

History 343
Fall, 2000
TuTh 9:30-10:45, 2101 Humanities
Sections: 301 - Th 1:20-2:10, 2115 Humanities
302 - Th 2:25-3:15, 2611 Humanities
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COLONIAL BRITISH NORTH AMERICA

The colonial period is often neglected in surveys of American history, but its subtle dynamics make it irresistible to connoisseurs. Are you one of them? The following books are required reading:

Richard Gildrie, *The Profane, the Civil, & the Godly*
Susan Klepp and Billy Smith, *The Infortunate*
Edmund Morgan, *American Slavery, American Freedom*
Ian Steele, *Warpaths*

A packet of required materials entitled:

New Worlds for Old: 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 designed to promote your expository skill as well as enhance your knowledge of colonial America. You will pen something almost every week, although most assignments will be quite brief.

Automatic Honors

History 343 confers Honors Credits automatically.

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. Word limits apply only to the minor assignments, not to the major ones.

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.

Email

Everyone in the class must have a personal email account. To contact me *alone*, use: *clcohen@facstaff.wisc.edu*. To contact everyone in the class (including me), use: *his-343@lists.students.wisc.edu*

Date	Lectures and Assignments
Sept. 5	The American Environment
7	The Amerindians of the Eastern Woodlands
12	Two Latin Empires
14	England on the Verge of Colonizing
	Reading: Maps 1-2; Steele, <i>Warpaths</i> , 3-130; Fr. Hierosme Lalement, "Relation of What Occurred in New France, 1645 and 1646," Thwaites, ed., <i>Jesuit Relations and Allied Documents</i> , 28.275-303, 29.213-39 (odd pages only)
	Minor assignment: #1
19	Planting Virginia
21	Leah and Rachel: The Beginnings of Chesapeake Society
	Reading: Map 3; Edmund Morgan, <i>American Slavery, American Freedom</i> , 44-179; David Hawke, <i>Captain John Smith's History of Virginia</i> , 147-82; Evarts Greene and Virginia Harrington, <i>American Population before the Federal Census of 1790</i> , 144
	Minor assignment: #2
26	Puritanism, Plymouth, and Massachusetts
28	The Expansion of New England
	Reading: Map 4; David D. Hall, <i>The Faithful Shepherd</i> , 121-55; Stephen Innes, <i>Creating the Commonwealth</i> , 107-60; Richard Dunn, et al., eds., <i>The Journal of John Winthrop 1630-1649</i> , 106-64
	Minor assignment: #3
Oct. 3	New Netherland
	First Paper Due - Option 1
Oct. 5	The Beginnings of the English Empire

Reading: Oliver Rink, *Holland on the Hudson*, 214-63; Arnold J.F. Van Laer, trans. and coll., *New York Historical Manuscripts: Dutch*, vol. 4: *Council Minutes 1638-1649*, 186-92, 196, 203, 216-17, 232-33, 256-57, 262-63, 265-66, 278-81

10 The English West Indies

First Paper Due - Option 2

12 Two Proprietaries

Reading: Betty Wood, *The Origins of American Slavery*, 40-67; Philip Morgan, *Slave Counterpoint* 27-101; Frank Klingberg, ed., *The Carolina Chronicle of Dr. Francis Le Jau*, 65-102

Minor assignment: #4

17 Tobaceo Roads

19 Times of Trouble

Reading: Edmund Morgan, *American Slavery, American Freedom*, 180-291; Ira Berlin, *Many Thousands Gone*, 109-41; Richard Beale Davis, ed., *William Fitzhugh and his Chesapeake World*, 204-7, 306-69

Minor assignment: #5

24 The African Element in Colonial America

26 The Society of the Godly

Reading: Richard Gildrie, *The Profane, the Civil, & the Godly*, 1-181; Williston Walker, ed., *The Creeds and Platforms of Congregationalism*, 423-37

Minor assignment: #6

31 Coven and Covenant in Seventeenth-Century New England

Nov. 2 War in the Woodlands

Reading: Ian Steele, *Warpaths*, 131-74; Daniel Richter, *Ordeal of the Longhouse*, 134-61; Alden Vaughan, gen. ed., *Early American Indian Documents: Treaties and Laws, 1607-1789*, vol. 7: *New York and New Jersey Treaties, 1609-1682*, ed. Barbara Graymont (Bethesda, MD, 1985), 351-65, 367, 369-80, 385-86, 389-93

7 The Glorious Revolution and the Colonies

Second Paper Due - Option 1

Nov. 9 The Revolutionary Settlement

Reading: Thomas Barrow, *Trade and Empire*, 39-59; Robert N. Toppan and Rev. A.T.S. Goodrick, eds., *Edward Randolph...*, III.48-91, VII.373-84, 507-17; Leo F. Stock, ed., *Proceedings and Debates of the British*

14 Smoke and Oaks, Loaves and Fishes

Second Paper Due - Option 2

16 Money and Migrants in Eighteenth-Century American Society

Reading: Richard Dunn, "Servants and Slaves: The Recruitment and Employment of Labor," 159-95; Susan Klepp and Billy Smith, eds., *The Infortunate: The Voyage and Adventures of William Moraley, an Indentured Servant*, 37-143

21 Borderlands

23 Thanksgiving Vacation - Thank a Semi-Separatist

28 God's Kingdom in Eighteenth-Century America

30 Reason and Revelation

Reading: Jon Butler, "Protestant Pluralism," 609-31; Sidney Mead, *The Lively Experiment*, 16-37; J. William Frost, *A Perfect Freedom*, 10-43; Daniel Shea, ed., "Some Account of the Fore Part of the Life of Elizabeth Ashbridge," 147-71

Minor assignment: #7

5 Rule Britannia

7 Colonial Politics

Reading: Edmund S. Morgan, *Inventing the People*, 174-208; Robert Munford, "The Candidates: or, the Humours of a Virginia Election"

Minor Assignment: #8

12 The Imperial Wars

14 Ends and Beginnings

Minor Assignment: #9

20 **Final Examination, 12:25, room TBA**

Paper Topics

In writing these essays, you should draw on the lectures, discussions and class readings (especially the relevant primary sources), 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 Oct. 3.** Discuss how the European settlers of early Virginia and Massachusetts attempted to create social order in their colonies and the institutions/mechanisms on

which they relied to achieve it.

Option 2 - **Due Oct. 10.** Compare the impact native peoples had on the settlement of Virginia, Massachusetts, and New Netherland to about 1650.

PAPER 2:

Option 1 - **Due Nov. 17.** Explain how and why slavery developed in Virginia and South Carolina.

Option 2 - **Due Nov. 24.** Discuss the difficulties England experienced in establishing political, military, and economic control over the colonies to 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 *Summarizing an Argument* - **due Sept. 14:** In one sentence NOT EXCEEDING 50 words (the 51st word and its successors face a terrible fate), summarize Steele's primary argument.

#2 *Developing a Hypothesis*- **due Sept. 21:** In one sentence NOT EXCEEDING 50 words (you know the drill), discuss the ratios of servants and slaves to the total population of Virginia in 1624/25 and hypothesize why there was such a difference of magnitude between them. *Make two copies* of your summary one *with* your name (for me) and the other *without* (for another student).

#3 *Editing* - **due Sept. 28:** Put your name on the anonymous analysis you received and in the margins evaluate both its writing and content.

#4 *Defining a Term* - **due Oct. 12:** In one sentence NOT EXCEEDING 50 words (see above for implied threat), define "slavery" as the term applied to the organization of labor in the colonial South.

#5 *Comparing Sources*- **due Oct. 19:** In the usual sentence NOT EXCEEDING 50 words (blah, blah, blah), compare the attitudes of Le Jau and Fitzhugh toward slaves. *Make two copies* of your summary as for exercise #2.

#6 *Editing* - **due Oct. 26:** Put your name on the anonymous analysis you received and in the margins evaluate both its writing and content.

#7 *Analyzing a Source* - **due Nov. 30:** In one sentence NOT EXCEEDING 50 words (or else ...), explain why Elizabeth Ashbridge belonged to so many different religious groups, having first determined how many religious bodies she actually joined.

#8 *Evaluating an Argument* - **due Dec. 3:** In one sentence NOT EXCEEDING 49 words (you should know how to be brief by now), discuss the degree to which *The Candidates* provides evidence that either supports, contradicts, or modifies Morgan's depiction of women's role in colonial politics. *Make two copies* of your summary for exercises #2 and #5.

#9 *Editing* - **due Dec. 10:** Put your name on the anonymous evaluation you received and in the margins evaluate both its writing and content.