing-Intensive Course: History 343 is a writing-intensive course designed to promote your expository skill as well as enhance your knowledge of colonial America. You will pen something almost every week, although most assignments will be quite brief.

Automatic Honors: History 343 confers Honors Credits automatically.

Assignments: You should complete the reading assignments before your Thursday section. You are expected to attend and participate in section discussions. The major written assignments consist of two papers (each approximately five pages long) and a final examination; they are due at the beginning of class on the Tuesdays indicated. Please note that you have two options for each paper, due on different dates; you may choose either option for either paper but may not turn in two options for one paper. Minor assignments are due in the Thursday sections; they too must be typed, double-spaced. Page 5 lists the paper topics, minor assignments, and due dates.

Paper Format and Writing Aids: Papers must be typed, double-spaced and follow the format indicated on my style sheet. You will find the style sheet and other helpful materials, such as examples of "A" papers, fifty-word sentences, and a successful rewrite, by going to the "Writing Aids" section of my webpage.

Learn@UW: The syllabus, lecture outlines, and other materials are available at: <https://learnuw.wisc.edu/>. You will need your NetID and password to enter. Please check the site routinely for materials and news.

Rewrite Policy: You may rewrite either or both of the two five-page papers. To begin, you must first talk with your reader about such details as the new due date and the kinds of changes to be made. You must inform your reader of your decision to rewrite by the end of the next class session after s/he returns the original version. You will ordinarily receive one week in which to rewrite. The old draft (plus any separate sheet of comments) *must* accompany the new version. Rewriting cannot lower your grade (nor can changing your mind about handing in a revised paper), but it does not by itself guarantee a higher one; to raise the grade, you must *substantially rework the essay*, following the reader's comments and initiating your own improvements too. If a rewrite does receive a higher grade, you will be credited with that grade, not an average of the two marks.

Grading: Simplicity itself. The two major papers, the final exam, and class participation count 25% of the final grade. Class participation will be evaluated on a combination of attendance and quality of discussion (which is not

identical to quantity). The minor assignments will be ungraded, but failure to submit them will lower your class participation grade.

Appeal Procedure: If you wish to appeal a grade (i.e., you desire a grade change *without* rewriting the paper), you **must** follow these procedures:

1. Write a short, typed paragraph (more if necessary) explaining why you think the grade should be changed. Please be specific.
2. Hand in your paper with the written appeal to your reader no later than **one week** after the day on which papers have **first** been returned. When you turn in your appeal, make an appointment with your reader to discuss the paper. The reader will not consider appeals submitted more than one week after the papers have first been returned.
3. If you remain unsatisfied after the reader's final decision, you may appeal to me.

Date**Lectures and Assignments**

Sept. 3 The Natural Environment

8 Peoples of the Eastern Woodlands

10 Two Latin Empires

Reading: Maps 1, 2; J. H. Elliott, *Empires of the Atlantic World*, 3-114; Fray Alonso de Benavides, *Memorial*, 42-75, 99-103

Minor assignment: #1

15 England on the Verge of Colonizing

17 Planting Virginia

Reading: Map 3; Alison Games, *Migration and the Origins of the English Atlantic World*, 1-131; Robert Beverley, *The History and Present State of Virginia*, 26-56; Evarts Greene and Virginia Harrington, *American Population before the Federal Census of 1790*, 144

Minor assignment: #2

22 Leah and Rachel: The Beginnings of Chesapeake Society

24 Puritanism, Plymouth, and Massachusetts

Reading: Virginia Anderson, *Creatures of Empire*, 75-246; Thomas Harriot, "A Brief and True Report," 75-87, 92-95, 98-99; Roger Williams, *A Key into the Language of America*, 88-117

29 The Expansion of New England

First Paper Due - Option 1

Oct. 1 New Netherland

Reading: Map 4; Alison Games, *Migration and the Origins of the English Atlantic World*, 132-216; Richard Dunn, et al., eds., *The Journal of John Winthrop 1630-1649*, 189-231

Date

Lectures and Assignments

Second Paper Due - Option 1

12 A Mixed Multitude

Reading: J. H. Elliott, *Empires of the Atlantic World*, 255-91; Jon Butler, *Becoming America*, 8-49; Gottlieb Mittelberger's *Journey to Pennsylvania in the Year 1750...*, 47-129

Minor assignment: #6

17 Africa(ns) in North America

19 God's Kingdom in Anglo-America

Reading: J. H. Elliott, *Empires of the Atlantic World*, 184-218; Jon Butler, "Protestant Pluralism"; Daniel Shea, ed., "Some Account of the Fore Part of the Life of Elizabeth Ashbridge," 147-71

24 Reason and Revelation

Second Paper Due - Option 2

26 Thanksgiving Recess - Thank a Semi-Separatist

Dec. 1 Rule Britannia

3 Provincial Politics

Reading: J. H. Elliott, *Empires of the Atlantic World*, 219-51, 292-314; Edmund Morgan, *Inventing the People*, 174-208; Robert Munford, "The Candidates"

Minor Assignment: #7

8 War in the Woodlands

10 The Climactic Struggle for Empire

Reading: Maps 7, 8; Colin Calloway, *The Scratch of a Pen*; Treaty of Paris, 1763

Minor Assignment: #8

15 What, Then, was America?

19 **Final Examination, 5:05 P.M., room TBA**

Paper Topics

In writing these essays, you should draw on the lectures, discussions and class readings (*especially the relevant primary sources*), making specific statements firmly rooted in the evidence, using quotations whenever applicable, and evaluating the arguments of all “authorities” (including me). You may of course draw on materials from outside the course but are not required to. You may choose another topic if the suggested ones bore, fatigue or disorient you, but you must consult with me **before** so proceeding.

PAPER 1:

Option 1 - **Due Sept. 29.** Analyze the role of native peoples in the formation of English and Spanish settlements to the mid-seventeenth century.

Option 2 - **Due Oct. 6.** Explain how the demographic profiles of at least two different areas of English colonial settlement influenced the societies those settlements developed.

PAPER 2:

Option 1 - **Due Nov. 10.** Explain the emergence of slavery in British North America.

Option 2 - **Due Nov. 24.** Analyze the impact that diversity—racial, ethnic, religious, class—had on eighteenth-century British colonial society.

Final Examination - Dec. 19, 5:05 P.M., room TBA

Illuminate the historical dynamics that resulted in the disposition of the British, French, and Spanish empires in North America in 1763.

Minor Assignments

- #1 *Summarizing a Synthesis* - **due Sept. 10:** Consider how Elliott compares the growth of the Spanish and English American empires to the mid-seventeenth century and, in one sentence NOT EXCEEDING 50 words (the 51st word and its successors face a terrible fate), summarize his con
- #2 *Developing a Hypothesis*- **due Sept. 17:** Calculate the ration of servants to Virginia’s total population in 1624/25 and also the ratio of slaves to the total population. In one sentence NOT EXCEEDING 50 words (or else ...), that includes the figures you computed, hypothesize the reason(s) for the magnitude between them.
- #3 *Comparing Two Sources* - **due Oct. 15:** Download Ligon’s map of Barbados from the course site in Learn@UW and, in one sentence NOT EXCEEDING 50 words (see above for implied threat), discuss to what extent it does or does not corroborate Ligon’s description of slavery on the island.
- #4 *Editing* - **due Oct. 22:** Put your name on the anonymous analysis you received and in the margins evaluate both its writing and content.
- #5 *Explaining a Historical Usage* - **due Oct. 29:** In the usual sentence NOT EXCEEDING 50 words (need I say more?), explain what seventeenth-century New Englanders meant by the term “miraculous.”
- #6 *Analyzing a Source* - **due Nov. 12:** In one sentence NOT EXCEEDING 50 words (you should know how to be succinct by now), explain why Gottlieb Mittelberger was discontented with what he saw in eighteenth-century Pennsylvania and suggest an alternate way of interpreting what he saw.
- #7 *Evaluating an Argument* - **due Dec. 3:** In one sentence NOT EXCEEDING 50 words (yadda, yadda, yadda), discuss the degree to which *The Candidates* provides evidence that either supports, contradicts, or modifies Morgan’s depiction of women’s role in colonial politics.
- #8 *Comparing Interpretations* - **due Dec. 10:** Compare Elliott’s and Calloway’s interpretations of how (if at all) the Seven Years War and its aftermath “transformed” the North Atlantic colonial world.

A PROCLAMATION

Regarding Late Papers

Whereas it may come to pass that one or more individuals, whether through dilatoriness, dereliction, irresponsibility, or chutzpah, may seek respite and surcease from escrtorial demands through procrastination, delay, and downright evasion;

And whereas this unhappy happenstance contributes mightily to malfeasance on the part of parties of the second part (i.e., students, the instructed, you) and irascibility on the part of us (i.e., me);

Be it therefore known, understood, apprehended, and comprehended:

That all assignments must reach us on or by the exact hour announced in class, and that failure to comply with this wholesome and most generous regulation shall result in the assignment forfeiting one half letter grade for each day for which it is tardy (i.e., an “A” shall become an “AB”), “one day” being defined as a 24-hour period commencing at the announced hour on which the assignment is due; and that the aforementioned reduction in grade shall continue for each succeeding day of delay until either the assignment shall be remitted or its value shrunk unto nothingness. And let all acknowledge that the responsibility for our receiving papers deposited *surreptitio* (i.e., in my mailbox or under my door), whether timely or belated, resides with the aforementioned second-part parties (i.e., you again), hence onus for the miscarriage of such items falls upon the writer’s head (i.e., until I clutch your scribbles to my breast, I assume you have not turned them in, all protestations to the contrary notwithstanding).

Be it nevertheless affirmed:

That the greater part of justice residing in mercy, it may behoove us, acting entirely through our gracious prerogative, to award an extension in meritorious cases, such sufferance being granted only upon consultation with us, in which case a negotiated due date shall be proclaimed; it being perfectly well understood that failure to observe this new deadline shall result in the immediate and irreversible failure of the assignment (i.e., an “F”), its value being accounted as a null set and less than that of a vile mote. And be it further noted that routine disruptions to routine (i.e., lack of sleep occasioned by pink badgers dancing on the ceiling) do not conduce to mercy, but that severe dislocations brought on by Acts of God (exceedingly traumatic events to the body and/or soul, such as having the earth swallow one up on the way to delivering the assignment) perpetrated either on oneself or on one’s loving kindred, do.

And we wish to trumpet forth:

That our purpose in declaiming said proclamation, is not essentially to terminate the wanton flouting of didactic intentions, but to encourage our beloved students to consult with us, and apprehend us of their difficulties aforehand (i.e., talk to me, baby), so that the cruel axe of the executioner fall not upon their Grade Point Average and smite it with a vengeance.

To which proclamation, we do affix our seal:

