READINGS IN COLONIAL NORTH AMERICA

What used to be thought of as “colonial American history” or, more recently, “colonial British North American history,” has now been expanded to include the “Atlantic World” and then some. This seminar will explore that capacious perspective.

Readings

Each week everyone will read the core assignment. Students are responsible for obtaining the core readings by hook or by crook. Beginning in the second week, each person will select their own secondary reading. Generally, you will be free to choose the work that most interests you, but some “volunteers” may be sacrificed to ensure coverage across the topics.

All core readings have been placed on three-hour reserve at the Wisconsin Historical Society Library for the semester. Secondary readings are not reserved. Most monographs and journals can be found in the Library’s collection [WHS]; if there is no indication, assume WHS. Other journals can be found at Memorial Library. An increasing number of journals and, for that matter, books, are available online. You can find electronically accessible journals and books in the online catalog and its legacy, MadCat. Hard copies of items not in WHS can be found elsewhere on campus [indicated as C = College Library, Helen C. White Hall; CLC = in my possession; E = Ethnic Studies Collection, Helen C. White Hall; Eb = Ebling Library, Health Sciences Learning Center; G = Geography Library, Science Hall; I = Internet via MadCat; L = Law School Library, Law School; M = Memorial Library; RR = Reading Room, Wisconsin Historical Society Library; UGR = 1191 Collection, Helen C. White Hall]. I have tried to identify the location of all items, but, ultimately, finding them is your responsibility.

Written Assignments

You will write three papers, 7-8 pages, typed, double-spaced. You may choose which two of the first four papers to confront, but everyone must write the final essay. You need advert only to course readings but may include any relevant materials. If you wish to write on a different topic, please discuss your proposal with me.

Due Friday, September 28 - Assess the salient features of the English Atlantic at the end of the seventeenth century.

Due Friday, October 19 - Analyze Anglo-American slavery as one particular component of the Atlantic slavery system.

Due Friday, November 9 - Discuss what impact Atlantic trading networks may have had on the economic, social and political development of Anglo-America.

Due Friday, November 23 - Evaluate the degree of control that imperial governments could effectively exercise over colonists and natives in North America up to 1763.

Due Monday, December 17 - Assess the American Revolution as an Atlantic Revolution.
Paper Format


Rewrite Policy

You may rewrite either or both of the first two assigned papers (time constraints prohibit rewriting the final one), but only after talking with me about such details as the new due date and the kinds of changes to be made. You must inform me of your decision to rewrite a paper by the Friday following the class session at which I first return the original version. You will ordinarily receive one week to rewrite, but I will be flexible about negotiating extensions for good cause. 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; you must substantially rework the essay, following my comments and initiating your own improvements too.

Grading

Simplicity itself. The papers and class discussion each count 25%.

Incompletes

The Gendzel Protocol governs the assigning of Incompletes: in fairness to those students who turn their work in on time, I will not grant an Incomplete for reasons other than Acts of God or other extraordinary disasters (covered in the “Proclamation,” p. 17 infra). You may have an Incomplete without penalty only in such cases; in all other instances, an Incomplete carries a grade penalty of ½-step.

Academic Misconduct

I expect you to maintain the highest standards of academic honesty and integrity. On plagiarism and how to avoid it, see http://writing.wisc.edu/Handbook/QPA_plagiarism.html.

Disability Statement

This course is set up include persons with disabilities. Please let me know if you need accommodations in the curriculum, instruction, or assessments to enable your full participation. I will attempt to maintain confidentiality of the information you share with me.

Email

Everyone in the class must have a Wiscmail account, available from DoIT. To contact me alone, send messages to: clcohen@wisc.edu. To contact everyone in the class (including me) simultaneously, send messages to: history910-1-f12@lists.wisc.edu

A Note on Scheduling

Please note that the seminar will meet for the first time on Monday, September 3, the day before classes.

I. EMPIRES AND AMERINDIANS

SEPT. 3 - THE LONG DURÉE, AMERICAN-STYLE

II. SEVENTEENTH-CENTURY FOUNDATIONS OF ANGLO-AMERICA

SEPT. 10 - HIVINGS OUT

Core reading: Alison Games, Migration and the Origins of the English Atlantic World

Secondary reading:

Overview

Nicholas Canny, “English Migration into and across the Atlantic during the Seventeenth and Eighteenth Centuries,” in idem, Europeans on the Move: Studies on European Migration, 1500-1800, 39-75 [M]

African Diasporas

Michael A. Gomez, Exchanging our Country Marks: The Transformation of African Identities in the Colonial and Antebellum South, 114-53
Linda Heywood and John Thornton, Central Africans, Atlantic Creoles, and the Foundation of the Americas, 1585–1660, 5-48 [M]
Gregory E. O’Malley, “Beyond the Middle Passage: Slave Migration from the Caribbean to North America, 1619-1807,” William and Mary Quarterly, 3rd ser., 66 (2009), 125-72
Stephanie Smallwood, Saltwater Slavery: A Middle Passage from Africa to American Diaspora, 153-81

English Islands

Susan Amussen, Caribbean Exchanges: Slavery and the Transformation of English Society, 1640-1700, 73-106 [CLC]
Carl and Roberta Bridenbaugh, No Peace Beyond the Line: The English in the Caribbean, 1624-1690, 9-34
Richard S. Dunn, Sugar and Slaves: The Rise of the Planter Class in the English West Indies, 1624-1713, 3-45
Larry Gragg, ‘Englishmen Transplanted’: The English Colonization of Barbados 1627-1660, 58-87 [M]
Karen Ordahl Kupperman, Providence Island, 1630-1641: The Other Puritan Colony, 24-49

Founding New England

David Grayson Allen, In English Ways: The Movement of Societies and the Transferal of English Local Law and Custom to Massachusetts Bay in the Seventeenth Century, 55-81
James F. Cooper, Tenacious of Their Liberties: The Congregationalists in Colonial Massachusetts, 23-45
Gloria L. Main, Peoples of a Spacious Land: Families and Culture in Colonial New England, 38-61

Migrations

Carl Bridenbaugh, Vexed and Troubled Englishmen, 1590-1642, 394-433
David Cressy, Coming Over: Migration and Communication between England and New England in the Seventeenth Century, 235-62
David Hackett Fischer and James C. Kelly, Bound Away: Virginia and the Westward Movement, 12-73

Planting Virginia

David Hackett Fischer, Albion’s Seed: Four British Folkways in America, 240-80
April Lee Hatfield, Atlantic Virginia: Intercolonial Relations in the Seventeenth Century, 86-109
James Horn, Adapting to a New World: English Society in the Seventeenth-Century Chesapeake, 78-120
SEPT. 17 - THE FIRST ATLANTIC SETTLEMENT

Core reading: Carla Gardina Pestana, *The English Atlantic in an Age of Revolution, 1640-1661*

Secondary reading:

**Imperial Governance and Commerce**


Wesley Frank Craven, *The Colonies in Transition 1660-1713*, 32-68

Alison Games, *The Web of Empire: English Cosmopolitans in an Age of Expansion, 1560-1660*, 147-80


**Liberties, Rights, and Freedoms**

David Armitage, “Empire and Liberty: A Republican Dilemma,” in *idem, Greater Britain, 1516-1776: Essays in Atlantic History*, chap. VII (pp. 29-50, irregular pagination) [M]


**Religion in England and the Colonies**


J. C. D. Clark, *The Language of Liberty 1660-1832: Political discourse and social dynamics in the Anglo-American world*, 20-45


Andrew Murphy, *Conscience and Community: Revisiting Toleration and Religious Dissent in Early Modern England and America*, 75-122 [WHS, M]

SEPT. 24 - SOVEREIGN CHOICES

Core reading: Jenny Hale Pulsipher, *Subjects unto the Same King: Indians, English, and the Context for Authority in Colonial New England*

Secondary reading:

**Imperial Authority and Regulation**

Richard R. Johnson, *Adjustment to Empire: The New England Colonies, 1675-1715*, 3-70
David Lovejoy, *The Glorious Revolution in America*, 179-95
Michael Leroy Oberg, *Dominion and Civility: English Imperialism and Native America, 1585-1685*, 113-73
Michael Puglisi, *Puritans Besieged: The Legacies of King Philip’s War in the Massachusetts Bay Colony*, 133-75

**Indian Wars in Seventeenth-Century New England**

Albert Cave, *The Pequot War*, 69-121
Katherine A. Grandjean, “New World Tempests: Environment, Scarcity, and the Coming of the Pequot War,” *William and Mary Quarterly*, 3rd ser., 68 (2011), 75-100
Yasuhide Kawashima, *Igniting King Philip’s War: The John Sassamon Murder Trial*, 102-24
Andrew Lipman, “‘A meanes to knitt them togeather’: The Exchange of Body Parts in the Pequot War,” *William and Mary Quarterly*, 3rd ser., 65 (2008), 3-28
Daniel Mandell, *King Philip’s War: Colonial Expansion, Native Resistance, and the End of Indian Sovereignty*, 5-31 [C]

**Missions**

Louise Breen, *Transgressing the Bounds: Subversive Enterprises among the Puritan Elite in Massachusetts, 1630-1692*, 145-96 [WHS, I]
Erik R. Seeman, *Death in the New World: Cross-Cultural Encounters*, 1492-1800, 143-84 [C, M]
### III. SLAVERY AND SOCIETY

#### OCT. 1 - CAPITALIZING ON SLAVERY

**Core reading:** Robin Blackburn, *The Making of New World Slavery: From the Baroque to the Modern*, 1492-1800, 2nd ed., 217-76, 307-593

**Secondary reading:**

**Overview**


**Africa and the Slave Trade**


David Eltis, “Was Abolition of the U.S. and British Slave Trade Significant in the Broader Atlantic Context?,” *William and Mary Quarterly*, 3rd ser., 66 (2009), 715-736


**Commerce, Capitalism, Commodities**


Sidney Mintz, *Sweetness and Power: The Place of Sugar in Modern History*, 74-150 [C, M, Steenbock]


**Slavery in the Atlantic World**


Philip D. Curtin, *The Rise and Fall of the Plantation Complex*, 73-110 [C, M, I]

David Brion Davis, *The Problem of Slavery in Western Culture*, 125-64


OCT. 8 - ANTE-ANTEBELLUM SLAVERY

Core reading: Ira Berlin, Many Thousands Gone: The First Two Centuries of Slavery in North America

Secondary reading:

Overview


African-American Communities

Thelma Wills Foote, Black and White Manhattan: The History of Racial Formation in Colonial New York City, 189-209
Michael A. Gomez, Exchanging Our Country Marks: The Transformation of African Identities in the Colonial and Antebellum South, 186-243
Leslie M. Harris, In the Shadow of Slavery: African Americans in New York City, 1626-1863, 11-47
Marvin L. M. Kay and Lorin L. Cary, Slavery in North Carolina, 1748-1775, 153-72
Philip Morgan: Slave Counterpoint: Black Culture in the Eighteenth-Century Chesapeake & Lowcountry, 441-497
Gary B. Nash, Forging Freedom: The Formation of Philadelphia’s Black Community 1720-1840, 8-38
Lorena S. Walsh, From Calabar to Carter’s Grove: The History of a Virginia Slave Community, 81-108
Peter Wood, Black Majority: Negroes in Colonial South Carolina from 1670 through the Stono Rebellion, 167-91

The Black Atlantic

John F. Sensbach, Rebecca’s Revival: Creating Black Christianity in the Atlantic World, 133-61
Randy J. Sparks, The Two Princes of Calabar: An Eighteenth-Century Atlantic Odyssey, 70-89

Masters and Slaves

Trevor Burnard, Mastery, Tyranny, & Desire: Thomas Thistlewood and His Slaves in the Anglo-Jamaican World, 101-36
S. Max Edelson, Plantation Enterprise in Colonial South Carolina: Plantation Enterprise in Colonial South Carolina, 200-254
David Barry Gaspar, Bondmen & Rebels: A Study of Master-slave Relations in Antigua, with Implications for Colonial British America, 21-42
Rhys Isaac, Landon Carter’s Uneasy Kingdom: Revolution and Rebellion on a Virginia Plantation, 187-232
Jennifer Morgan, Laboring Women: Reproduction and Gender in New World Slavery, 69-107
IV. LEGAL AND CULTURAL CONSTRUCTIONS

OCT. 15 - LEGAL FOOTINGS

Core reading: Christopher Tomlins, Freedom Bound: Law, Labor, and Civil Identity in Colonizing English America, 1580-1865

Secondary reading:

Overview


Patriarchy

Kathleen M. Brown, Good Wives, Nasty Wenches, & Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia, 319-66
Cornelia Dayton, “Was There a Calvinist Type of Patriarchy? New Haven Colony Reconsidered in the Early Modern Context,” in Christopher Tomlins and Bruce Mann, eds., The Many Legalities of Early America, 337-56
Laura F. Edwards, The People and Their Peace: Legal Culture and the Transformation of Inequality in the Post-Revolutionary South, 169-200
Cynthia A. Kierner, Beyond the Household: Women’s Place in the Early South, 1700-1835, 36-68, 212-18
Mary Beth Norton, Founding Mothers & Fathers: Gendered Power and the Forming of American Society, 96-137

Slavery and Law

David Barry Gaspar, ‘Rigid and Inclement’: Origins of the Jamaica Slave Laws of the Seventeenth Century,” in Christopher Tomlins and Bruce Mann, eds., The Many Legalities of Early America, 78-96 [WHS, L]
Malick W. Ghachem, “The Slave’s Two Bodies: The Life of an American Legal Fiction,” William and Mary Quarterly, 3rd ser., 60 (2003), 809-842
Sally Hadden, “The Fragmented Laws of Slavery in the Colonial and Revolutionary Eras,” in Michael Grossberg and Christopher Tomlins, eds., The Cambridge History of Law in America, 1:253-87 [L]
Thomas D. Morris, Southern Slavery and the Law 1619-1860, 17-36
Alan Watson, Slave Law in the Americas, 63-82 [L]

Transatlantic Legal Frameworks

Lauren Benton, Law and Colonial Cultures: Legal Regimes in World History, 1400-1900, 31-79 [C, L]
Mary Sarah Bilder, The Transatlantic Constitution, 91-116 (women, family, property) [L, I]
OCT. 22 - THE SCENT OF A WOMAN

Core reading: Kathleen Brown, *Foul Bodies: Cleanliness in Early America*

Secondary reading:

Overview


Bodies


Alison Piepmeier, *Out in Public: Configurations of Women’s Bodies in Nineteenth-century America*, 1-19 [M]


Cleanliness and Health

Katherine Ashenburg, *The Dirt on Clean: an Unsanitized History*, 97-124 [M]


Gentility and Civility, Sociability and Society


Kate Haulman, “Fashion and the Culture Wars of Revolutionary Philadelphia,” *William and Mary Quarterly*, 3rd ser., 62 (2005), 625-62


David S. Shields, *Civil Tongues & Polite Letters in British America*, 141-74
V.  ATLANTIC POLITICAL ECONOMIES

OCT. 29 - TRADING SPACES

Core reading: Stephen J. Hornsby, *British Atlantic, American Frontier: Spaces of Power in Early Modern British America*

Secondary reading:

Overview

Steve Pincus, “Rethinking Mercantilism: Political Economy, the British Empire, and the Atlantic World in the Seventeenth and Eighteenth Centuries,” *William and Mary Quarterly*, 3rd ser., 69 (2012), 3-34

“Forum: Rethinking Mercantilism,” *William and Mary Quarterly*, 3rd ser., 69 (2012), 35-70

Agriculture

Virginia DeJohn Anderson, *Creatures of Empire: How Domestic Animals Transformed Early America*, 107-40


Allan Kulikoff, *From British Peasants to Colonial American Farmers*, 125-63

Extractive Industries

W. Jeffrey Bolster, “Putting the Ocean in Atlantic History: Maritime Communities and Marine Ecology in the Northwest Atlantic, 1500-1800,” *American Historical Review*, 113 (2008), 19-47

Peter E. Pope, *Fish into Wine: The Newfoundland Plantation in the Seventeenth Century*, 349-406

Daniel Vickers, *Farmers & Fishermen: Two Centuries of Work in Essex County, Massachusetts, 1630-1850*, 143-203

Macroeconomic and Regional Approaches

Mark Egnal, *New World Economies: The Growth of the Thirteen Colonies and Early Canada*, 142-65


John J. McCusker and Russell Menard, *The Economy of British America 1607-1789*, 189-208

D. W. Meinig, *The Shaping of America:... vol. 1: Atlantic America, 1492-1800*, 160-190


Port Towns

Jacob Price, “Summation: The American Panorama of Atlantic Port Cities,” in Franklin W. Knight and Peggy K. Liss, eds., *Atlantic Port Cities ... 1650-1800*, 262-76

Christine Leigh Heyrman, *Commerce and Culture: The Maritime Communities of Colonial Massachusetts 1690-1750*, 52-95

NOV. 5 - LIFE, LIBERTY, AND THE PURSUIT OF STUFF


Secondary reading:

Overview

Alan Taylor, *American Colonies*, 301-37

Capitalism, Consumption and Economic Culture

Carole Shammas, *The Pre-Industrial Consumer in England and America*, 52-75 [M]

Transatlantic Commerce and Communication

Kenneth J. Banks, *Chasing Empire across the Sea: Communications and the State in the French Atlantic, 1713-1763*, 65-100 [M]
David Hancock, *Oceans of Wine: Madeira and the Emergence of American Trade and Taste*, 199-238 [M]
Cathy Matson, *Merchants and Empire: Trading in Colonial New York*, 170-214

Imperial Administration

VI. AMERINDIANS AND EMPIRES

NOV. 12 - CONTESTED MORAINES


Secondary reading:

Forum on *The Middle Ground*


Catherine Desbarats, “Following The Middle Ground,” *William and Mary Quarterly*, 3rd ser., 63 (2006), 81-96

Brett Rushforth, “Slavery, the Fox Wars, and the Limits of Alliance,” *William and Mary Quarterly*, 3rd ser., 63 (2006), 53-80


The French and the Amerindians


Patricia Galloway, *Choctaw Genesis 1500-1700*, 164-204


Bruce Trigger, *Natives and Newcomers: Canada’s “Heroic Age” Reconsidered*, 226-97

Frontier Exchange


Philip D. Curtin, *Cross-Cultural Trade in World History*, 207-29 [M, UGR]

Louise Dechêne, *Habitants and Merchants in Seventeenth-Century Montreal*, 90-125

Eric Hinderaker, *Elusive Empires: Constructing Colonialism in the Ohio Valley*, 3-45

Warfare and Diplomacy

Fred Anderson and Andrew Cayton, *The Dominion of War: Empire and Liberty in North America, 1500-2000*, 1-54

José António Brandão, “Your Fyre Shall Burn no More”: Iroquois Policy toward New France and Its Native Allies to 1701, 117-31


Francis Jennings, *The Ambiguous Iroquois Empire*, 84-112


NOV. 19 - MAPS OF IGNORANCE

Core reading: Paul W. Mapp, *The Elusive West and the Contest for Empire, 1713-1763*

Secondary reading:

Maps and Mapping

Claudio Saunt, “Go West: Mapping Early American Historiography,” *William and Mary Quarterly*, 3rd ser., 65 (2008), 745-778

Natives and Europeans in the North American Interior

Juliana Barr, *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands*, 119-42
Ned Blackhawk, *Violence Over the Land: Indians and Empires in the Early American West*, 88-118
Kathleen DuVal, *Indians and Colonists in the Heart of the Continent*, 103-27
Pekka Hämäläinen, *The Comanche Empire*, 141-80
Daniel Royot, *Divided Loyalties in a Doomed Empire: The French in the West from New France to the Lewis and Clark Expedition*, 65-77 [CLC]
Alan Taylor, *American Colonies*, 396-419
Daniel Usner, *Indians, Settlers, & Slaves in a Frontier Exchange Economy: The Lower Mississippi Valley Before 1783*, 77-104

Imperial Warfare

Colin Calloway, *New Worlds for All: Indians, Europeans, and the Remaking of Early America*, 152-77
Linda Colley, *Captives: Britain, Empire and the World*, 1600-1850, 168-202 [M]
Eric Hinderaker, “Declaring Independence: The Ohio Indians and the Seven Years’ War, in Warren R. Hofstra, ed., *Cultures in Conflict: The Seven Years’ War in North America*, 105-25
Eric Hinderaker and Peter C. Mancall, *At the Edge of Empire: The Backcountry in British North America*, 98-124
Daniel K. Richter, *Facing East from Indian Country: A Native History of Early America*, 151-88
VII. REVOLUTIONS

NOV. 26 - FATHER FIGURE

Core reading: Brendan McConville, *The King’s Three Faces: The Rise & Fall of Royal America*, 1688-1776

Secondary reading:

Nationalism and Identity

Ralph Bauer, “The ‘Rebellious Muse’: Time, Space, and Race in the Revolutionary Epic,” in Ralph Bauer and José Antonio Mazzotti, eds., *Creole Subjects in the Colonial Americas*, 442-64


Jack P. Greene, *The Intellectual Construction of America*, 95-129


The People Out of Doors


Paul Gilje, *Rioting in America*, 12-34


Republican and Monarchical Discourses

Richard L. Bushman, *King and People in Provincial Massachusetts*, 11-54


Mark Hulliung, *Citizens and Citoyens: Republicans and Liberals in France and America*, 92-127 [M]


DEC. 3 - WHO SHALL RULE AT HOME

Core reading: Gary B. Nash, *The Unknown American Revolution: The Unruly Birth of Democracy and the Struggle to Create America*

Secondary reading:

Overview


African Americans


Gary B. Nash, *The Forgotten Fifth: African Americans in the Age of Revolution*, 1-68

Manisha Sinha, “To ‘cast just obliquy’ on Oppressors: Black Radicalism in the Age of Revolution,” *William and Mary Quarterly*, 64 (2007), 149-60

Agrarian and Backcountry Rebellions


Brendan McConville, *These Daring Disturbers of the Public Peace: The Struggle for Property and Power in Early New Jersey*, 177-201

The Internal Revolution


Barbara Clark Smith, *The Freedoms We Lost: Consent and Resistance in Revolutionary America*, 183-210

The Revolution in Indian Country

Colin Calloway, *The American Revolution in Indian Country: Crisis and Diversity in Native American Communities*, 272-91

Patrick Griffin, *American Leviathan: Empire, Nation, and Revolutionary Frontier*, 183-211


Alan Taylor, *The Divided Ground: Indians, Settlers and the Northern Borderland of the American Revolution*, 77-108
DEC. 10 - A TIME TO BREAK DOWN

Core reading: Wim Klooster, *Revolutions in the Atlantic World: A Comparative History*

Secondary reading:

Overviews


The American Revolution in Wider Context


The French Revolution in the Western Hemisphere


Latin American Revolutions


The Haitian Revolution


Jane Landers, *Atlantic Creoles in the Age of Revolutions*, 55-94 [M]
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 escritorial 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 surreptitiously (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 decreed; 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:

[Seal]