

History 343
Fall, 1989
TuTh 9:30-10:45, 1651 Humanities
Sections: Th 1:20-2:10, 2661 Humanities
 Th 2:25-3:15, 2125 Humanities

Charles L. Cohen
4115 Humanities
263-1956, -1800 (Dept.)
Office hours: Tu 11:00-11:30
 Th 3:30-5:00

COLONIAL AMERICA

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

Fred Anderson, A People's Army
Bernard Bailyn, The Origins of American Politics
Timothy Breen and Stephen Innes, "Myne Owne Ground"
David Cressy, Coming Over
Karen Kupperman, Roanoke
Robert Ritchie, Captain Kidd and the War Against the Pirates
Darrett Rutman and Anita Rutman, A Place in Time
Laurel Ulrich, Good Wives
C. A. Weslager, New Sweden on the Delaware: 1638-1655

In addition, 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: Alfred W. Crosby, Ecological Imperialism (selection); William Cronon, Changes in the Land (selections); Jack P. Greene, Peripheries and Center (selection); Michael Kammen, Empire and Interest (selection); Michael G. Hall, Edward Randolph and the American Colonies 1676-1703 (selection); Stephen S. Webb, "The Strange Career of Francis Nicholson"; Richard Hofstadter, America at 1750 (selections); Christopher Jedrey, The World of John Cleaveland (selection); Barry Levy, Quakers and the American Family (selection); Bernard Bailyn, Voyagers to the West (selection); Patricia Bonomi, Under the Cope of Heaven (selection); David Lovejoy, Religious Enthusiasm in the New World (selection); Jon Butler, "Enthusiasm Described and Decried: The Great Awakening as Interpretative Fiction"

All of these readings have been placed on three-hour reserve in both the Library of the Wisconsin State Historical Society and the College Library, Helen C. White Hall.

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, 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 end of the next class session after I first return 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 in which to revise your work. The old draft (plus any separate sheet of comments) must accompany the new version. Please note that simply rewriting a paper will not in itself guarantee a higher grade; you must substantially improve the essay, following my comments to be sure, but initiating some changes on your own.

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, quality of participation (which is not identical to quantity), and performance on an occasional pop quiz (if any such there be).

<u>Date</u>	<u>Lecture Program and Assignments</u>
Sept. 5	The American Environment
7	The Amerindians of the Eastern Woodlands
	Reading: Crosby, ECOLOGICAL IMPERIALISM, 196-216
12	Two Latin Empires
14	England on the Eve of Colonization
	Reading: Kupperman, ROANOKE, 1-65; Cronon, CHANGES IN THE LAND, 34-53, 82-107
19	Planting Virginia
21	Rachel and Leah
	Reading: Kupperman, ROANOKE, 66-173
26	The City on a Hill
	First Paper Due - Option 1
28	The Expansion of New England
	Reading: Cressy, COMING OVER, 37-177, 263-95
Oct. 3	New Netherland
	First Paper Due - Option 2
5	The Beginnings of the English Empire
	Reading: Weslager, NEW SWEDEN ON THE DELAWARE, 11-199
10	The English West Indies
	Second Paper Due - Option 1

Date	<u>Lecture Program and Assignments</u>
12	Two Proprietaries Reading: Ritchie, CAPTAIN KIDD
17	Southern Society
19	Times of Trouble Reading: Rutman and Rutman, A PLACE IN TIME 36-249
24	The African Element
Oct. 26	Northern Society Reading: Breen and Innes, "MYNE OWNE GROUND"
31	A Culture of Witches Second Paper Due - Option 2
Nov. 2	Wa: in the Woodlands Reading: Ulrich, GOOD WIVES, 13-241
Nov. 7	The Glorious Revolution
9	The Revolutionary Settlement Reading: Jack P. Greene, PERIPHERIES AND CENTER, 7-18; Michael Kammen, EMPIRE AND INTEREST, 20-14; Michael G. Hall, EDWARD RANDOLPH AND THE AMERICAN COLONIES, 1676-1703, 53-97; Stephen S. Webb, "The Strange Career of Francis Nicholson"
14	Smoke and Oaks, Loaves and Fishes Third Paper Due - Option 1
16	Eighteenth-Century Societies Reading: Hofstadter, AMERICA IN 1750, 131-79; Christopher Jedrey, THE WORLD OF JOHN CLEAVELAND, 58-94; Barry Levy, QUAKERS AND THE AMERICAN FAMILY, 123-52; Bernard Bailyn, VOYAGERS TO THE WEST 499-544
21	Material Culture
26	Thanksgiving Vacation Thank a Semi-Separatist
28	God's Kingdom in America Third Paper Due - Option 2

DateLecture Program and Assignments

- Nov. 30 The Enlightenment in America
- Reading:** Hofstadter, AMERICA AT 1750, 217-68; Patricia Bonomi, UNDER THE COPE OF HEAVEN, 152-60; David Lovejoy, RELIGIOUS ENTHUSIASM IN THE NEW WORLD, 195-214; Jon Butler, "Enthusiasm Described and Decried: The Great Awakening as Interpretative Fiction," Journal of American History, 69 (1982), 305-25
- Dec. 5 Rule Britannia
- 7 Colonial Politics
- Reading:** Bailyn, ORIGINS OF AMERICAN POLITICS [pp?]
- 12 Imperial Wars
- 14 Ends and Beginnings
- Reading:** Anderson, A PEOPLE'S ARMY
- 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 following suggested ones bore, fatigue or disorient you, but you must consult with me **before** so proceeding.

Paper 1

Option 1 - Due Sept. 26. One might argue that, despite some obvious differences, both the English settlers and the coastal Amerindians were pre-industrial peoples whose cultures were actually similar in more ways than one might expect. Comment on this assertion.

Option 2 - Due Oct. 3. Stereotypes suggest that early colonists came to Virginia only to search for riches, while those who settled New England came only to worship God as they wished. Yet both of these streams of migration came from the same place, England, at the same time, and one might expect them to share some characteristics in common. To what extent are the stereotypes of enterprising Virginian and pious New England migrants valid?

Paper 2

Option 1 - Due Oct. 17. Contrast the settlement of New Sweden with the settlement of either Virginia or Massachusetts Bay.

Option 2 - Due Oct. 31. What roles did Blacks play in developing colonial Virginia's society and economy?

Paper 3

Option 1 - Due Nov. 14. 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. 28. Richard Hofstadter describes colonial American society as a "middle-class world," intimating that the aspirations and activities of the middling classes dominated social arrangements. Using the examples of John Cleaveland's family, James Hogg, the Pennsylvania Quakers, and any other persons or groups we have studied, discuss what it meant to be "middle-class" in colonial America, and what aspirations the colonial middling classes harbored.

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 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: