

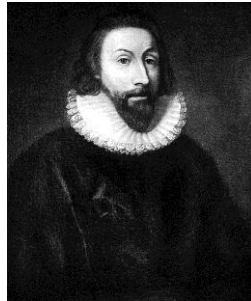
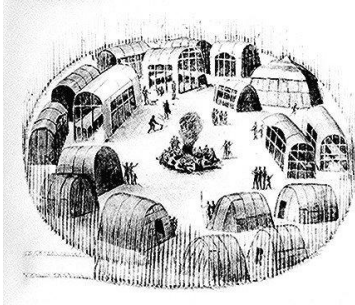
The University of Southern Mississippi
Department of History

History 460

Fall 2011

1:00–2:15pm T, Th.

A Brave “New” World:
Major Themes in Colonial American History, 1492–1765



“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

Dr. Kyle F. Zelner

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Web Site: <http://ocean.otr.usm.edu/~w535683/Index.html>

Office Hours: Tuesdays and Thursdays, 2:30–5PM, Wednesdays 4–5PM, & by appointment

Statement of Purpose:

In the early days of the professional study of history in the United States, the colonial period was seen as a mere backdrop to the “real” beginning of America, the American Revolution. The “formative period” was often dispensed with in a few short lectures—the story of the Pilgrims and perhaps a mention of Captain John Smith and Pocahontas—to open the grand pageant of Revolution and nation building. Some early historians even argued that in leaving the mother country of England, the earliest settlers were themselves “Revolutionaries” and the entire colonial period was part of the American Revolution.

That was a long time ago. Today, the colonial period of American history, lasting over 250 years (1492–1765), is recognized as an incredibly important and complex world all on its own—one that deserves and receives an enormous amount of attention from historians, archivists, archaeologists, and anthropologists. It is in the colonial period that the true nature of America was born—a culture of diverse immigrants (some voluntary, others forced, others invaded) who struggled to live and work together in an alien environment in order to better their lives and the lives of their families.

We will, in sixteen short weeks, explore the settlement, peopling, and development of North America from around 1600 until the 1760s. Unfortunately, except for a few brief instances of comparison, French and Spanish colonization efforts will be excluded, in order to focus more intently on the majority of the colonists in North America, the British. Even with this tight focus, we will barely scratch the surface of scholarly understanding about this crucial time. Hopefully, however, by the end of the class, you will come away with an appreciation of the importance of the period and a respect for the talented historians working in the field, who bring the past back to life with their research and writing.

Mechanics of the Course:

As an upper-division history course, class will be divided between lectures and discussions. Audio-visual materials will be used during certain classes to stimulate understanding and discussion. You will also

devote a considerable amount of time to outside reading, of both the class “text” and a number of important monographs (single-subject books). It is important that you have the reading done before class each week to be able to follow the lectures more precisely and because most classes will involve some aspect of small group discussion. There are a number of times when the class will hold a scheduled discussion on one of the class readings. Active and thoughtful participation in the discussions is a requirement of the course and will figure into your participation grade. Readings and lectures are complementary in this course—you will have to synthesize them in order to understand our topic. The schedule of topics and the reading assigned to complement the lectures follows below; listen for class announcements for changes in this general format.

Required books to purchase (available at USM Barnes & Nobel and much cheaper online):

Textbooks and Writing Guides:

Taylor, Alan. *American Colonies*. New York: Viking, 2001.

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 6th ed. Boston: Bedford, 2010.

Monographs:

Anderson, Fred. *A People's Army: Massachusetts Soldiers and Society in the Seven Years War*. New York: Norton, 1984.

Anderson, Virginia DeJohn. *New England's Generation: The Great Migration and the Formation of Society and Culture in the Seventeenth Century*. Reprint ed. Cambridge: Cambridge University Press, 1993.

Calloway, Colin G. *New Worlds for All: Indians, Europeans, and the Remaking of Early America*. Baltimore: Johns Hopkins University Press, 1997.

Olwell, Robert. *Masters, Slaves, & Subjects: The Culture of Power in the South Carolina Low Country, 1740-1790*. Ithaca: Cornell University Press, 1998.

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

Assignments, Attendance, & Grading:

The first assignment of the class is the careful reading of this syllabus. Attentive and informed reading of all class assignments is necessary for the satisfactory completion of the course. Occasionally, the instructor may hand out a short historic document during class and conduct an impromptu discussion on it to foster a better understanding of that week's topic. Active and thoughtful participation in the discussions is a requirement of the course and will count for 10% of the final grade.

The omission of any major class requirement will result in automatic failure for the course—IN OTHER WORDS, YOU MUST TURN IN EVERY ASSIGNMENT TO PASS THE COURSE.

There will be three 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 Colin Calloway’s book *New World’s for All* and will be worth 15% of your final grade. It will be due on Tuesday, September 13th and will be a maximum of 1000 words long. 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? Reviews should begin with the standard bibliographical heading (see Rampolla pg. 104). 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 the *New England Quarterly*. In addition, H-Net has useful guidelines for its book reviewers which may be helpful (http://www.h-net.org/reviews/guidelines_books.php).

The second paper will examine John Ruston Pagan’s book *Anne Orthwood’s Bastard* and will be worth 15% of your final grade. The paper will be a maximum of 1000 words and will be due at the beginning of class on Thursday, September 29th. The paper must answer the question: “What does Pagan, in *Anne Orthwood’s Bastard*, explain about the nature of society in early Virginia and how well does he explain it?” At most, you should focus on one or two of the book’s themes to write this paper, being sure to make a strong argument. You must use evidence (quotations, paraphrases, etc.) from the book to prove your argument about the author’s effectiveness. This is, in effect, a focused critical book review. You should use the basic format of a critical review to write the paper.

The third paper will focus on Robert Olwell’s *Masters, Slaves, and Subjects*. This paper, due at the beginning of class on Tuesday, November 8th, will be a maximum of 1400 words and will account for 15% of your final grade. 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 this last assignment will be distributed, as stated above, well in advance of the due date to ensure students start working on papers early.

There will be two examinations during the course, a midterm exam (during normal class time on Thursday, October 20th) and a final exam (Tuesday, December 13th, 1:30 pm - 4:00 pm). Examinations will be a mixture of lecture identification questions and essay questions from lectures and your reading—portions of the exams may be given as take home exams. The midterm exam will count as 20% of your final grade and will incorporate a question about the book *New England’s Generations*, as well as material from lectures. The final, which will incorporate a question about the book *A People’s Army* as well as lecture material, will be worth 25%. See the section on course policies below for more information on exams (especially missing exams)

Grading Breakdown:

<i>New Worlds</i> Paper	15%	150 points
<i>Orthwood</i> Paper	15%	150 points
<i>Masters</i> Paper	15%	150 Points
Midterm Exam	20%	200 Points
Final Exam	25%	250 Points
<u>Participation</u>	10%	100 Points
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

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. 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. Attendance: 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 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 on SOAR, the instructor reserves the right to issue a failing grade (F) for the course.

3. 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.

4. Pagers, Cell Phones, and Laptops: All pagers and cell phones must be turned off when in class. Laptops will be allowed for note taking, however the instructor reserves the right to inspect the laptop during class or to require you to produce notes within ten minutes of the end of class if he suspects the misuse of a laptop (lurking on Facebook, surfing the web, answering emails, etc.). Students who misuse laptops in class will lose their laptop privileges for the entire semester. Any exceptions to this policy must be cleared with the instructor in advance.

5. Support and Documentation on Papers: 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. For help and examples, see the USM Libraries' web page at <http://www.lib.usm.edu/research/guides/turabian.html> or the style manual for the class: Rampolla, *A Pocket Guide to Writing in History*.

Note: I do not accept the use of "Ibid" in citations—instead I prefer the short author/title system. See pg. 103 of Rampolla (6th ed.) for more details.

6. Wikipedia: Wikipedia and other open source sites of “information” are not reliable and are not appropriate for use as a source in a formal history paper. Students in this course needing a general information source are encouraged to use a standard, reputable encyclopedia—for example, the *Encyclopedia Britannica* (online or hard copy).

7. Manuscript Preparation: All papers should be computer-generated (12pt “normal” font) 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. **Papers which do not conform to ALL of these rules WILL suffer a grade penalty.**

*Sample heading for papers:

Student Name
History 460—Dr. Zelner
Paper One
February 30, 2011

8. 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.

9. Delivery of Papers and Turnitin: 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.

Turnitin.com Class Information for History 460—Sec.01 Fall 2011 Dr. Zelner:

Class ID Number: 4251728 **Class Password** (case sensitive): history

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, September 6, 2011. If you need help, surf over to: <http://www.lib.usm.edu/research/plag/turnitin/index.php>

10. Late Papers and Missed Exams: 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 four days late (96 hours) **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.

If you are unable to take an exam, be sure to discuss it with me 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 letter stating the student was too ill to take the exam) **must** be produced before a student may take a “make-up” exam. Decisions on the validity of the documentation are within the sole purview of the instructor. Make-up exams will be substantially different from the original exam (and may be more difficult). 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.

11. 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.

12. 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.

13. 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, Cook Library Room 112, (601) 266-4821,

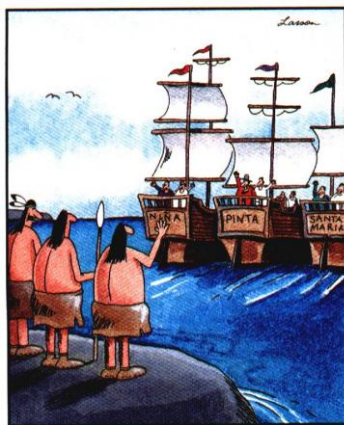
<http://www.usm.edu/writingcenter>

“The Writing Center is a free service that allows students at USM to work one-on-one with experienced writers on any aspect of their assignments, usually:

- Grasping the assignment and what it requires
- Understanding how their own writing is working and isn’t working
- Learning strategies for writing tasks (how to brainstorm, organize, etc.)
- Practicing the art of revision in both re-seeing and rewriting”

There is also an on-line History Writing Lab with helpful handouts on the History Department’s website at: <http://www.usm.edu/history/HWL-guides.php>

14. 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.



“Did you detect something a little ominous in the way they said, ‘See you later?’”



Course Schedule

Week 1–Class Introduction

Reading Assignment: Syllabus; *American Colonies*, pgs. x–xvii; *Writing in History*, entire book.

- Thursday, 24 August–Class Introduction

Week 2–Pre–Contact: America & Europe

Reading Assignment: *American Colonies*, pgs. 4–49; *New Worlds for All*, pgs. xiii-91.

- Tuesday, 30 August–Lecture & General Discussion
- Thursday, 1 September–Lecture & General Discussion

Week 3–Contact on the Atlantic Frontier

Reading Assignment: *American Colonies*, pgs. 50–113; *New Worlds for All*, pgs. 92-198.

- Tuesday, 6 September–Lecture & General Discussion
***ASSIGNMENT: ALL STUDENTS TO REGISTER WITH WWW.TURNITIN.COM BY THIS DATE**
- ▶ Wednesday, 7 September–Last day to drop classes and receive 100% financial refund
- Thursday, 8 September–Lecture & Discussion of *New Worlds for All*

Week 4–Jamestown and the Early Chesapeake

Reading Assignment: *American Colonies*, pgs. 118–157; *Anne Orthwood's Bastard*, pgs. 3-80.

- Tuesday, 13 September–Lecture & General Discussion
***ASSIGNMENT: PAPER ON NEW WORLDS FOR ALL DUE AT START OF CLASS**
- Thursday, 15 September–Lecture & General Discussion

Week 5–The Tobacco Colonies

Reading Assignment: *Anne Orthwood's Bastard*, pgs. 81-150.

- Tuesday, 20 September–Lecture & General Discussion
- Thursday, 22 September–Lecture & Discussion of *Ann Orthwood's Bastard*

Week 6– Slavery Comes to the Chesapeake

Reading Assignment: Anthony S. Parent, “The Laws of Slavery,” pgs. 105-134 in *Foul Means: The Formation of a Slave Society in Virginia, 1660-1740* (Chapel Hill: Univ. of North Carolina Press, 2003). Distributed via email.

- Tuesday, 27 September–Lecture & General/Article Discussion
- Thursday, 29 September–Lecture & General Discussion
***ASSIGNMENT: PAPER ON ANNE ORTHWOOD’S BASTARD** DUE AT START OF CLASS

Week 7— A City on a Hill

Reading Assignment: *American Colonies*, pgs. 158–203; *New England’s Generations*, pgs. ix-88.

- Tuesday, 4 October–Lecture & General Discussion
- ▶ Wednesday, 5 October–Last day to drop full-semester classes without academic penalty
- Thursday, 6 October–Lecture & General Discussion

Week 8– A Puritan Commonwealth

Reading Assignment: *New England’s Generations*, pgs. 89–221.

- Tuesday, 11 October–Lecture & General Discussion
- Thursday, 13 October–**FALL BREAK–No Class!** “Go do something historical!”

Week 9– The Restoration Colonies I: South

Reading Assignment: *American Colonies*, pgs. 204–244; *Masters, Slaves, & Subjects*, pgs. xi-101.

- Tuesday, 18 October–Lecture & Discussion on *New England’s Generation*
- Thursday, 20 October–***ASSIGNMENT: MID-TERM EXAM (INCLUDES BOOK *NEW ENGLAND’S GENERATIONS*) AND LECTURE IDS**

Week 10– The Restoration Colonies II: North

Reading Assignment: *American Colonies*, pgs. 245–272; *Masters, Slaves, & Subjects*, pgs. 103-180.

- Tuesday, 25 October–Lecture & General Discussion
- Thursday, 27 October–Lecture & General Discussion

Week 11– The Glorious Revolution in America

Reading Assignment: *American Colonies*, pgs. 276-337; *Masters, Slaves, & Subjects*, pgs. 181-283.

- Tuesday, 1 November–Lecture & General Discussion
- Thursday, 3 November–Lecture & Discussion on *Masters, Slaves, & Subjects*.

Week 12–The Great Awakening

Reading Assignment: *American Colonies*, pgs. 338–362; Bearskin, Douglas L. “Jonathan Edwards, Enthusiast? Radical Revivalism and the Great Awakening in the Connecticut Valley” in *Church History*, Vol. 74 Issue 4 (Dec. 2005): 683-739. Distributed via email.

- Tuesday, 8 November–Lecture & General Discussion
 - ***ASSIGNMENT: PAPER ON MASTERS, SLAVES, & SUBJECTS DUE AT START OF CLASS**
- Thursday, 10 November–Lecture & General/Article Discussion

Week 13–America in 1750: Anglicization

Reading Assignment: Rhys Issac, “Evangelical Revolt: The Nature of the Baptists' Challenge to the Traditional Order in Virginia, 1765 to 1775” in *The William and Mary Quarterly* Third Series, Vol. 31, No. 3 (Jul., 1974): 345-368, JSTOR Stable URL: <http://www.jstor.org/stable/1921628>

- Tuesday, 15 November–Lecture & General Discussion
- Thursday, 17 November–Lecture & General/Article Discussion
- ▶ Friday, 18 November–Last day to file application for degree for spring 2012 commencement

Week 14–America in the British Empire

Reading Assignment: *American Colonies*, pgs. 364–395; *A People's Army*, pgs. v-110.

- Tuesday, 22 November–Lecture & General Discussion
- Thursday, 24 November –**THANKSGIVING HOLIDAY–NO CLASS!**
Give thanks in an appropriately Early American way!

Week 15–Imperial Warfare on a Grand Scale

Reading Assignment: *American Colonies*, pgs. 420–443; *A People's Army*, pgs. 111-223.

- Tuesday, 29 November–Lecture & General Discussion
- Thursday, 1 December– Lecture & General Discussion

Week 16–War’s Aftermath

Reading Assignment: *American Colonies*, review for exam.

- Tuesday, 6 December–Lecture & Discussion on *A People’s Army*
- Thursday, 8 December–Discussion on the “Nature” of Colonial America

Final Exam

Tuesday, December 13th, 1:30 p.m. - 4:00 p.m.

