

History 343
Fall, 1994
TuTh 9:30-10:45, 5322 Social Science
Sections: 301 - Th 1:20-2:10, 2121 Humanities
 302 - Th 2:25-3:15, 2261 Humanities
Class email: hist-343@facstaff.wisc.edu

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COLONIAL AMERICA

The following books are required reading, but they can be fun too.

Lois Green Carr, et al., Robert Cole's World
Robert Ritchie, Captain Kidd and the War Against the Pirates
Ian K. Steele, Betrayals
Alden Vaughan, American Genesis

A packet of required materials entitled:

Common Histories: 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 aiming to promote your compositional skill as well as enhance your knowledge of colonial America. You will pen something almost every week, although most assignments will be quite brief.

Written Assignments

The major written assignments consist of two 5-page papers and a final examination. Papers must be typed and double-spaced; 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 your option 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. Pages 4-5 below list the paper topics, minor assignments, and due dates.

Rewrite Policy

You may rewrite any written assignment except the final exam. To begin, you must first talk 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 by the end of the next class session after I return the original version. You will ordinarily receive one week to rewrite, but I am 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 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 turn them in will lower your class participation grade.

<u>Date</u>	<u>Lecture Program and Assignments</u>
Sept. 1	The American Environment
6	The Amerindians of the Eastern Woodlands
8	Two Latin Empires <div style="margin-left: 40px;"> Reading: William Cronon, <u>Changes in the Land</u>, 54-81; Roger Williams, <u>Key into the Language of America</u>, 94-102, 122-45, 159-67, 182-91; "Two Land Deeds" Minor assignment: #1 </div>
13	England on the Eve of Colonization
15	Yom Kippur - no lecture or sections; UW schedule adjustment
20	Planting Virginia
22	Rachel and Leah <div style="margin-left: 40px;"> Reading: Alden Vaughan, <u>American Genesis</u>; William Strachey, comp., "The Lawes Divine, Morall and Martiall" Minor assignment: #2 </div>
27	The City on a Hill <div style="margin-left: 40px;"> First Paper Due - Option 1 </div>
29	The Expansion of New England <div style="margin-left: 40px;"> Reading: Philip Gura, <u>A Glimpse of Sions Glory</u>, 237-75; "The Examination of Mrs. Ann Hutchinson at the court at Newtown" Minor assignment: #3 </div>
Oct. 4	New Netherland <div style="margin-left: 40px;"> First Paper Due - Option 2 </div>
6	The Beginnings of the English Empire <div style="margin-left: 40px;"> Reading: Oliver Rink, <u>Holland on the Hudson</u>, 214-63; Arnold J.F. Van Laer, <u>Council Minutes</u>, 186-281 Minor assignment: #4 </div>

<u>Date</u>	<u>Lecture Program and Assignments</u>
Oct. 11	Two Proprietaries
13	The English West Indies <p style="margin-left: 40px;">Reading: Robert Ritchie, <u>Captain Kidd</u>, 27-238; Alexander Exquemelin, <u>The Buccaneers of America</u>, 77-113; [Daniel Defoe], <u>A General History ... of the Most Notorious Pirates</u>, 130-41</p>
18	Tobacco Roads
20	Times of Trouble <p style="margin-left: 40px;">Reading: Carr et al., <u>Robert Cole's World</u>, 1-182 Minor assignment: #5</p>
25	The Society of the Godly
27	Coven and Covenant in New England <p style="margin-left: 40px;">Reading: David Hall, <u>Worlds of Wonder</u>, 71-116; S[amuel] D[anforth], <u>New-England Almanack for ... 1686</u>; [Dorothy Cotton], "The Nature and Disposition of the Moon, in the Birth of Children" Minor assignment: #6</p>
Nov. 1	The African Element
3	War in the Woodlands <p style="margin-left: 40px;">Reading: Ira Berlin and Philip D. Morgan, "Labor and the Shaping of Slave Life in the Americas"; Jack P. Greene, <u>Diary of Colonel Landon Carter</u>, 285-330; Olaudah Equiano, <u>The Life of Olaudah Equiano, or Gustavus Vassa, the African</u>, 65-110 Minor assignment: #7</p>
8	The Glorious Revolution <p style="margin-left: 40px;">Second Paper Due - Option 1</p>
10	The Revolutionary Settlement <p style="margin-left: 40px;">Reading: Thomas Barrow <u>Trade & Empire</u>, 39-59; Robert Toppan and Alfred Goodrick, eds., <u>Edward Randolph</u>, III, 78-91; VII, 373-84, 507-517; Leo F. Stock, ed., <u>Proceedings ... of the British Parliaments ...</u>, II: <u>1689-1702</u>, 177-211</p>
15	Smoke and Oaks, Loaves and Fishes <p style="margin-left: 40px;">Second Paper Due - Option 2</p>

<u>Date</u>	<u>Lecture Program and Assignments</u>
17	Money and Migrants in Eighteenth-Century Society Reading: Laurel Thatcher Ulrich, <u>A Midwife's Tale</u> , 72-101; Edward Papenfuss, <u>In Pursuit of Profit</u> , 35-75; Jacob M. Price, ed., <u>Joshua Johnson's Letterbook, 1771-1774</u> , 1-31, 161-62
22	Material Culture
24	Thanksgiving Vacation - Thank a Semi-Separatist
29	God's Kingdom in Eighteenth-Century America
Dec. 1	Reason and Revelation Reading: Michael J. Crawford, <u>Seasons of Grace</u> , 180-95; Patricia Bonomi, <u>Under the Cope of Heaven</u> , 131-61; Jonathan Edwards, "Sinners in the Hands of an Angry God"; J.M. Bumsted, ed., "Emotion in Colonial America: Some Relations of Conversion Experience in Freetown, Massachusetts, 1749-1770" Minor Assignment: #8
Dec. 6	Rule Britannia
8	Colonial Politics Reading: Edmund S. Morgan, <u>Inventing the People</u> , 174-208; Robert Munford, "The Candidates; or, the Humours of a Virginia Election" Minor Assignment: #9
13	The Imperial Wars
15	Ends and Beginnings Reading: Ian K. Steele, <u>Betrayals</u> ; "Journal of Stephen Cross of Newburyport," 334-57, 12-21
22	Final Examination (12:25 P.M.)

Paper Topics

In writing these essays, you should draw on the lectures, discussions and class readings, 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. 27. Taking into account Amerindian and Anglo-American notions of "property" and "possession," explain how contests over land and landholding affected the early settlement of Virginia and Massachusetts.

Option 2 - Due Oct. 4. Define what constitutes an "orderly society" and discuss the difficulties early settlers of both Virginia and Massachusetts experienced in creating one.

PAPER 2:

Option 1 - Due Nov. 8. Explain how slavery operated as a labor system in colonial British America by analyzing the tasks slaves performed, the way in which slaves carried out their duties, the goals masters wanted slaves to achieve, and the methods masters used to control their work force.

Option 2 - Due Nov. 15. Discuss England's North American colonial policy during the period 1660-1715.

Final Examination

The final examination will consist of an essay written during the exam period. You will receive the question at least one week before the exam, and may use a single page of notes during the exam.

Minor Assignments

#1-3: Summarizing an Argument - #1, due Sept. 8: In one sentence NOT EXCEEDING 50 words (the 51st word and its successors face a terrible fate), summarize as fully as possible Cronon's primary argument. #2: due Sept. 22: In like manner, summarize Vaughan's primary argument. Make two copies of your summary, one with your name (for me) and the other without (for another student). #3: due Sept. 29: Put your name on the anonymous summary you received and in the margins evaluate both its writing and content.

SET 2: Analyzing a Source - #4, due Oct. 6: In one or two sentences NOT EXCEEDING 50 words total (see above for implied threat), explain what the court records reveal about women's lives in New Amsterdam during the mid-1640s. #5, due Oct. 20: In like manner, analyze agricultural production on Robert Cole's farm based solely on the information in his inventory (pp. 176-82). Make two copies of your summary as previously. #6, due Oct. 27: Put your name on the anonymous analysis you received and in the margins evaluate both its writing and content.

SET 3: Devising a Definition - #7, due Nov. 3: In one sentence NOT EXCEEDING 50 words (or else ...), define "slavery." #8, due Dec. 1: In like manner, define "revival." Make two copies of your summary as previously. #9, due Dec. 8: Put your name on the anonymous definition you received and in the margins evaluate both its writing and content.

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, or be tendered to the Department Receptionist, 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 sufferances 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:

