

History 343
Fall, 2004
2131 Humanities
Sections: 301 - 216 Ingraham, Th 1:20-2:10
 302 - 6112 Social Science, Th 2:25-3:15
Class email: his-343@lists.students.wisc.edu
<http://history.wisc.edu/cohen/index.html>

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COLONIAL BRITISH NORTH AMERICA

The colonial period is often scanted 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:

Robert J. Allison, ed., *The Interesting Narrative of the Life of Olaudah Equiano*
Alison Games, *Migration and the Origins of the English Atlantic World*
Alan Greer, *The People of New France*
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 papers (each approximately five pages long) 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 either option for either paper 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. Page 5 lists the paper topics, minor assignments, and due dates. I have placed examples of "A" papers on my webpage. You are responsible for knowing the material in the "style sheet" for written assignments, also located on my webpage.

Rewrite Policy

You may rewrite any 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. I have placed an example of an

original paper and its rewritten version on my webpage.

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. I have placed an example of a minor assignment on my webpage.

Email

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

Date

Lectures and Assignments

Sept. 2 The Natural Environment

7 Peoples of the Eastern Woodlands

9 Two Latin Empires

Reading: Maps 1, 2; Steele, *Warpaths*, 3-130; James Axtell, "Colonial America Without the Indians"; Colin Calloway, *The World Turned Upside Down*, 33-42

Minor assignment: #1

14 England on the Verge of Colonizing

16 Planting Virginia

Reading: Map 3; Alison Games, *Migration and the Origins of the English Atlantic World*, 1-131; Robert Beverley, *The History and Present State of Virginia*, 26-56; Richard Frethorne, "Letter to His Mother and Father"; Everts Greene and Virginia Harrington, *American Population before the Federal Census of 1790*, 144

Minor assignment: #2

21 Leah and Rachel: The Beginnings of Chesapeake Society

23 Puritanism, Plymouth, and Massachusetts

Reading: Map 4; Alison Games, *Migration ...*, 132-216; Richard Dunn, et al., eds., *The Journal of John Winthrop 1630-1649*, 189-231

28 The Expansion of New England

First Paper Due - Option 1

30 New Netherland

Reading: Oliver Rink, *Holland on the Hudson*, 214-63; Fr. Isaac Jogues, "Novum Belgium"

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 Sept. 28.** Discuss how planting in lands occupied by native peoples affected European colonization.

Option 2 - **Due Oct. 5.** Discuss how the demographic profiles of at least two different areas of colonial settlement influenced the societies those settlements developed.

PAPER 2:

Option 1 - **Due Nov. 9.** Compare the African and English migrations to and settlements in the British North American colonies.

Option 2 - **Due Nov. 16.** Decide to what degree the Glorious Revolution stabilized politics within both the colonies and the larger empire.

Final Examination - Dec. 17

Compare the societies of Anglo-America and New France on the eve of the Seven Years War and explain why the British and French settlements developed as they had.

Minor Assignments

#1 *Summarizing an Argument* - **due Sept. 9:** In one sentence NOT EXCEEDING 50 words (the 51st word and its successors face a terrible fate), summarize Axtell’s argument.

#2 *Thinking about Writing* - **due Sept. 16:** Review the “Style Sheet” on my web page and, in one sentence NOT EXCEEDING 50 words (or else ...), identify what for you is the most noteworthy item from either the “Format” or “Common Errors to Avoid” sections and explain either why it makes good sense to follow that advice or why it does not.

#3 *Developing a Hypothesis*- **due Oct. 7:** Calculate (from Moogk, *Nouvelle France*, 154-56) those occupations whose net worth lies above the average (mean) net worth for all occupations, those whose net worth lies below, and, in one sentence NOT EXCEEDING 50 words (see above for implied threat), hypothesize what may have accounted for such a distribution of wealth.

#4 *Reading a Source Critically* - **due Oct. 14:** In one sentence NOT EXCEEDING 50 words (need I say more?), determine Le Jau’s attitude toward African slaves. *Make two copies* of your sentence, one *with* your name (for me) and the other *without* (for another student).

#5 *Editing* - **due Oct. 21:** Put your name on the anonymous analysis you received and in the margins evaluate both its writing and content.

#6 *Explaining a Historical Usage* - **due Oct. 28:** In the usual sentence NOT EXCEEDING 50 words (blah, blah, blah), explain what seventeenth-century New Englanders meant by the term “miraculous.”

#7 *Comparing two Sources* - **due Nov. 18:** In one sentence NOT EXCEEDING 50 words (you know the drill), discuss to what extent Mary Cooper’s experience supports or contradicts the description of New York’s agriculture presented in *American Husbandry*.

#8 *Analyzing a Source* - **due Dec. 2:** In one sentence NOT EXCEEDING 50 words (you should know how to be succinct by now), explain why Elizabeth Ashbridge belonged to so many different religious groups, having first determined how many religious bodies she actually joined.

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 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 sufferance 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:

