

History 343
Fall, 1993
TuTh 9:30-10:45, 1651 Humanities
Sections: 301 - Th 1:20-2:10, 2251 Humanities
 302 - Th 2:25-3:15, 2619 Humanities

Charles L. Cohen
4115 Humanities
Tel: 263-1956, -1800 (Dept.)
Office hours: Tu 8:15-9:15,
 Th 11:00-12:00, and by appt.

COLONIAL AMERICA

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

Virginia Anderson, New England's Generation
Lois Green Carr, et al., Robert Cole's World
David Hall, Worlds of Wonder, Days of Judgment

A packet of required materials entitled:

Plenty of Peoples: A Reader for History 343

is available at the Humanities Copy Center, 1650 Humanities Building. All additional assignments come from this packet.

The books and packet have been placed on three-hour reserve in both the College Library and the Wisconsin State Historical Society Library.

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 virtually every week, although most assignments will require only a sentence or two.

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 day 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. During weeks lacking a major assignment, you will hand in a minor assignment at section. Page 5 below lists the paper topics, minor assignments, and due dates.

Rewrite Policy

You may rewrite any written assignment. 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 you receive 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 but initiating your own changes 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. 2	The American Environment
7	The Amerindians of the Eastern Woodlands
9	Two Latin Empires Reading: William Cronon, <u>Changes in the Land</u> , 54-81; Roger Williams, <u>Key into the Language</u> , 122-51, 159-70, 182-91; "Speeches of Canassateego ..." Minor assignment: 1.1
14	England on the Eve of Colonization
16	Planting Virginia Reading: Edmund S. Morgan, <u>American Slavery, American Freedom</u> , 71-130; Timothy Breen, <u>Puritans and Adventurers</u> , 106-26; Richard Frethorne, "to his Parents"; Evarts Greene and Virginia Harrington, <u>American Population</u> , 144 Minor assignment: 1.2
21	Rachel and Leah
23	The City on a Hill Reading: Anderson, <u>New England's Generation</u> ; John Winthrop, "General Conclusions"; "Conversion Relation of Jane Holmes" Minor assignment: 1.3
28	The Expansion of New England First Paper Due - Option 1
30	New Netherland Reading: Oliver Rink, <u>Holland on the Hudson</u> , 214-63; Arnold J.F. Van Laer, <u>Council Minutes</u> , 186-281 Minor assignment: 2.1
Oct. 5	The Beginnings of the English Empire

<u>Date</u>	<u>Lecture Program and Assignments</u>
Nov. 16	Money and Migrants in Eighteenth-Century Society
18	God's Kingdom in America <p style="margin-left: 40px;">Reading: Michael J. Crawford, <u>Seasons of Grace</u>, 197-222; Patricia Bonomi, <u>Under the Cope of Heaven</u>, 131-61; Richard Bushman, <u>From Puritan to Yankee</u>, 487-97; Michael J. Crawford, "The Spiritual Travels of Nathan Cole," 89-126</p> <p style="margin-left: 40px;">Minor assignment: 3.3</p>
23	Material Culture <p style="margin-left: 40px;">Second Paper Due - Option 2</p>
25	Thanksgiving Vacation - Thank a Semi-Separatist
30	Education and Enlightenment in Colonial America
Dec. 2	Rule Britannia <p style="margin-left: 40px;">Reading: Thomas C. Barrow, <u>Trade & Empire</u>, 134-59; Gov. James Glen, "Observations on his Trade Instructions," with references, in Leonard Labaree, coll. and ed., <u>Royal Instructions to British Colonial Governors</u>, II, 885-905, 752-95</p>
7	Colonial Politics
9	Imperial Wars <p style="margin-left: 40px;">Reading: Pauline Maier, "Popular Uprisings and Civil Authority in Eighteenth-Century America"; Edmund S. Morgan, <u>Inventing the People</u>, 174-208; Gary Nash, "The Transformation of Urban Politics, 1700-1764"; Benjamin Franklin, "A Dialogue between X, Y, and Z"; Gov. William Shirley, "Correspondence," I, 406-22;</p>
14	Ends and Beginnings
16	Final Examination (7:45 A.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. 28.** Discuss how the patterns of immigration to Virginia and Massachusetts during those colonies' first twenty years determined how each settlement developed subsequently.

Option 2 - **Due Oct. 5.** Assess the Amerindians' impact on Virginia, New Netherland, and Massachusetts through the mid-seventeenth century.

Paper 2:

Option 1 - **Due Nov. 2.** Analyze and discuss the conditions affecting slave productivity.

Option 2 - **Due Nov. 23.** Considering such factors as class structure, ethnicity and racial composition, economic development, and religious affiliation, explain which region of mid-eighteenth-century British North America exhibited the most heterogeneity.

Minor Assignments

Please type all minor assignments. You may submit them on a 3x5 or 5x8 card.

SET 1: Summarizing an Argument - **Due Sept. 9, 16, 23.** In one sentence NOT EXCEEDING 50 words (the 51st word and its successors face a terrible fate), summarize as fully as possible the primary argument of Cronon (Sept. 9), Morgan (Sept. 16), and Anderson (Sept. 23).

SET 2: Analyzing a Source - **Due Sept. 30, Oct. 14, 21.** In one or two sentences NOT EXCEEDING 50 words total (see above for implied threat), answer the following questions: Sept. 30 - What do the court records reveal about women's lives in New Amsterdam during the mid-1640s? Oct. 14 - What can one say about Robert Cole and his family's standard of living based solely on the information his will (pp. 170-74) provides? Oct. 21 - Judging from the newspaper notices, why did slaves run away?

SET 3: Devising a Definition - **Due Oct. 28, Nov. 11, 18.** In one sentence NOT EXCEEDING 50 words (or else ...), define "providentialism" (Oct. 28), "middling order" (Nov. 11), and "revival" (Nov. 18).

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 escorial 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: