

History 343  
Fall, 1991  
TuTh 9:30-10:45. 1641 Humanities  
Sections: 301 - Th 1:20. 2231 Humanities  
          302 - Th 2:25. 2619 Humanities  
          303 - Tu 1:20. 2251 Humanities  
          304 - Tu 2:25. 2619 Humanities

Charles L. Cohen  
4115 Humanities  
263-1956, -1800 (Dept.)  
Office hours: Tu 8:15-9:15.  
              Th 11:00-12:00. and by appt.  
TA: Maureen Conklin  
Office: 5268  
Office hours: Tu 11-12.  
              Th 3:30-4:30

#### COLONIAL AMERICA

The following books are required reading. Don't worry, be happy, start working.

Bernard Bailyn. The Origins of American Politics  
Timothy Breen. Imagining the Past  
David Hall. Worlds of Wonder. Days of Judgment  
Edmund Morgan. American Slavery. American Freedom  
Robert Ritchie. Captain Kidd and the War Against the Pirates  
Neal Salisbury. Manitou and Providence  
Timothy Silver. A New Face on the Countryside

The following packet of required materials is available at Kinko's copy Service. 620 University Avenue:

#### Plenty of Peoples: A Reader for History 343

**Contents:** Philip D. Morgan, "British Encounters with Africans and African-Americans. circa 1600-1780": Clarence Ver Steeg, The Formative Years (selection); Richard Hofstadter, America at 1750 (selection); Jon Butler, Awash in a Sea of Faith (selection).

The following required reading is available only on three-hour reserve in both the Library of the Wisconsin State Historical Society and the College Library. Helen C. White Hall:

John Murrin, "Political Development"

All of the assigned readings have been placed on three-hour reserve in both libraries listed above.

#### Written Assignments

You are required to write three 5-page papers and a final examination. Papers must be typed and double-spaced; they are due at the beginning of class on the day indicated. Please note that you have two options for each paper, due on different dates: you may choose your option, but you may not turn in two options for one paper. Page 5 of this syllabus lists the due dates and topics.

#### Rewrite Policy

You may rewrite any paper, in which case you should discuss the matter with me; if you wish merely to question a grade but do not want to rewrite the paper, talk with Maureen Conklin. To rewrite a paper, 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 Maureen first returns the original version. I will be flexible

regarding the amount of time you may have for revisions, but in general you should not expect to have more than a week. The old draft (plus any separate sheet of comments) must accompany the new version. Please note that simply rewriting a paper does not in itself guarantee a higher grade; you must substantially improve the essay, following my comments to be sure but initiating your own changes too.

#### Grading

Simplicity itself. Each paper, the final exam, and class participation count 20% of the final grade. Class discussion will be evaluated on a combination of attendance and quality of participation (which is not identical to quantity).

<u>Date</u>	<u>Lecture Program and Assignments</u>
Sept. 3	The American Environment
5	The Amerindians of the Eastern Woodlands
	<b>Reading:</b> Silver, NEW FACE ON THE COUNTRYSIDE, 1-34
10	Two Latin Empires
12	England on the Eve of Colonization
	<b>Reading:</b> Silver, NEW FACE ON THE COUNTRYSIDE, 35-198
17	Planting Virginia
19	Rachel and Leah
	<b>Reading:</b> Morgan, AMERICAN SLAVERY, AMERICAN FREEDOM, 1-211
24	The City on a Hill
26	The Expansion of New England
	<b>Reading:</b> Salisbury, MANITOU AND PROVIDENCE, 50-239
Oct. 1	New Netherland
	<b>First Paper Due - Option 1</b>
3	The Beginnings of the English Empire
	<b>Reading:</b> begin Ritchie, CAPTAIN KIDD
8	The English West Indies
	<b>First Paper Due - Option 2</b>
10	Two Proprietaries
	<b>Reading:</b> finish Ritchie, CAPTAIN KIDD

Date	<u>Lecture Program and Assignments</u>
Oct. 15	Southern Society
17	Times of Trouble  <b>Reading:</b> Morgan, AMERICAN SLAVERY, AMERICAN FREEDOM, 215-387
22	The African Element  <b>Second Paper Due - Option 1</b>
24	War in the Woodlands  <b>Reading:</b> Morgan, "British Encounters with Africans." 157-219
29	Northern Society
31	A Culture of Witches  <b>Reading:</b> Hall, WORLDS OF WONDER
Nov. 5	The Glorious Revolution  <b>Second Paper Due - Option 2</b>
7	The Revolutionary Settlement  <b>Reading:</b> Ver Steeg, FORMATIVE YEARS, 129-51
12	Smoke and Oaks, Loaves and Fishes
14	Eighteenth-Century Societies  <b>Reading:</b> Breen, IMAGINING THE PAST
19	God's Kingdom in America  <b>Third Paper Due - Option 1</b>
21	The Enlightenment in America  <b>Reading:</b> Hofstadter, <u>America at 1750</u> , 217-68; Butler, <u>Awash in a Sea of Faith</u> , 68-97
26	Material Culture  <b>Third Paper Due - Option 2</b>
28	Thanksgiving Vacation - Thank a Semi-Separatist
Dec. 3	Rule Britannia
5	Colonial Politics  <b>Reading:</b> Bailyn, ORIGINS OF AMERICAN POLITICS

<u>Date</u>	<u>Lecture Program and Assignments</u>
Dec. 10	Imperial Wars
12	Ends and Beginnings
	<b>Reading:</b> Murrin, "Political Development," 408-56
TBA	Final Examination

### 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 you 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 Oct. 1.** Compare the impact that Amerindians had on the early settlement of Virginia and New England.

**Option 2 - Due Oct. 8.** A common view regards mid-seventeenth-century Virginia society as unsettled and chaotic while considering Massachusetts an ordered, stable place. Is this interpretation valid?

If so, how do you explain the differences in development?

If not, how does the common view misrepresent history?

#### Paper 2

**Option 1 - Due Oct. 22.** Pirates are ordinarily considered criminals, merchants and assemblymen law abiding citizens, but between 1660-1715 the English government moved to control all of these groups living in the colonies. Why did the government do this, and what did they expect to achieve?

**Option 2 - Due Nov. 5.** Explain the presence of Africans in colonial America.

#### Paper 3

**Option 1 - Due Nov. 19.** Thinking about such diverse groups as the settlers of New England and Southampton, the planters of Virginia and South Carolina, and the merchants of New York, evaluate the proposition that "enterprise and acquisitiveness" characterized colonial economic and social life.

**Option 2 - Due Nov. 26.** Describe the relationship between religious faith and magical beliefs in early America. Did they complement or contradict each other?

## 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 escritical 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 such cases that merit it, extensions 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. It should be 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:

