

The University of Southern Mississippi
Department of History

History 479

Fall 2006

1:00—2:15PM T, Th

Topics in US History:
Sin, Sex, Spirits, and Scarcity:
The Sordid Side of Colonial America



“The good historian is like the giant in the fairy tale. He knows that whenever he catches the scent of human flesh, there his quarry lies.”
--Marc Bloch, *The Historian's Craft*, 1941

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Office Hours: Tuesdays, 11AM-12PM, Wednesdays 10AM-12PM, & by appointment

Statement of Purpose:

This course will explore the other side of Colonial America, the side not often discussed at meetings of the Colonial Dames of America or referred to by patriotic politicians. Since the 1960s, social historians have worked on understanding colonial society “from the bottom up”—focusing not on the elites and leaders of society, but on the common folk. Along the way, those historians made some amazing discoveries of just how ‘common’ folk were in the past. All of the social ills we see today on the nightly news have their colonial ancestors—including crime, disease, sexual abuse, bigotry, alcohol abuse, poverty, religious fanaticism, and even witchcraft. We will examine these themes in order to better understand the everyday life of our colonial ancestors and, most importantly, to understand that the study of history is the study of real human beings, not just battles, elections, and the “great white men.”

Mechanics of the Course:

As an upper-division history course, class will be divided between lectures and discussions. You will also devote a considerable amount of time to outside reading, primarily of a number of important monographs (single subject books), journal articles, and primary sources.

In order to cover the amount of material necessary, the professor **will usually lecture each Tuesday** (see the course schedule below). Audio-visual materials will be used during certain classes to stimulate understanding and discussion. The schedule of topics and the reading assigned to complement the lectures follows below. Readings and lectures are complementary in this course--you will have to synthesize them in order to understand our topic.

On most Thursdays, the class will become a discussion section to talk about that week's reading. It is important that you have the reading done before class each week on Monday to follow the lectures more precisely. It is **IMPERATIVE** that you have the reading done before class each Wednesday because that entire class period will be devoted to class discussion. Each Wednesday's class will begin with a Reading Verification Test (RVT) to ensure careful student reading. Lively and thoughtful participation in the discussions is a requirement of the course and will account for a large percentage of your participation grade. Usually, the professor will take responsibility for leading discussions and making sure all students have a chance to be heard and ask pertinent questions. At times, students will be asked (in advance) to offer their own discussion questions (in writing) which the professor will use to guide the class through the material. Read the class schedule below and listen for class announcements or email from the instructor for changes in this general format.

Required Texts:

This course will combine lectures with lively class discussions of written works, and is thus reading intensive. All journal articles, book chapters, and other assigned documents, are available either on one of the standard historical databases (like JSTOR or Project Muse) or on electronic reserve at Cook Library. See the library homepage (<http://www.lib.usm.edu/>) and look up the instructor on the reserves page. Materials can be accessed on and off campus, read on screen, or printed (the preferred method) for reading. If you have questions, ask for help at the reserve desk at Cook Library.

In addition, the following books have been ordered and should be available at the university's textbook center. All books are available in paperback and the course has no "textbook" which reduces student costs. Students are also encouraged to search out used or cheaper new copies via alternative booksellers to keep costs down (one good source is Amazon.com's used books, which are listed to the right of the web screen for most Amazon books). Copies of most of assigned books will also be on reserve at Cook Library.

Required books to purchase (available at the USM Textbook Center):

(and probably cheaper on Amazon.com or other computer sources)

Susan E. Clapp and Billy G. Smith, eds. *The Infortunate: The Voyage and Adventures of William Moraley, an Indentured Servant*. (University Park: Pennsylvania State University Press, 2005).

Elizabeth A. Fenn, *Pox Americana: The Great Smallpox Epidemic of 1775-82*. (New York: Hill and Wang, 2001).

Richard Godbeer, *Sexual Revolution in Early America*. (Baltimore: Johns Hopkins University Press, 2002).

John Ruston Pagan, *Ann Orthwood's Bastard: Sex and Law in Early Virginia*. (New York: Oxford University Press, 2003).

Elizabeth Reis, *Damned Women: Sinners and Witches in Puritan New England*. (New York: Cornell University Press, 1997).

Sharon V. Salinger, *Taverns and Drinking in Early America*. (Baltimore: Johns Hopkins University Press, 2002).

Billy G. Smith, ed. *Down and Out in Early America*. (University Park: Pennsylvania State University Press, 2004).

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 4th ed. or later. (Boston: Bedford, 2004).



Assignments, Attendance, & Grading:

The first assignment is the careful reading of this syllabus. Attentive and informed reading of all class readings is necessary for the satisfactory completion of the course. Occasionally, the instructor will hand out a short historic document or essay during class and conduct an impromptu discussion on them to better understand that week's topic.

Attendance at ALL classes is MANDATORY. Attendance and participation will count for 15% of the final grade. Active participation in discussions is a large part of this portion of your grade. Attendance will be taken at most class meetings and unexcused absences will hurt your final grade. Excessive unexcused absences (i.e. more than three) will result in the loss of a letter grade or even failure for the course. Absences are excused in the event of a true emergency (sleeping in or feeling “under the weather” DO NOT qualify) or with the prior approval of the instructor. In all cases, I require written documentation from the appropriate authorities (dean's office, athletic coaches, doctors, etc.). Please Note: If you stop attending class, but do not withdraw from the course at the Registrar's Office, the instructor reserves the right to issue a failing grade for the course.

The omission of any class requirement will result in automatic failure for the course—in other words; you must turn in every assignment in order to pass the course.

There will be four short papers in this class. Details on the paper topics will be handed out well in advance of the due date to ensure students start working on papers early. History papers MUST be argumentative (have a strong thesis), conform to all rules of grammar and spelling, and document their sources. Students are strongly encouraged to read and apply the lessons in the required text *A Pocket Guide to Writing in History* by Mary Rampolla in order to ensure success on papers. More information on papers (mechanics, etc.) is listed below in “Course Policies.”

The first paper will be a critical book review of John Ruston Pagan's book *Anne Orthwood's Bastard*—the review will be worth 10% of your final grade. It is due at the beginning of class on Tuesday, September 12th. The review will be a maximum of 800 words. Reviews should begin with the standard bibliographical heading and end with your name. What comes in between should briefly describe what the book is about, but concentrate on identifying and commenting

upon the author’s thesis: What is the author trying to get across, how does she/he argue the case and upon what evidence, where and to what extent do you agree and disagree? If you are unsure how to write a critical book review, take a look at reviews in such publications as the *William and Mary Quarterly* or *Reviews in American History*.

The second paper will focus on the history of colonial witchcraft. You will have to come to terms with this tricky topic based on your readings, lectures, and a film. This paper, due at the beginning of class on Tuesday, October 10, will be from 4-5 pages long and will also account for 10% of your final grade. The third paper, on Sharon Salinger’s *Taverns and Drinking in Early America* is also worth 10% of the final grade. It will also be from 4-5 pages long and will be due at the beginning of class on Tuesday, November 14th. History Licensure students may elect to do an optional assignment in lieu of the third paper—see the instructor for details. The specific details on these two assignments will be distributed, as stated above, well in advance of the due dates to ensure that students start working on papers early.

The final paper will be based on your independent reading of the primary document *The Infortunate: The Voyage and Adventures of William Moraley, An Indentured Servant*. You will be asked to comb Moraley’s account for evidence of the various themes of the class (crime, poverty, drinking, etc.) and construct an argument about the accuracy of the historical accounts read in the class compared to this man’s real life experiences. In other words, have, according to Moraley, the historians got the story of the seedy side of colonial America correct? You can try to deal with most of the class themes or focus on (a minimum) of two. More information on this 6-7 page paper, which is worth 20% of your final grade, will be distributed as class continues.

There will be a final examinations for the course (Wednesday, December 13th, 8—10:30AM). It will consist of a mixture of lecture identification questions and essay questions from lectures, films, and your reading—portions of the exams may be given as a take-home exam. The final will be worth 20% of your final grade. If you are unable to take an exam, be sure to discuss it with the instructor in advance. If you are ill on the day of an exam, be sure to call and leave your phone number so I can reach you. Documentation (such as a doctor’s note) **must** be produced before a student may take a “make-up” exam. If you have any questions about this policy or the instructor’s policy on receiving an Incomplete (I) grade for the course, please see the instructor during office hours.

Grading Breakdown:

Discussion/Participation.....	15% (150 Points)
Reading Verification Tests (RVTs).....	15% (150 Points)
Paper One	10% (100 Points)
Paper Two.....	10% (100 Points)
Paper Three.....	10% (100 Points)
Paper on <i>The Infortunate</i>	20% (200 Points)
<u>Final Exam</u>	<u>20% (200 Points)</u>
Total	100% (1000 Points)

Class Grading Scale:

A=1000-900 points;
B=899-800 points;
C=799-700 points;

D=699-600 points;
F=below 600 points.

*As strict as this scale seems, improvement in grades over the semester MAY be taken into account when assigning the final grade. This is a learning process and if you can demonstrate that you have improved your skills by posting better grades at the end of the course, you will be rewarded.



A Note about Office Hours:

I will hold office hours (see page one) for any interested students at posted times and will be happy to arrange a different time for you to come in and see me if those times do not fit into your schedule. If for some reason I will not be able to meet during my office hours, I will try to announce it in class and I will post it on my office door. This is time I have set aside for you to come in and talk-- about your questions or comments on the class, history, writing, the University, or whatever. It is a great time to come in and discuss paper topics or questions. If you're interested in majoring in history or thinking of someday going to grad school, come in and chat. It is unfortunate that more students don't take advantage of faculty office hours--we're not just available in the classroom.

Course Policies:

- 1. Class Climate:** This course is designed to give you a chance to explore an academic area of interest through lectures, intensive reading, writing, and discussion. Accordingly, many class periods will include discussion of the assigned reading. In order for discussions to be productive, all students need to feel comfortable participating. We will create and maintain an atmosphere of mutual respect in which everyone's ideas can be heard.
- 2. USM Email:** All students should check their USM email regularly—you can set it to forward to your main email (yahoo, hotmail, etc.) account if you desire, but be sure to check it in some fashion. Students who do not set up their accounts or respond to USM email will lose participation points and suffer a lower grade. I will use these online resources to post assignments, keep you up-to-date on class activities, and possibly even give you portions of your exams.
- 3. Pagers and Cell Phones:** All pagers and cell phones must be turned to silent mode (vibrate) or turned off when in class! If you must take or make an emergency call, leave the classroom (and re-enter) quietly so you will not disturb others. All cell phones must be off and put away during exams—NO EXCEPTIONS!
- 4. Support and Documentation:** Support your paper arguments with specific textual references. You must use footnotes for all papers. Follow *Chicago Manual of Style* format and documentation, which is also known as the Turabian style. For help and examples, see the USM Libraries' web page at <http://www.lib.usm.edu/research/guides/turabian.html> or the style manual recommended for the class: Rampolla, *A Pocket Guide to Writing in History* for information.
- 5. Manuscript Preparation:** All papers should be computer-generated (12pt font, Times New Roman) and should be double-spaced with one-inch margins. Papers should always be handed in

with the pages numbered and stapled together. Proofread carefully. Clearly place your name, the course and instructor, a description of the paper, and date of each assignment in the upper right hand corner of the first page.*

*Sample heading for papers:

Student Name
History 479—Dr. Zelner
Paper One
September 19, 2006

6. Copies of Papers: It is your responsibility to keep a copy of each paper that you submit. In the unlikely event that I misplace the paper, you should be able to produce your copy that same day. Students unable to produce the requested copy will fail the assignment.

7. Delivery of Papers: Students are required to hand in TWO COPIES of each paper: one hard printed copy, which must be handed in at the place and time indicated on the course schedule and one electronic copy, which must be submitted to <http://www.turnitin.com> under the correct class and assignment. More information on Turnitin.com is below.

8. Late Papers: Papers submitted between one and four days after the due date will be penalized one full letter grade (Example: a B- paper would become a C-). Papers submitted five to seven days after the due date will be penalized two full letter grades (Example: a B- paper becomes a D-). Papers submitted more than one week after the due date **WILL NOT BE ACCEPTED** (NOTE—ALL CLASS ASSIGNMENTS MUST BE TURNED IN AND ACCEPTED TO PASS THE COURSE). Extensions of a paper due date will be granted only in the event of a documented medical, athletic, academic, or personal emergency and only in advance of the paper due date. Decisions on the validity of the documentation are within the sole purview of the instructor.

9. Academic Dishonesty: Scholastic dishonesty will not be condoned under any circumstance. See the current Undergraduate Bulletin for a good definition of such behavior. Cheating on an exam or demonstrated plagiarism on a paper will automatically lead to a grade of “F” for the course and can result in dismissal from the college. The instructor reserves the right to use electronic resources, such as turnitin.com, to detect plagiarism. If you have questions or concerns about this policy—please see the instructor during office hours.

10. Students with Disabilities: If you have any disabilities that might affect your performance in this class, please let me know. If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities Covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies. Mailing address: 118 College Drive # 8586, Hattiesburg, MS 39406-0001; Telephone: (601) 266-5024; TTY: (601) 266-6837; Fax: (601) 266-6035 or at: <http://www.ids.usm.edu/ODA/default.asp>

11. A Resource for Improving Writing: While I am always available to discuss your ideas and look over drafts before the paper due dates, I also encourage you to use the following resource: **A Resource for Improving Writing:** While I am available to discuss ideas and look over drafts well before paper due dates, I encourage students to use the following resource:

The History Writing Lab; Room 464, Liberal Arts Building (LAB); phone: 601-266-4086; email: historywritinglab.usm@gmail.com. Web: <http://www.usm.edu/history/writinglab.html>

History students at USM have a special opportunity to get help writing history papers, studying for history exams, and/or doing historical research. The History Department sponsors a History Writing Lab (HWL). The HWL is staffed by advanced graduate students who can assist at any stage of studying or writing, from generating ideas to polishing final drafts, and with any type of history writing project, from book reviews to research papers to preparing for exams. Be aware, the HWL does not provide an editing service where the consultants only correct grammatical errors and typos—the goal of every consultation is to help students become better writers, a process that happens gradually and that occurs through the active participation of students in consultations. If you need some help or guidance, call or email to make an appointment or just stop by for a free, friendly consultation.

12. Syllabus: This syllabus is a mutual contract between the professor and student and the student and professor. It will not be altered lightly, however if circumstances make it necessary, the changes will be made as far in advance as is possible and in writing.



Turnitin Plagiarism Detection Service

What is Turnitin? USM has have recently purchased a subscription to the Web-based plagiarism detection software Turnitin. Colleges and universities around the world have found that using Turnitin helps stop and prevent plagiarism of Internet material.

Here's how it works:

- Students (or their instructors) submit electronic copies of assignments to the Web site <http://www.turnitin.com>.
- Turnitin compares the student's paper to a range of other sources, including a large database of other students' writing, the Web in general, and many common full-text journals that are available through USM Libraries' online databases.
- Turnitin then generates an Originality Report for each paper submitted, which shows the percentage of text within that paper that matches text taken from one or more other sources. Using the reports, instructors can compare the text of the student's paper side-by-side with the secondary source. When a substantial amount of text in a student paper matches texts in one or more other sources, this may be an indicator of plagiarism.

The main purposes of Turnitin are:

- to ensure that students do their own work
- to keep students from relying too heavily on secondary sources.
- to deter intentional or unintentional plagiarism in the future - either by making students aware that they are submitting electronic copies of their work to be checked, or by providing them with an opportunity to learn about what constitutes plagiarism.

Turnitin is not a surefire way to detect plagiarism: it simply points out where text in a submitted paper closely resembles text from other sources. Once Turnitin has identified any discrepancies, it is up to the instructor to determine whether the student has properly cited the source.

Class Information for History 479—Sec.01 Fall 2006, Dr. Zelner:

Class ID Number: 1552055 Class Password (case sensitive): humanity

You will need this information to log-on and create an account on the Turnitin web site, which is required of all students in the class by Thursday, 7 September 2006. If you need help, surf over to: <http://www.lib.usm.edu/research/plag/turnitin/index.php>

Course Schedule:

Week 1—Introduction

Reading Assignment: Syllabus; *Writing in History*, whole book

Thursday, 24 August—Class Introduction

Week 2— Colonial America: The Background

Reading Assignment: *Anne Orthwood's Bastard*, pgs. 3-150.

Tuesday, 29 August-- Lecture

Thursday, 31 August – Weekly RVT and History Writing Workshop (have the Rampolla pages (Week #1) read—there might be a short quiz!)

Week 3— Sex, Law, and Community

Reading Assignment: *Sexual Revolution*, pgs. 1-15, 119-224

Tuesday, 5 September— Lecture

Thursday, 7 September-- Weekly RVT & Reading Discussion

ALL STUDENTS TO REGISTER WITH WWW.TURNITIN.COM BY THIS DATE

Week 4— Colonial Sexuality

Reading Assignment: *Sexual Revolution*, pgs. 19-116

Tuesday, 12 September-- Lecture

PAPER ONE DUE AT BEGINNING OF CLASS ON *Anne Orthwood's Bastard*

Thursday, 14 September-- Weekly RVT & Reading Discussion

Week 5—Crime and Violence in Early America

Reading Assignment: Douglas Greenberg, "Crime, Law Enforcement, and Social Control in Colonial America," *American Journal of Legal History*, 1982 26 (4):293-325; Daniel A. Cohen, "A Fellowship of Thieves: Property Criminals in Eighteenth-Century Massachusetts," *Journal of Social History*, 1988 22(1):65-92. [Both to be distributed via email]

Tuesday, 19 September-- Lecture

Thursday, 21 September— Weekly RVT & Reading Discussion

Week 6— Witchcraft I

Reading Assignment: *Damned Women*, pgs. xi-92; Mary Beth Norton, “The Refugee’s Revenge” *Common-place* April 2002 <http://www.common-place.org/vol-02/no-03/> [also distributed via email]

Tuesday, 26 September— Lecture

Thursday, 28 September-- Weekly RVT & Reading Discussion

Week 7— Witchcraft II

Reading Assignment: *Damned Women*, pgs.93-204.

Tuesday, 3 October-- Weekly RVT & Reading Discussion

Wednesday, 4 October-- Last day to drop full-semester classes without academic penalty

Thursday, 5 October—Film on Salem Witchcraft

Week 8— Poverty in Early America I

Reading Assignment: *Down and Out*, pgs. xi-131.

Tuesday, 10 October— Lecture

PAPER TWO DUE AT BEGINNING OF CLASS ON COLONIAL WITCHCRAFT

Thursday, 12 October-- Weekly RVT & Reading Discussion

Week 9— Poverty in Early America II

Reading Assignment: *Down and Out*, pgs. 135-232.

Tuesday, 17 October—Weekly RVT & Reading Discussion

Thursday, 19 October -- **FALL BREAK—NO CLASS!** “Go do something historical!”

Week 10— Poverty in Early America III

Reading Assignment: *Down and Out*, pgs. 235-311.

Tuesday, 24 October— Lecture

Thursday, 26 October-- Weekly RVT & Reading Discussion

Week 11— Drink in Early America I

Reading Assignment: *Taverns and Drinking*, pgs. 1-120.

Tuesday, 31 October-- Lecture

Thursday, 2 November-- Weekly RVT & Reading Discussion

Week 12— Drink in Early America II

Reading Assignment: *Taverns and Drinking*, pgs. 121-246

Tuesday, 7 November-- Lecture

Thursday, 9 November-- Weekly RVT & Reading Discussion

Week 13— Sex in the Eighteenth Century Colonies

Reading Assignment: *Sexual Revolution*, pgs. 227-339; start reading *The Infortunate*

Tuesday, 14 November-- Lecture

PAPER THREE DUE AT BEGINNING OF CLASS ON *Taverns and Drinking*

Thursday, 16 November-- Weekly RVT & Reading Discussion

Week 14—Disease in Colonial Societies I

Reading Assignment: *Pox Americana*, pgs. ix-166.

Tuesday, 21 November-- Lecture & Weekly RVT

Thursday, 23 November -- **THANKSGIVING HOLIDAY—NO CLASS!**

Give thanks in an appropriately Early American way!

Week 15— Disease in Colonial Societies II

Reading Assignment: *Pox Americana*, pgs. 167-277; finish reading *The Infortunate*

Tuesday, 28 November-- Lecture

Thursday, 30 November-- Weekly RVT & Reading Discussion

Week 16— A Wicked World? An Overview of Colonial America

Tuesday, 5 December—Final Discussion

FINAL PAPER DUE AT BEGINNING OF CLASS ON *THE INFORTUNATE*



"Prof. Zelner, may I be excused? My brain is full."

Final Exam:
Wednesday, December 13th,
2—4:30PM