

**HI 441/541: Colonial and Revolutionary U.S. History
Fall 2015**

North Carolina State University
115 Withers Hall
Mondays 6:00-8:45

Professor M. Cherry

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Office Hours: Wednesdays 3:30-4:30, and by appointment.

Course Description:

In this advanced seminar, we will explore the major themes of colonial North American history, from the earliest encounters between native peoples, Europeans, and Africans to the founding of the United States. This course will take a continental approach: in addition to the history of British colonies in North America and the Caribbean, we will study Spanish, French, and Dutch colonial societies. Throughout the semester, we will grapple with a number of questions central to the early American experience. What were the consequences of the Columbian Exchange for Native Americans, European colonists, and African Americans? Why did the European colonies develop in such different ways? How did racism and slavery emerge in British colonial America? How did religion and economic factors shape the development of North America? How did colonists from such different societies find common characteristics that made them 'American,' and why did they no longer feel British? And why did the American colonies choose to fight for their independence from Great Britain?

GEP Objectives: This class fulfills a GEP Humanities Requirement and its requisite objectives, which are to: 1) Engage the human experience through the interpretation of human culture, and 2) become aware of the act of interpretation itself as a critical form of knowing in the humanities; and 3) make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Course Objectives:

As part of this course, students will:

- 1) Gain a basic understanding of the people, places, and events that shaped the colonial North American past.
- 2) Gain an appreciation of recent developments in scholarship in this field.
- 3) Learn to digest, critique, and assess historical arguments.
- 4) Construct thoughtful, evidence-based opinions; engage in reasoned and respectful debate, and craft convincing arguments, both in person and in writing.

Course Prerequisites: 3 hours of History. I also feel strongly that students should have taken (or be currently taking) History 300 before enrolling in this course.

Course Requirements for History 441/541:

In order to chart our progress towards these objectives, evaluation will draw upon the following areas:

- 1) **Class Participation (35% of final grade).** An excellent participant will attend every class session, thoroughly read and consider all of the class readings, engage their fellow students in respectful conversation, and offer considered comments from the readings.
- 2) **Quiz (5%).** During the second and third weeks of the semester, we will have a two-part quiz on key events and themes in colonial North American history, relying on Alan Taylor's interpretation set forth in *American Colonies*. Students will answer multiple-choice questions and brief essay responses on momentous events, ideas, and themes relevant to the early history of North America.
- 3) **Two Book Reviews (20%; 10% each).** Two (2) two-page, double-spaced reviews; for details, please see the handout on book reviews. Your first review must be turned in by November 2. You may write your book review either on an assigned book or on a book that you are reading for your final paper.
- 4) **Final Paper Proposal.** A brief (one page) explanation of the topic you would like to research for your final paper. Due in class on September 21.
- 5) **Annotated Bibliography (10%).** In consultation with the instructor, students will prepare an annotated bibliography that addresses a single theme in the historiography of colonial and Revolutionary U.S. history. The bibliography is due at the beginning of class on October 19.
 - a. Students in 441 will write a 4-5 page, double-spaced bibliography that addresses four books (or articles, with two articles equaling one book).
 - b. Students in 541 will write a 7-9 page, double-spaced bibliography that addresses seven books (or articles, with two articles equaling one book).
- 6) **Final Paper (30%).** One double-spaced historiographical paper based on the topic addressed by the annotated bibliography. This paper should analyze the approaches various historians have taken to a critical historical problem and evaluate the state of existing scholarship on this topic. Final papers are due by 5:00pm on Thursday, December 17. You may hand them in to Prof. Cherry at 362 Withers Hall.
 - a. Students in 441 will write a final paper of 14-16 pages.
 - b. Students in 541 will write a final paper of 20-25 pages. If they wish, they may write an original research paper based on primary sources instead of a historiographical paper.

Paper formatting: All written assignments in this class should be composed in 12-point Times New Roman font, and should list page numbers. Footnotes and bibliographic information should follow the Chicago style. If you have printer problems or need to drive more than 30 minutes to deliver your paper, you may email me a digital copy of your paper.

Grading: I do not round grades up. Grades in this course will be calculated as follows:

98-100% A+
88-89% B+
78-79% C+
68-69% D+
0-59% F

94-97% A
84-87% B
74-77% C
64-67% D

90-93% A-
80-83% B-
70-73% C-
60-63% D-

Late Work: You are expected to complete written assignments within the time period allotted. Except for prior arrangement with the instructor or serious, proven emergency, *late papers will be marked down a half grade each day*. Assignments and exams will be graded on both content and clarity of expression. There will be no incompletes granted.

Classroom Behavior: Education is a shared endeavor. I expect you to help create and maintain a respectful classroom environment. A respectful environment requires you to do the following:

- You must read all of the assigned material each day before class. It is crucial that all students come to class prepared—having completed all readings fully and *reflected on their significance* in the broader context of the course. Students should take notes on their readings, look up unfamiliar terms, and jot down comments and questions for class discussion. Students should bring a hard copy (printed or published) of the assigned readings with them to each class.
- As this is an upper-level seminar, the core of this class will be discussion of the assigned readings. **All students must actively participate in class discussion.**
- Respect each other when speaking or listening. There is a fine line between free speech and hateful speech. The former is absolutely necessary to learning; the latter stifles it. If in doubt about the distinction, please ask.
- You are expected to come to class on time, place your entire attention on the course for the duration, and remain for the entire class period.
- ***No electronics are allowed including laptops, phones, beepers etc., during seminar discussions. Turn off your phone (or put it on silent mode) before attending class.*** If you are having a personal or family emergency in which you absolutely need a phone or beeper, talk to me before class. (This rule does not apply to technology that has been pre-approved by the instructor and Disability Services).
- Please contact the instructor immediately about any planned absences.
- Do not eat or chew gum in class. Coffee and other drinks are fine. Clean up your own mess.

Electronic Device Policy

The use of any electronic devices (laptops, cellphones, Blackberries, iPhones, tablets, &c.) in seminar discussions is not permitted, unless arrangements have been made with the Disability Services (see above). Students caught using electronic devices will be given two warnings per semester; after the third warning, the student will not receive a participation grade for the course.

Attendance: Punctual attendance at every class is MANDATORY. Your attendance will be monitored each day through sign-up sheets and pop quizzes. Only excused absences under University regulations (<http://policies.ncsu.edu/regulation/reg-02-20-03>) will be allowed. If you anticipate missing class due to an excused absence, please let me know as soon as possible before the class. **Verification that a student has a legitimate medical or personal reason for missing class will be necessary to qualify for an excused absence.**

- **For anticipated absences, provide appropriate documentation to me.** This applies to the following situations: representing the University in an official capacity,

- attending a professional meeting, serving as a member of an athletic team, military service, required court attendance.
- **For short-term illness (colds) or injury, provide a doctor's note that includes the date of your absence(s) to me.**
 - **For death in the family, funeral attendance, serious illness, and/or religious observance:** Take appropriate documentation to Dr. Roger Callanan at the Division of Undergraduate Academic Programs, Park Shops, 515-3037. The DUAP will work with you to verify your absence and report back to me, usually by copying a message to you, the instructor, and your advisor. It is your responsibility to make sure that this is completed in a timely manner. Should an unreasonable amount of time lapse—for example: your absence occurs in February but you seek an excuse in March or April—I will not accept the excused absence.

Excessive lateness or more than one unexcused absence will adversely affect your final grade. **One half-grade will be deducted from the final course grade for every unexcused absence after the initial one. Students with more than three unexcused absences will NOT receive credit for the course.**

Academic Honesty: All students at North Carolina State University are bound by the Code of Student Conduct. Academic dishonesty in any form is totally unacceptable, and will not be tolerated. Lying about attendance, cheating on exams, and claiming others' work as your own are examples. Consult <http://policies.ncsu.edu/policy/pol-11-35-01> for further information. The penalties for academic misconduct can be severe, ranging from being placed on probation for academic integrity to expulsion from the university. Consult the following definitions and consequences of academic dishonesty in section 7-13 below: http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php. If you are confused about what constitutes plagiarism, please consult the History Department's site: http://history.ncsu.edu/ug_resources/plagiarism_honor_code. Violations for academic misconduct in this course can range from receiving no credit on the assignment in question to receiving no credit for the class, although the Office of Student Conduct may place additional penalties on the student, such as expulsion.

Students with Disabilities: Students with personal, medical or physical barriers to success should contact the instructor as soon as possible. Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students **must register** at the beginning of the semester with Disability Services for Students at 2751 Cates Avenue, Third Floor- First Year College Commons, Campus Box 7509, 515-7653. See also: <http://policies.ncsu.edu/regulation/reg-02-20-01>.

Writing Assistance: This class will require a great deal of your energy and your time. Depending upon your previous experience with humanities courses and the requirements of this discipline, you may find the assignments and reading load difficult. Many persons and written resources are available to help you succeed. One such resource is the undergraduate tutorial center, www.ncsu.edu/tutorial_center/ that provides free writing and public speaking assistance to undergraduates.

Supporting Fellow Students in Distress: As members of the NC State Wolfpack community, we each share a personal responsibility to express concern for one another and

to ensure that this classroom and the campus as a whole remains a safe environment for learning. Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you. When this is the case, I would encourage you to report this behavior to the NC State Students of Concern website:

<http://studentsofconcern.ncsu.edu/>. Although you can report anonymously, it is preferred that you share your contact information so they can follow-up with you personally.

Career Planning: CHASS Career Services are available through the Career Development Center, 2100 Pullen Hall. Your career contacts are: Jane Matthews (A-H) and Woody Catoe (I-Z). Make appointments through ePACK. careers.ncsu.edu

Student Evaluations: Students will evaluate the course online near the end of the semester at this URL: <https://classeval.ncsu.edu>. All evaluations are confidential; instructors will never know how any one student responded to any question. I very much appreciate your detailed, constructive comments; it will improve the way I teach and directly benefit future students in this course.

Contacting the Instructor: The most effective way to contact me is by e-mail. I will answer most e-mails during business hours during workdays. Emails sent after 5:00pm on Friday, or on weekends and holidays, will be answered on the following Wednesday. Please be patient, as your professors have an average of ninety students each semester and must also maintain a full-time research profile in addition to other university obligations. Please send emails to me from your NCSU account so they don't get stuck in my spam filter.

Course website: <https://wolfware.ncsu.edu/>

Books Assigned:

Please note: I strongly encourage all of you to buy your books as cheaply as you can. All are available on Amazon, and many are available for much cheaper in older editions. Shop around online for used books to save yourselves up to a hundred dollars.

All books have been placed on 24 hour reserve at DH Hill Library.

Optional:

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*. Any edition is fine with me. ISBN 978-0226823379.

Required:

Alan Taylor, *American Colonies: The Settling of North America*.

T.H. Breen, *The Marketplace of Revolution: How Consumer Politics Shaped American Independence*.

Elizabeth Fenn, *Pox Americana: The Great Smallpox Epidemic of 1775-82*.

Course Schedule:

N.B.: This schedule is a proposed course of action, not a contract. Dates, reading assignments, and lecture topics are subject to change with notice.

Mon Aug 24 — Introduction

Mon Aug 31 — Overview of seventeenth-century North America

Reading: Alan Taylor, *American Colonies: The Settling of North America*, x-272; Neal Salisbury, “The Indians' Old World: Native Americans and the Coming of Europeans,” *The William and Mary Quarterly* 53, no. 3 (1996): 435-458.

Mon Sept 7 — no classes

Mon Sept 14 — Overview of eighteenth-century North America

Reading: Alan Taylor, *American Colonies: The Settling of North America*, 276-477; John M. Murrin, “1776: The Countercyclical Revolution,” in *The American Revolution Reader*, ed. Denver Brunsman and David J. Silverman (New York: Routledge, 2014), 76-91; Peter H. Wood, “From Atlantic History to a Continental Approach,” in *Atlantic History: A Critical Appraisal*, ed. Jack P. Greene and Philip D. Morgan (New York: Oxford University Press, 2009), 279-298.

Mon Sept 21 — Problems in Paradise

Reading: Virginia DeJohn Anderson, “King Philip’s Herds: Indians, Colonists, and the Problem of Livestock in Early New England,” *The William and Mary Quarterly*, 51, no. 4 (October 1994), 601-624; Katherine Grandjean, “New World Tempests: Environment, Scarcity, and the Coming of the Pequot War,” *The William and Mary Quarterly*, 68, no. 1 (January 2011), 75-100.

Primary Source: Increase Mather, *A Relation of the Troubles which have hapned in New-England, by reason of the Indians there*, 1677.

*Paper Proposal DUE

Mon Sept 28 — Gender, Sexuality, and Religion in Puritan New England

Reading: Elizabeth Reis, “The Devil, the Body, and the Feminine Soul in Puritan New England,” *Journal of American History*, 82, no. 1 (June 1995), 15-36; Thomas Foster, “Deficient Husbands: Manhood, Sexual Incapacity, and Male Marital Sexuality in Seventeenth-Century New England,” *William and Mary Quarterly* 56, no. 4 (1999): 723-744.

Primary Source: Nicholas Noyes, “Reasons Against Wearing of Periwigs,” c.1700; Selections of *Aristotle’s Masterpiece*.

Mon Oct 5 — Slavery

Reading: Wendy Anne Warren, “The Cause of Her Grief: The Rape of a Slave in Early New England,” *Journal of American History*, 93, no. 4 (March 2007), 1031-49; Philip Morgan, *Slave Counterpoint: Black Culture in the eighteenth-Century Chesapeake and Lowcountry* (Chapel Hill: University of North Carolina Press, 1998), 1-45, 175-194.

Primary Source: *A Narrative of the Life and Adventures of Venture [Smith]*

Mon Oct 12 — No class; mandatory individual meetings with Professor Cherry to discuss paper topics (come prepared)

Suggested Reading: a historiographic paper to help you think about your own paper project

*Friday, October 16 is the University deadline to drop a class.

Mon Oct 19 — Students' Choice

Reading: TBA: 2 or 3 articles chosen by class vote from a larger number selected by Prof. Cherry.

*Annotated Bibliography DUE

Mon Oct 26 — The Past's Repast

Reading: James E. McWilliams, *A Revolution in Eating: How the Quest for Food Shaped America* (New York: Columbia University Press, 2005), 1-54, 89-165.

Primary Source: Jonathan Ashley's Account of Family Expenses, 1751; Farming almanac

Mon Nov 2 — Consumer Revolution

Reading: T.H. Breen, *The Marketplace of Revolution: How Consumer Politics Shaped American Independence*.

Primary Source: Virginia Stamp Act Resolutions, 1765; Charleston Merchants' Proposed Plan of Nonimportation, 1769

*First book review must be completed by November 2.

Mon Nov 9 — Revolutionary Ideas

Reading: Bernard Bailyn essays TBA

Primary Source: Declaration and Resolves of the First Continental Congress, 1774; Declaration of Independence, 1776.

Mon Nov 16 — Revolutionary Reverberations

Reading: Colin Calloway, "We Have Always Been the Frontier': The American Revolution in Shawnee Country," *The American Indian Quarterly*, 16, no. 1 (Winter 1992), 39-52; Alfred F. Young, "How Radical was the American Revolution?" in Alfred F. Young, ed., *Beyond the American Revolution: Explorations in the History of American Radicalism* (DeKalb: Northern Illinois University Press, 1993), 317-364.

Primary Source: TBA

Mon Nov 23 — Politics and the People

Reading: TBA: 2 or 3 articles chosen by class vote from a larger number selected by Prof. Cherry.

Primary Source: TBA

Mon Nov 30 — Continental Contagion

Reading: Elizabeth Fenn, *Pox Americana: The Great Smallpox Epidemic of 1775-82*.

Final papers are due by 5:00pm on Thursday, December 17 in 362 Withers.