

The University of Southern Mississippi
Department of History

History 461

Summer 2008

3:00—5:10 T, Th.

Red, White, & Black

The History of the Colonial South, 1500-1760



Dr. Kyle F. Zelner

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Office Hours: Tuesdays, 2-3PM; Thursdays, 5:10-6PM & by appointment

Statement of Purpose:

The area of the United States known as “the South” has long had a distinctive society and culture. Historians talk of the “Old South” and the “New South” and debate the uniqueness of the region and the part it has played in the wider history of the country and even the world. There is even a long-standing and heated debate about what constitutes the region itself—is Texas a southern state? Kentucky? Maryland? This course will examine the colonial history of the area in order to begin to discover the precedents set by life in that early era.

The region, more than any other in colonial America, was/is home to a diverse set of inhabitants: Native Americans, Europeans, and Africans. The confluence of those three peoples in the seventeenth and eighteenth centuries laid the groundwork for the region we know today. In order to better comprehend it, we must strive to understand them and how they came together in the place now known as the “Colonial South.”

Disclaimer for the Summer Session:

Even though this is a summer course, the amount of work must be the same as a regular 16-week term—3 credit hours is 3 credit hours and no adjustment is made for summer credit. Thus, assignments, readings, and discussions are highly condensed and you will have to work very hard to keep on track. The instructor will not accept any excuses for late work or offer an incomplete in this course unless the student can document a life-or-death (your own) emergency. The instructor also refuses to listen to any complaints about the timetable of the class—if you think the workload is not acceptable, take the course in a regular term.

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) and numerous journal articles.

In order to cover the vast amount of material necessary, the professor **will lecture each Tuesday**. 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 synthesis them in order to understand our topic.

On every Thursday, the class will become a discussion section to talk about that week's reading. It is IMPERATIVE that you have the reading done before class each Thursday because most of the class period will be devoted to discussion. Thursday classes will begin with a Reading Verification Quiz (RVQ) 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. 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 take note of class announcements or emails from the instructor for changes in this general format.

Required Books to Purchase (available at the campus Barnes & Noble):

T.H. Breen, *Tobacco Culture: The Mentality of the Great Tidewater Planters on the Eve of Revolution*. Princeton: Princeton University Press, 2001. ISBN-13: 978-0691089140

Karen Ordahl Kupperman, *Roanoke: the Abandoned Colony*. 2nd ed. Lanham, MD: Rowman and Littlefield, 2007. ISBN-13: 978-0742552630

Daniel C. Littlefield, *Rice and Slaves: Ethnicity and the Slave Trade in Colonial South Carolina*. Urbana: University of Illinois Press, 1991. ISBN-13: 978-0252062148

Mary Lynn Rampolla , *A Pocket Guide to Writing in History*. Bedford/St. Martins, 2006. ISBN-13: 978-0312446734

Assignments, Attendance, & Grading:

The first assignment is the careful reading of this syllabus. Attentive and informed reading of all class assignments is necessary for the satisfactory completion of the course.

Attendance at ALL classes is MANDATORY. Attendance will be taken at most class meetings and unexcused absences will hurt your final grade. Excessive unexcused absences (i.e. more than two) 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. I require written documentation from the appropriate authorities (dean's office, athletic coaches, doctors, etc.) in all cases. **Please Note:** If you stop attending class, but do not withdraw from the course on SOAR, the instructor reserves the right to issue a failing grade (F) 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 MAJOR ASSIGNMENT TO PASS THE COURSE.**

As stated above, the heart of this course is the outside reading and subsequent discussions on each Thursday. Students should come to class thoroughly familiar with all of the reading assigned for that day and prepared to discuss the readings in an informed manner. **Students are required to bring all assigned reading materials to class discussion.** Almost every Thursday will begin with a Reading Verification Quiz (RVQ) which will evaluate whether each student read that week's assignment carefully. RVQs will not pick out obscure points to examine—if students have read the material carefully, they will do very well on the RVQs. High-quality class discussion is vital to the success of the course and as such, thorough reading and lively participation will be rewarded. Class participation and RVQ scores together will account for 30% of the final class grade.

There will be two papers in this class. 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 Karen Kupperman's *Roanoke: The Abandoned Colony*—it will be worth 15% of your final grade. A critical book review 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, and 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*. It is due at the beginning of class on Tuesday, June 10th. The review will be a **maximum of 1000 words** and use the basic format of a critical review in a scholarly history journal.

The second paper, **an essay of 1600-1700 words**, will explore the similarities or differences between the two main regions of the colonial south, the Chesapeake (Virginia and Maryland) and the Lower South (the Carolinas). The paper will be worth 25% of your final grade and be due at the beginning of class on Tuesday, July 22nd. Further details will be distributed well in advance of the due date.

There will also be a final examination for the course on **Tuesday, July 29th from 11:00AM—1:30PM**). The exam will be a mixture of lecture identification questions and essay questions from lectures and your reading—portions of the exams may be given as a take home exam. The exam will count as 30% of your final grade. If you are unable to take the 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)	<u>Class Grading Scale:</u>
Reading Verification Quizzes (RVQs)	15% (150 Points)	A=1000-900 points;
Book Review	15% (100 Points)	B=899-800 points;
Comparison Essay	25% (250 Points)	C=799-700 points;
<u>Final Exam</u>	<u>30% (250 Points)</u>	D=699-600 points;
Total	100% (1000 Points)	F=below 600 points.

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 (including "Battlestar Galactica"). It is a great time to come in and discuss paper topics. 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 area of academic interest through lectures, intensive reading, writing, and regular classroom discussion. 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 account (yahoo, hotmail, etc.) if you desire, just be sure to check it in some fashion. Students who do not set up their accounts or respond to USM email may lose participation points and suffer a lower grade.
- 3. Pagers and Cell Phones:** All pagers and cell phones must be turned off when in class.
- 4. Support and Documentation:** Support your paper arguments with specific textual references—in other words, you must use footnotes for all papers. The only exception is for book reviews, when you may use parenthetical citations of the book under review. Follow *Chicago Manual of Style* format and documentation. Please note: I do not accept the use of "Ibid" in citations—instead I prefer the short author/title system. See pg. 107 of Rampolla (5th ed.) for more details. For additional help, see the USM Libraries' web page at <http://www.lib.usm.edu/research/guides/turabian.html> or the style manual required for the class: Rampolla, *A Pocket Guide to Writing in History*.

5. Wikipedia: Wikipedia and other open source sites of “information” are not scholarly or reliable and are never appropriate for use as a source in a formal history paper. Students in this course needing to use a general information source are encouraged to use a standard, reputable encyclopedia—for example, the *Encyclopedia Britannica* (online or hard copy).

6. 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 467—Dr. Zelner
Paper One
June 1, 2008

****Papers which do not conform to ALL of these rules WILL suffer a grade penalty.****

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 late will suffer a grade penalty of one full letter grade for every 24 hours they are late. (Example: a B- paper turned between 1 to 24 hours late would become a C-). Papers more than 96 hours (four days) late **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 university. 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 a student has a disability that qualifies under the American 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.

Address: The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001

Voice Telephone: (601) 266-5024 or (228) 214-3232 Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay Service* at 1-800-582-2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu.

Web: <http://www.usm.edu/oda/>

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

The Writing Center at the University of Southern Mississippi

Cook Library, First Floor (just beyond Starbucks)
(601) 266-4821 <http://www.usm.edu/writingcenter/>

What is the Writing Center?

The Writing Center is a free tutorial service available to any USM student who wants assistance with a writing project. We offer one-to-one writing instruction that's designed to help you become a more effective writer. We offer tutorial service on a walk-in basis or by appointment (on the hour for an hour). However, the appointments often book up several days in advance, so at some points during the year it is extremely difficult for us to have enough tutors available for walk in appointments--so making an appointment is always a good idea.

Summer 2008 Schedule

Monday: 10:00 a.m. to 5:00 p.m.
Tuesday: 10:00 a.m. to 5:00 p.m.
Wednesday: 10:00 a.m. to 5:00 p.m.
Thursday: 10:00 a.m. to 5:00 p.m.

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.



What is Turnitin? A web-based plagiarism detection software. 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 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.

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 467—Sec.01 Summer 2008, Dr. Zelner:

Class ID Number: **2287172** Class Password (case sensitive): **south**

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 Tuesday, June 3, 2008. If you need help, surf over to: <http://www.lib.usm.edu/research/plag/turnitin/index.php>

Course Schedule

* document available for download at:

http://ocean.otr.usm.edu/%7Ew535683/Syllabus_HIS_467_Summer_2008.pdf

Week One

The South in the Pre-Contact Era

Tuesday, 27 May Class Introduction

Thursday, 29 May RVQ, Lecture, and Discussion of Readings

Readings:

*Rountree, Helen C. [*The Powhatan Indians of Virginia*](#), Norman: University of Oklahoma Press, 1989. pgs. 79-113.

* Rountree, Helen C. "[Powhatan Indian Women](#): The People Captain John Smith Barely Saw" *Ethnohistory*, Vol. 45, No. 1 (Winter, 1998), 1-29.

GRADS ONLY

*Gleach, Frederic W. "[The Native Context](#)" In *Powhatan's World and Colonial Virginia: A Conflict of Cultures*. Lincoln: University of Nebraska Press, 1997, pgs. 22-60.

Week Two

The English Atlantic and a Place Called Roanoke

Tuesday, 3 June Lecture and General Discussion

☐[All students to register with Turnitin.com by this date](#)☐

Thursday, 5 June RVQ, Lecture, and Discussion of Readings

Readings:

Kuperman, Karen Ordahl, *Roanoke: The Abandoned Colony*. 2nd ed. New York: Rowman & Littlefield Publishers, 2007. Entire Book

GRADS ONLY

*Quinn, David Beers. "[Some Spanish Reactions to Elizabethan Colonial Voyages](#)" in *England and the Discovery of America, 1481-1620*. New York: Knopf, 1974. pgs. 264-281.

Week Three

Indian/English Contact and the Story of Jamestown

Tuesday, 10 June Lecture and General Discussion

☐Review of Kupperman's *Roanoke* due at the beginning of class☐
Thursday, 12 June RVQ, Lecture, and Discussion of Readings

Readings:

* Quitt, Martin H. "[Trade and Acculturation at Jamestown, 1607-1609](#): The Limits of Understanding" *William and Mary Quarterly*, Vol. 52, No. 2 (Apr., 1995), 227-258.

* Vaughan, Alden T. "'[Expulsion of the Salvages](#)': English Policy and the Virginia Massacre of 1622" *William and Mary Quarterly*, Vol. 35, No. 1, (Jan., 1978), 57-84.

GRADS ONLY

* Morgan, Edmund S. "[The Labor Problem at Jamestown, 1607-18.](#)" *The American Historical Review*, Vol. 76, No. 3 (Jun., 1971), pp. 595-611.

Week Four

Life and Death in the Early Chesapeake

Tuesday, 17 June Lecture and General Discussion

Thursday, 19 June RVQ, Lecture, and Discussion of Readings

Readings:

* Earle, Carville V. "[Environment, Disease, and Mortality in Early Virginia](#)," in Thad W. Tate & David L. Ammerman, eds., *The Chesapeake in the Seventeenth Century: Essays on Anglo-American Society* (Chapel Hill, 1979), pp. 95-125.

* Rutman, Darrett B. and Anita H. "'[Now-Wives and Sons-in-Law](#)': Parental Death in [A Seventeenth-Century Virginia County](#)". in Thad W. Tate & David L. Ammerman, eds., *The Chesapeake in the Seventeenth Century: Essays on Anglo-American Society* (Chapel Hill, 1979), pp. 153-175.

GRADS ONLY

* Kupperman, Karen Ordahl, "[Apathy and Death in Early Jamestown](#)," *The Journal of American History*, Vol. 66, No. 1. (Jun., 1979), pp. 24-40.

* Ransome, David R. "[Village Tensions in Early Virginia](#): Sex, Land, and Status at the Neck of Land in the 1620s" *Historical Journal*, Vol. 43, No. 2 (Jun., 2000), 365-381.

Week Five

The Problem of Labor in the Chesapeake

Tuesday, 24 June No Class

Thursday, 26 June RVQ, Lecture, and Discussion of Readings

Readings:

* Menard, Russell R. "[From Servant to Freeholder](#): Status Mobility and Property Accumulation in Seventeenth-Century Maryland" *William and Mary Quarterly*, Vol. 30, No. 1, (Jan., 1973), 37-64.

* Berlin, Ira, "[From Creole to African](#): Atlantic Creoles and the Origins of African-American Society in Mainland North America," *William and Mary Quarterly*, 3rd Ser., Vol. 53, No. 2 (1996), pp. 251-288.

GRADS ONLY

* Lee, Jean Butenhoff, "[The Problem of Slave Community in the Eighteenth-Century Chesapeake](#)" *William and Mary Quarterly*, Vol. 43, No. 3 (Jul., 1986), 334-361.

Week Six

The "Other" Colonial South: The Carolinas

Tuesday, 1 July Lecture and General Discussion

Thursday, 3 July RVQ, Lecture, and Discussion of Readings

Readings:

* Waterhouse, Richard, "[England, the Caribbean, and the Settlement of Carolina](#)" *Journal of American Studies* (UK). Vol. 9 No. 3 (1975), 259-281.

*Anzilotti, Cara. "[Autonomy and the Female Planter in Colonial South Carolina](#)" *Journal of Southern History*, Vol. 63, No. 2, (May, 1997), 239-268.

GRADS ONLY

* Ramsey, William L. "[A Coat for 'Indian Cuffy'](#): Mapping the Boundary between Freedom and Slavery in Colonial South Carolina" *South Carolina Historical Magazine* Vol. 103, No. 1 (January 2002), 48-66.

* Lee, Wayne E. "[Fortify, Fight, or Flee](#): Tuscarora and Cherokee Defensive Warfare and Military Culture Adaptation" *Journal of Military History*, Vol. 68, No. 3 (Jul., 2004), 713-770.

Week Seven

Rice and Slavery in the Carolinas

Tuesday, 8 July Lecture and General Discussion

Thursday, 10 July RVQ, Lecture, and Discussion of Readings

Readings:

Littlefield, Daniel C. *Rice and Slaves: Ethnicity and the Slave Trade in Colonial South Carolina*. Urbana: University of Illinois Press, 1991. Entire Book.

GRADS ONLY

* Thornton, John K. "[African Dimensions of the Stono Rebellion](#)" *American Historical Review*, Vol. 96, No. 4 (Oct., 1991), 1101-1113.

Week Eight

The Rise and Fall of the Chesapeake Gentry

Tuesday, 15 July Lecture and General Discussion

Thursday, 17 July RVQ, Lecture, and Discussion of Readings

Readings:

Breen, T.H., *Tobacco Culture: The Mentality of the Great Tidewater Planters on the Eve of Revolution*, Princeton: Princeton University Press, 2001, pgs. xi-159.

GRADS ONLY

* Breen, T. H. "[Horses and Gentlemen](#): The Cultural Significance of Gambling among the Gentry of Virginia," *William and Mary Quarterly*, 3rd. Ser., Vol. 34, No. 2 (Apr., 1977), 239-257.

Week Nine

The Coming of the Revolution in the South

Tuesday, 22 July Lecture and General Discussion

☐Comparison paper due at the beginning of class☐

Thursday, 24 July RVQ, Lecture, and Discussion of Readings

Readings:

Breen, T.H., *Tobacco Culture: The Mentality of the Great Tidewater Planters on the Eve of Revolution*, Princeton: Princeton University Press, 2001. pgs. 160-210.

* Olwell, Robert A. "'[Domestick Enemies](#)': Slavery and Political Independence in South Carolina, May 1775-March 1776" *Journal of Southern History*, Vol. 55, No. 1 (Feb., 1989), 21-48.

GRADS ONLY

* Isaac, Rhys “[Evangelical Revolt](#): The Nature of the Baptists' Challenge to the Traditional Order in Virginia, 1765 to 1775,” *William and Mary Quarterly*, Vol. 31, No. 3 (Jul., 1974), 345-368.

*Holton, Woody. "[Rebel against rebel!](#)." *Virginia Magazine of History & Biography* 105, no. 2 (Spring 1997): 157. *Academic Search Premier*, EBSCOhost (accessed May 20, 2008).

Week Ten

Final Exam

Tuesday, July 29th 11:00AM—1:30PM

