

**HI 441/541: Colonial and Revolutionary U.S. History
Fall 2020**

North Carolina State University
Mondays & Wednesdays, 10:15-11:30am
Online, synchronous

Professor M. Cherry

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Office Hours: Mondays and Wednesdays 2-3pm via Google Hangouts, or by appointment

Pronouns: she/her/hers

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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. If you have not, please see Professor Cherry during the first week of class to let her know your situation. The following book(s), all available at the University Library, might also prove useful to you to catch you up to

speed: Jules R. Benjamin, *A Student's Guide to History* (Bedford/St. Martin's Press, any edition); William Storey, *Writing History: A Guide for Students* (Oxford University Press, any edition); Mary Lynn Rampola, *A Pocket Guide to Writing in History* (Bedford/St. Martin's Press, any edition); Wayne C. Booth's *The Craft of Research* (University of Chicago Press, any edition). And, it's my firm belief that any major in History ought to have a copy of Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, which will teach you the citation style required for papers in the History department.

Health and Well-Being Resources

These are difficult times, and academic and personal stress are natural results. Everyone is encouraged to [take care of themselves](#) and their peers. If you need additional support, there are many resources on campus to help you:

[NCSU Counseling Center.](#)

[NCSU Health Center.](#)

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.

Student Ombuds: The Student Ombuds is a confidential resource (to the extent allowable by law) that provides a sounding board to discuss concerns related to your university experience – be they academic, personal, or interpersonal. If it is important to you, it's an issue you can discuss with the Ombuds. The Student Ombuds provides information, discusses university policies and procedures, and helps students navigate their time at NCSU. You can learn more about Student Ombuds Services and schedule an appointment by visiting <https://ombuds.dasa.ncsu.edu/>.

For Food & Housing Insecurity: Any student who faces challenges securing food and/or housing, or who has other financial challenges, and believes this may affect their performance in this course is encouraged to notify the instructor, if they are comfortable in doing so. Alternatively, you can learn more about the Pack Essentials program and available resources (including the Feed the Pack food pantry) at <https://dasa.ncsu.edu/pack-essentials/>.

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** with Disability Resource Office (formerly known as the DSO) for Students, located at 304 University College Commons, 2751 Cates Avenue. For more information, see <http://policies.ncsu.edu/regulation/reg-02-20-01> and <https://dro.dasa.ncsu.edu/>.

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. I've included writing tips in the assignment

handouts, but many other resources are available to help you succeed in writing well. One such resource is the [Academic Success Center](#), which offers both online and in-person assistance to undergraduates for both writing assignments and public speaking. For more about the writing center, see <https://asc.dasa.ncsu.edu/undergraduate-writing-center/policies-and-procedures/>.

Career Information for CHASS students: For a variety of resources related to career planning, including ways to meet with career counselors, visit the Career Development Center's webpage at https://www.chass.ncsu.edu/career_services/. Another great resource is the [Wolfpack Styled Professional Clothing Closet](#), which can lend you professional clothing for an interview, career fair, or the first week of work.

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 appreciate your detailed, constructive comments; it will improve the way I teach and directly benefit future students in this course.

Recording Lectures and Discussions: Students may not share course material on ANY website (except transcription ones, such as TranscribeNC) without the explicit prior written permission of the professor. *This includes online study sites!* For more information, please see <https://policies.ncsu.edu/regulation/reg-02-20-11/>. Students are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of Professor Cherry and of any students who are also recorded. Distribution without permission is a violation of educational privacy law, and violations may be prosecuted.

Electronic Components: Students will be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Academic Integrity: All students at North Carolina State are bound by the Honor Code. Lying about attendance, cheating on exams, and claiming others work as your own are examples. Plagiarism is the most common form of cheating in lecture courses, and is easily avoided: http://history.ncsu.edu/ug_resources/plagiarism_honor_code.

Academic dishonesty in any form is totally unacceptable. Cheating perverts historical inquiry, and will not be tolerated. Offenders will be reported to the University Office of Student Conduct, whose penalties include failing the course and expulsion. Read 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.

University Policies, Rules, and Regulations: Students are responsible for reviewing the NC State University's PRRs which pertains to their course rights and responsibilities:

- 1) Equal Opportunity and Non-Discrimination Policy Statement <https://policies.ncsu.edu/policy/pol-04-25-05> with additional references at <https://oied.ncsu.edu/divweb/equity/>
- 2) Code of Student Conduct <https://policies.ncsu.edu/policy/pol-11-35-01/>

- 3) Grades and Grade Point Average <https://policies.ncsu.edu/regulation/reg-02-50-03/>
- 4) Credit-Only Courses <https://policies.ncsu.edu/regulation/reg-02-20-15/>
- 5) Audits <https://policies.ncsu.edu/regulation/reg-02-20-04/>

COVID-Specific Information for this Semester

- If you test positive for COVID-19, or are told by a healthcare provider that you are presumed positive for the virus, please 1) email Dr. Cherry, who will work with you on health accommodations, and 2) follow other university guidelines, including [self-reporting](#). Self-reporting is not only to help provide support to you, but also to assist the university in contact tracing for containing the spread of the virus.
 - If you are in quarantine, have been notified that you may have been exposed to COVID-19, or have a personal or family situation related to COVID-19 that prevents you from attending this course in person (or synchronously), please connect with your instructor to discuss the situation and make alternative plans, as necessary.
 - If you become ill with COVID-19, you should follow the steps outlined above. COVID 19-related absences will be considered excused; documentation need only involve communication with your instructor.
- **Technology Requirements:** This course will require particular technologies to complete coursework. You will need a computer (a smartphone will not suffice), reliable Internet access, and, if not built into your computer, a webcam and a headphone/speaker. Be sure to review the syllabus for these expectations, and see the [syllabus technical requirements](#) for your course. If you need access to additional technological support, such as a loaner laptop, please contact the Libraries' Technology Lending Service: ([Technology Lending](#)).
- **Grading/scheduling options related to COVID-19:** If events of this semester have a negative impact on your academic performance this semester, the university has provided tools to potentially reduce the impact:
 - [Enhanced S/U Grading Option](#) – click on link for updated details
 - [Enhanced Late Drop Option](#) – click on link for updated details
 - In some cases, another option may be to request an incomplete in the course. Before using any of these tools, discuss the options with your instructor and your academic advisor. Be aware that if you use the enhanced S/U, you will still need to complete the course and receive at least a C- to pass the course.
- These new University Rules need to be followed during this pandemic:
 - [NCSU Community Standards regarding COVID-19](#)
 - [RUL 04.21.01 – Personal Safety Requirements Related to COVID-19 – Policies, Regulations & Rules](#)
- Other important resources:
 - **Keep Learning:** [Keep Learning](#)
 - **Protect the Pack FAQs:** [Frequently Asked Questions | Protect the Pack](#)
 - **NC State Protect the Pack Resources for Students:** [Resources for Students | Protect the Pack](#)
 - **NC State Keep Learning, tips for students opting to take courses remotely:** [Keep Learning Tips for Remote Learning](#)
 - **Introduction to Zoom for students:** <https://youtu.be/5LbPzzPbYEW>
 - **Learning with Moodle, a student's guide to using Moodle:** <https://moodle-projects.wolfware.ncsu.edu/course/view.php?id=226>
 - **NC State Libraries** [Technology Lending Program](#)

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 have an easily-accessible copy (analog or electronic) of the assigned readings to refer to each class.
- As this is an upper-level seminar, the core of this class will be discussion of the assigned readings. 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.
 - As we are dealing with an older historical era, some primary sources will use language that is unacceptable in our present day. It is the policy of this class that hurtful words like the N-word, r*dk*n, s*v*ge, etc. shall not be dealt with in the following ways:
 - When reciting sources aloud, you should use a respectful modern replacement, like ‘Indigenous’ or ‘African-American.’ If you are analyzing a primary source aloud and the word is crucial to your discussion, you may say something akin to “N-word” in place of the actual word used.
 - When writing about primary sources, you should only note the word *if it is crucial to your interpretation* (otherwise, use a respectful modern replacement). In such an instance, you would put quotation marks around the word(s) in question to indicate that it is the word used by the source, not by you.
- 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.
 - *Turn off your phone (or put it on silent mode) before attending class to minimize disruptions.* If you are having a personal or family emergency in which you absolutely need a phone on hand for a potential call, talk to me before class. (This rule does not apply to technology that has been pre-approved by the instructor and Disability Services).
 - If you are acting in a way that disrupts the class, Professor Cherry reserves the right to count you as absent from that day’s class.

Attendance: Punctual attendance at every class is mandatory. That said, we’re in a pandemic, and everyone is facing extreme anxiety and uncertainty. I will allow two ‘freebie’ absences from class, with the caveat that you email me before or soon after that class to check in and briefly explain why you chose to take your free absence (so I don’t worry and imagine worst-case scenarios). *If you take a ‘freebie’ absence on one of the days you’re a participation leader, I will expect you to act as a participation leader during the next week, and then resume your usual participation schedule.* If you don’t take any ‘freebies,’ I’ll consider that when calculating your participation grades.

After those two freebies, 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:** For additional measures regarding COVID-19 illness, please see the ‘Covid-Specific Information’ above. In other cases: first, collect the appropriate documentation, then email it to: absence-verification@ncsu.edu. For a death/funeral: you will need a URL of the obituary or you can scan the obituary and/or funeral program and attach it to the email. You also need to indicate your relation to the deceased in the email. For a serious illness: you should attach information from your doctor to the email. To protect your privacy, include “Personal and Confidential” in the email subject line.
NOTE: It is your responsibility to make sure that this is completed in a timely manner. Should an unreasonable amount of time elapse—for example: your absence occurs in February but you seek an excuse in March or April—we will not accept the excused absence. If you need assistance documenting your absence, contact the **Division of Academic and Student Affairs (DASA) at 515-2446**. The DASA office is located on the 3rd floor of the Park Shops building.

Contacting the Instructor: The most effective way to contact Professor Cherry is by e-mail (or, if you prefer, email me to set up a video chat). I will answer most e-mails during business hours during workdays. Emails sent after 5:00pm on Friday, or on weekends and holidays, may not be answered until the following Monday. 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. Send emails to me from your NCSU account so they don’t get stuck in my spam filter.

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

Grading: I do not round grades up. If you are taking this course as S/U, please be aware that you need a final grade of at least a C- to earn an ‘S.’ Grades in this course will be calculated as follows:

98.00-100% A+	94.00-97.99% A	90.00-93.99% A-
88.00-89.99% B+	84.00-87.99% B	80.00-83.99% B-
78.00-79.99% C+	74.00-77.99% C	70.00-73.99% C-
68.00-69.99% D+	64.00-67.99% D	60.00-63.99% D-
0-59.99% F		

Late Work: You are expected to complete written assignments within the time frame allotted. Except for prior arrangement with the instructor or emergency (it’s a pandemic, people), *late papers will be marked down point each day* from their due date. Please note that if you turn your work in late at the end of the semester, I may not be able to enter your grade by the grading deadline. There will be no last-minute incompletes granted unless there are extraordinary circumstances, such as a death in the family late in the semester. **However, pretty much everything about this semester spells extraordinary circumstances, so if you’re struggling, please just reach out to me ASAP and I’ll see what I can do to help you.*

Paper formatting: All written assignments in this class should be composed in 12-point Times New Roman font, should list page numbers, and have footnotes. You do not need to make a title page for your paper, but you do need to title your paper. Footnotes and bibliographic information should follow the Chicago style. Kate L. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations* is an excellent resource to consult, but the NCSU library also has the Chicago Manual of Style available [online](#).

Course Requirements for History 441:

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

- 1) **Class Participation (15% of final grade).** Every other week, you will be expected to be amongst half of the class who is a participation 'leader' in our Monday discussion of the assigned reading. You will be graded on both the frequency and the quality of your participation in class. Students are expected to begin class having read and considered the material for discussion that day. Attendance alone is not sufficient for participation credit; you must actively engage in discussion. For those days that you are not a participation leader, you are still expected to have read the reading and be an active listener, but you should not feel the need to participate unless you want to. In layman's terms, you're expected to 'shine' on your 'on' days while being actively tuned in on your 'bye week.'
An 'A' grade is earned by a student who is well prepared, attentive, responds when called upon, and volunteers often with pertinent answers and questions during their 'leader' days. They also are prepared, listen attentively, and occasionally volunteer with questions/answers on their non-leader days.
A 'B' is earned by a student who is usually prepared, responds when called upon, and who volunteers on occasion. They also are prepared, listen attentively, and occasionally volunteer with questions/answers on their non-leader days.
A 'C' is earned by a student who is occasionally unprepared, has trouble when called upon, and does not volunteer often. They are prepared and listen attentively on their non-leader days.
A 'D' is earned by a student who is unprepared, inattentive, comes to class late and never volunteers. They are sometimes unprepared or inattentive on their non-leader days.
An 'F' is earned by a student who exhibits a lack of concern for the class, does not appear to be listening, or disturbs the class.
- 2) **American Colonies handouts (10%).** During the first few weeks of the semester, I will ask you to share your notes on our assigned reading of Alan Taylor's *American Colonies* in the posted assignment page of Moodle. For each chapter, I would like you to summarize the major historical themes and events. If you would like to create a timeline in addition to your summarization of the content, that's fine with me. The purpose of these handouts is to ensure that you've thoughtfully read the work, and reflected on the major themes of North American history during the seventeenth and eighteenth centuries. This will give everyone a solid historical grounding before we do our weekly 'deep dives' into historical topics.
- 3) **Forum discussions on secondary sources (20% of final grade).** Before we meet for class on Monday, you should submit a post on the article which accomplishes two things: 1) states a brief summary of the article's argument, along with 2) a reflection upon the reading, or a discussion prompt for the class. More details on these forum discussions is available in a handout posted on Moodle. You do not need to submit any posts on readings from

American Colonies. In weeks where we have multiple articles, please incorporate both into your post.

- 4) **Hands-on History projects (10% of final grade).** The majority of our Wednesday sessions will be devoted to working on short-term projects that center on primary sources and historical research. *We will often post brief (1-2 paragraph), informal reflections upon the primary sources we read in a weekly forum.* These should be completed as soon as possible after the class, while the material is still fresh in your mind.
- 5) **Primary source papers (25%, 12.5% each).** Students will complete two (2) short papers of 3-4 double-spaced pages analyzing a primary source, and turn them in by the beginning of class.
 - a. The first paper analyzes a newspaper item of the student's choosing, and is due by Sunday, September 6 at 11:59pm. The following questions may be helpful to you as you begin to analyze the source: What is the author's message/argument? Who is the intended audience? What is the author trying to get across; is his/her message explicit, or are there implicit messages as well? What methods does the author use to get her message across? What do you know about the author (race, class, gender, occupation, religion, age, political beliefs, etc.); does any of this affect the message?
 - b. The second paper analyzes Venture Smith's life-story, and is due by 11:59pm on Sunday, September 20. The paper should include four questions for further historical research in the paper (either bolded within the response, or listed at the end of the paper).
- 6) **Two research mini-projects (20% of final grade, 10% each).** Twice throughout the semester (the first with a suggested completion date of September 14, the second by November 17 at 11:59pm), you will undergo a multi-step research process. First, you will pose a discoverable, narrow historical question of your choosing to be approved of by Dr. Cherry. Once you complete that step, you will undertake research to identify primary sources that can help answer this question, and 1-3 academic articles that help to place this question in context. The research project will finally culminate in a 2.5-3 page, double-spaced research report on your findings. *For more information on the process and expectations of these mini-projects, please consult the handouts on Moodle.*
 - a. *You can also submit one research mini-project of twice the length/sources for 20% of the final grade, if you'd rather double-up on the work as a final paper and/or are especially interested in a particular topic.

Course Requirements for History 541:

The course requirements for History 541 students are the same as for HI 441, with the following exceptions:

1. **Class Participation (15% of final grade).**
 - a. Variation from 441 guidelines: HI 541 students will be expected to serve as discussion leaders every week; they may interpret this to constitute posting two additional open-ended discussion starters in the forum (in addition to your required post; if you choose this route, please see the item below), or may choose to lead during discussion. They may take three Mondays of their choosing as a 'bye' week, but they must email Prof. Cherry to alert her of this choice by 8am of that Monday.
2. ***American Colonies* notes (10%).** No changes.
3. **Forum discussions on secondary sources (20% of final grade).**

- a. Variation from 441 guidelines: If HI 541 students chose to post on the forum instead of taking a leading role in discussion, they will be expected to post an additional post after our Monday class summarizing/reflecting on our discussion as part of their forum discussion grade.
4. **Hands-on History projects (10% of final grade).** No changes to grade, although I may assign you individual assignments rather than group work on some days.
5. **Primary source paper (5%).** Students will compose a 3-4 page, double-spaced paper of analyzing a newspaper item of the student's choosing. The paper is due by Sunday, September 6 at 11:59pm.
6. **Book reviews (20%, 10% each).** Two two-page, double-spaced book reviews; for details, please see the handout on book reviews. The first can be turned in any time before 5pm on Friday, October 23, and can be on a book from your annotated bibliography. The second is due by Sunday, November 8 at 11:59pm.
7. **Final Paper (20%)**
 - a. **Proposal for final paper (mandatory, but ungraded).** A brief (250-500 word) explanation of the topic you would like to research for your final paper. Due by the beginning of class on Wednesday, September 23.
 - b. **Annotated bibliography (2%).** 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 ought to begin by briefly (50-100 words) stating the topic/historical question. It should be 2-3 pages, single-spaced, and address five books (or an equivalent amount of articles, with two articles equaling one book). The citations should follow the Chicago/Turabian bibliographic style. The bibliography is due by 5pm on Friday, October 2.
 - c. **Final Paper (worth 18%).** Students in 541 will write a double-spaced final paper on the topic addressed by the annotated bibliography. These final papers will be due by 11:59pm on Thursday, November 19. 541 students may choose from the following three paper formats:
 - i. Option One: A historiographic paper of 15-20 pages which looks at a particular topic within the purview of the course (North American history between 1492 to 1800). The journal *History Compass* offers a great example of these state-of-the-field historiographical essays.
 - ii. Option Two: An original research paper of 15-20 pages on a topic within the purview of the course. This is a more challenging option; students are advised to choose this option only if they are comfortable working in the period, or have a very specific idea of what topic they'd like to tackle.
 - iii. Option Three: A plan for a prospective museum exhibit on a topic in North American history between 1492 to 1800. Your exhibit should present an argument/takeaway lesson (or several) for the audience about your topic. The plan should include an introductory essay of 5-10 pages, followed by a comprehensive account of 18-20 objects on display, the texts for their interpretive labels, and a brief (250 word) essay for each object which links it to the larger themes of the exhibit. All facts and historical interpretations within this project must be supported in footnotes with references to academic scholarship. Images of the objects must be included in a PDF

version of this final project. Students should write their 'dream' exhibit (no limits on budget, and artifact loans from any institution). The page minimum for this exhibit plan is 15 pages.

8. *As a final note, HI 541 students should note that because the Moodle gradebook is set up for HI 441 values, it will not be an accurate up-to-date reflection of their grade in the class. HI 541 students can use the weighted value of grades as set out in the syllabus to calculate their current grade, or contact the instructor to check on their grade in the class.

Books Assigned:

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

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*. (any edition of Penguin or Viking is acceptable – DO NOT get the 'short introduction' version by the same author).

Course Schedule:

N.B.: This schedule is a proposed beginning course of action – it is structured to change with the interests of the students enrolled. Dates, reading assignments, and lecture topics are subject to change with notice and agreement by a majority vote of the class.

Monday, August 10 — Introduction

Reading: Read the syllabus carefully and ask any questions you have in class, or post them on the Moodle General Forum.

Wednesday, August 12 — Introduction to reading early modern printed sources.

Reading: No assigned reading for today's class, so you can get ahead on your reading for next week's classes.

Assignments: Post reflection on experience with today's primary sources to weekly forum.

Monday, August 17 — Early Encounters

Reading: Alan Taylor, *American Colonies: The Settling of North America*, x-114; Neal Salisbury, "The Indians' Old World: Native Americans and the Coming of Europeans," *The William and Mary Quarterly* 53, no. 3 (1996): 435-458.

Assignments: Post to weekly forum by 8am on August 17, and submit your notes on Taylor, *American Colonies*, x-114 by August 18.

Wednesday, August 19 — In-class newspaper group activity.

Reading: No assigned reading for today's class, so you can get ahead on your Taylor reading.
**Friday, August 21 is the last day to add a course without permission of instructor, as well as the official enrollment date (census date).*

Monday, August 24 — Epidemics in Early America

Reading: Alfred W. Crosby, "Virgin Soil Epidemics as a Factor in Aboriginal Depopulation in America," *William and Mary Quarterly* 33, no. 2 (April 1976): 289-299; David S. Jones, "Virgin Soils Revisited," *William and Mary Quarterly* 60, no. 4 (2003): 703-42.

Assignments due: Post to weekly forum by 8am on August 24.

Wednesday, August 26 — Problems with Pigs and Puritans

Reading: Read through the selected New Haven court records; we will be discussing them in groups during class. Continue to read ahead in Taylor.

Monday, August 31 — More Problems with Pigs and Puritans: Cattle, Plymouth, and Wampanoags (oh my!)

Reading: Alan Taylor, *American Colonies: The Settling of North America*, 115-272; 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.

Assignments due: Post to weekly forum by 8am on August 31, and submit your notes on Taylor, *American Colonies*, 115-272 by September 1.

Wednesday, September 2 — In-class activity (newspaper bingo)

Assignments due: **First primary source paper** (analyzing a newspaper item of the student's choosing) is due by Sunday, September 6 at 11:59pm.

Monday, September 7 — Overview of eighteenth-century North America

**We are having class on Monday, September 7. The University has decided to hold classes on Labor Day to expedite the Fall 2020 semester schedule and have it end by Thanksgiving.*

Reading: Alan Taylor, *American Colonies: The Settling of North America*, 273-477; 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.

Assignments due: Post to weekly forum by 8am on September 7, and submit your notes on Taylor by September 8.

Wednesday, September 9 — Individual presentations on newspaper items of students' choosing (can be the same item as you wrote the first primary source paper on).

Assignments due: If you would prefer not to present live during Wednesday's class, post a 2-4 minute video presentation on the Moodle Forum, along with a PDF of the source. Everyone must make two comments on peers' presentations, either live during Wednesday's class, or in a reply on the Forum.

Monday, September 14 — Slavery in New England

Reading: Robert E. Desrochers, Jr., "Slave-For-Sale Advertisements and Slavery in Massachusetts, 1704-1781," *The William and Mary Quarterly* 59, no. 3 (July 2002): 623-664.

Assignments due: Post to weekly forum by 8am on September 14.

Wednesday, September 16 — Southern slavery.

Reading: No assigned reading for today's class.

Assignments due: **Second primary source paper** (on Venture Smith) due by 11:59pm on September 20.

Monday, September 21 — The American (Consumer) Revolution

Reading: T.H. Breen, "Baubles of Britain?: The American and Consumer Revolutions of the Eighteenth Century," *Past & Present*, 119 (May 1988): 73-104.

Assignments due: Post to weekly forum by 8am on September 21.

Wednesday, September 23 — Learning how to use Early American Imprints

Monday, September 28 — Contested Native Grounds

Reading: Jeffrey Ostler, "To Extirpate the Indians?: An Indigenous Consciousness of Genocide in the Ohio Valley and Lower Great Lakes, 1750s-1810," *William and Mary Quarterly* 72, no. 4 (October 2015), 587-622.

Assignments due: Post to weekly forum by 8am on September 28.

Wednesday, September 30 — Primary source scavenger hunt (answering bite-sized historical questions)

**Wednesday, September 30 is the drop/revision deadline for classes.*

Monday, October 5 — Gender and Sexuality in New England

Reading: Richard Godbeer, "The Cry of Sodom?: Discourse, Intercourse, and Desire in Colonial New England," *William and Mary Quarterly* 52, no. 2 (1995): 259-86. **OR** Cornelia Hughes Drayton, "Taking the Trade: Abortion and Gender Relations in an Eighteenth-Century New England Village," *William & Mary Quarterly* 48, no.1 (1991): 19-42. [*Students vote on which reading*]

Assignments due: Post to weekly forum by 8am on October 5.

Wednesday, October 7 — mini-lecture on sexual knowledge in early America, and group work with *Aristotle's Masterpiece*. No assigned reading.

Monday, October 12 — Recovering Enslaved Peoples' Stories

Reading: Simon P. Newman, "Hidden in Plain Sight: Escaped Slaves in Late Eighteenth- and Early Nineteenth-Century Jamaica," *William and Mary Quarterly* 76, no. 1 (2019),

<https://oieahc.wm.edu/digital-projects/oi-reader/simon-p-newman-hidden-in-plain-sight-3/>. **OR**

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. [*Students vote on which reading*]

Assignments due: Post to weekly forum by 8am on October 12.

Wednesday, October 14 — Introduction to reading early modern written sources (paleography).

Reading: Watch prerecorded video on paleography before Wednesday's class.

Monday, October 19 — Topic chosen by students

Reading: TBD by class vote

Assignments due: Post to weekly forum by 8am on October 19.

Wednesday, October 21 — Paleography work with TranscribeNC

Monday, October 26 — Topic chosen by students

Reading: TBD by class vote

Assignments due: Post to weekly forum by 8am on October 26.

Wednesday, October 28 — hands-on history project to be determined by student vote

Monday, November 2 — Topic chosen by students

Reading: TBD by class vote

Assignments due: Post on assigned Monday reading to weekly forum by 8am on November 2. Also post brief video explaining your favorite mini-research project (question and findings), along with any relevant primary sources to the weekly forum

Wednesday, November 4 — hands-on history project to be determined by student vote.

Assignments due: Watch and respond to at least two of your peers' mini-research project videos on the Forum by Friday, November 6 at 5pm.

Monday, November 9 — Topic chosen by students

Reading: TBD by class vote

Assignments due: Post on assigned Monday reading to weekly forum by 8am on November 9.

Wednesday, November 11 — Class reflections and wrap-up meeting.

HI 441 students — second mini-research project due by 11:59pm on Tuesday, November 17.

HI 541 students — final papers due by 11:59pm on Thursday, November 19.