

**History 386: Colonial America**  
Fall 2018  
Section 1: MW 9:30-10:45, 231 CCC

“The boundaries of the colonial period of America have become mushy and indistinct.”  
—Gordon S. Wood, Brown University (emeritus), 2015

#vastearlyamerica

Prof. Rob Harper

469 CCC

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Office Hours: Mondays 11:00-12:00, Thursdays 2:00-4:00, and by appointment

### **Course Description and Learning Outcomes**

History 386 will introduce you to the study of North America in the centuries before the creation of the United States. After completing the course, you will be able to:

- Describe the origins and history of early American societies
- Identify and interpret primary sources useful for studying early America
- Explain recent developments in the historiography of early America

### **Required Texts**

- Taylor, *American Colonies*, text rental
- Games, *Witchcraft in Early North America*, text rental

All course handouts, supplementary readings, and other useful information will be posted on our D2L site, available at <http://www.uwsp.edu/d2l>.

### **Contacting Me**

*Helping you learn is the **most important** and **most rewarding** part of my job.* If you have questions about the course, or want to improve your performance, please either visit me during office hours or contact me by email at <rharper@uwsp.edu> to make an appointment. Please include “History 386” in the subject line.

### **Assignments and Workload**

To succeed in this class, you must attend and participate regularly, complete all assigned reading, and take effective notes on readings, lectures, and class discussions. As with any three-credit course, you should expect to spend **6-9 hours each week** on coursework outside of class. If you are worried about your progress, please contact me ASAP to discuss how to improve.

## **Critical reading and notetaking**

In a college-level history course, effective reading requires different approaches from those that may have worked for you in the past. For all materials in this course, ask yourself these questions:

- Who wrote this? When? For what audience? Why?
- How is this reading related to other things you've learned?
- What do you find most interesting, surprising, or challenging about this reading?
- What questions do you, as an individual, have about this topic? Is the reading answering them? What new questions does the reading make you think about?

Active reading and notetaking will enable you to remember much more, and for much longer, than rote memorization. For each assignment, take handwritten notes (during in-class work, you may refer to handwritten notes, not electronic ones). It usually works best to read one section, then quickly summarize it in a couple of sentences or a short list of key ideas, then move on to the next section. If possible, review your notes before class. For every hour of reading (or listening or viewing), spend no more than 5-10 minutes taking notes. Your notes are for your eyes only (you won't hand them in).

## **Reading journal**

Most weeks of the semester, you will write about the assigned readings for about 30 minutes. You should save each entry electronically and upload it (in .doc or .docx format) to the D2L Dropbox before class (due dates are in the course schedule, below). Each journal entry will be graded pass/fail. Writing thoughtfully for 30 minutes will guarantee a grade of "pass." Here are some possible ways to complete a journal entry:

- Textual analysis: for one reading, respond to the critical reading questions (above). Then explain how the reading helps (or does not help) you better understand the past.
- Personal reflection: write about your own experience of completing the reading assignment: your expectations, things you found interesting or challenging, your emotional response to the material, and/or questions and concerns the reading brought to mind.
- What did you think of the reading? Just about anything goes, provided you write thoughtfully about the assigned reading.

## **In-class work**

You will regularly complete in-class assignments, including written quizzes and small-group work. I will collect and grade some of these; others will be for your eyes only. During in-class assignments, you may not consult any electronic devices, but you may ALWAYS consult handwritten notes.

## **Take-home essays**

At the end of units 1 and 3, I will provide a prompt that you will answer as a take-home essay of 4-5 double-spaced pages each. You will be able to (and should) answer the question using only material from the course: no additional research will be needed. Each prompt will be distributed about one week before the due date. Both essays should be submitted to D2L in MS Word format (\*.doc or \*.docx). The unit 3 essay will be due at the end of our official final exam period.

## **Reacting to the Past: Bacon's Rebellion, 1676**

In the middle unit of the course, you will take on the role of an actual participant in the events surrounding a historical uprising against the colonial government of Virginia. *Bacon's Rebellion, 1676* is an immersive role-playing game in which each participant seeks to achieve individual and factional goals. You will read a variety of sources, complete short writing assignments, deliver speeches during the debate, and negotiate and strategize with other players (your classmates), who may or may not share your goals. To win the game, you will have to learn a great deal about the history of early Virginia, political and social divisions within colonial society, and Virginia's complex relationship with native peoples. In the process, you will have the opportunity to see and participate in historical events from the point of view of an actual historical person: someone completely unlike yourself.

Grades for the Bacon's Rebellion game will include the following components, weighted 25% each. In each category, scoring will reflect how well you use the relevant source materials.

- A quiz on the assigned readings
- Written work (for most roles, this means one paper of about three pages)
- The quality and persuasiveness of public speeches, and/or private negotiating
- A participation score that reflects your engagement in the game

In addition, bonus points will be awarded for winning the game, and/or achieving other objectives specified in your role sheet.

### **Attendance**

Absences from class, either physical or mental, will bring down your grade and leave you unprepared for other assignments. If you must miss class, please obtain notes from a classmate. You will receive a zero on any quiz or in-class work you miss, *regardless of the reason for your absence*. To accommodate unforeseen emergencies, family obligations, etc., your two lowest scores will not count toward the final grade. If you have to miss many classes, please see me ASAP to discuss your options.

### **Grading**

Attendance, participation, and in-class work:	15%
Reading journal:	10%
Unit 1 essay:	25%
Bacon's Rebellion:	25%
Unit 3 essay:	25%

### **Students with Disabilities**

I will make every reasonable effort to accommodate the needs of students with disabilities. Any student requesting such accommodation must first meet with UWSP Disability Services staff. That meeting should take place as early in the semester as possible. No accommodation will be granted until I receive and agree to a formal plan approved by Disability Services.

## **Academic Integrity**

Cases of academic misconduct, including plagiarism, will be formally reported following the policies laid out in UWSP's Student Academic Disciplinary Procedures. Plagiarism consists of submitting work created by someone else as your own. For more information on academic integrity, please ask me or consult <http://library.uwsp.edu/Guides/VRD/plagiarism.htm>. Students found to have committed academic misconduct will receive an F for the course.

## **Unit 1: New Worlds**

**Wednesday, Sept. 5:** introductions

**Monday, Sept. 10:** Vast Early America?

- Piker, "Getting Lost" (2016) <http://blog.oieahc.wm.edu/getting-lost/>
- Taylor, introduction
- Read the syllabus; pick up text rentals; log into D2L

**Wednesday, Sept. 12:** Medieval North America

- Taylor 4-5, 10-22, 23-28
- Richter, "Legacies of Power from Medieval North America" (2011), on e-reserves
- **Reading journal due**

**Monday, Sept. 17:** Encounters

- Taylor 67-79, 91-99, 117-25
- Richter, "Imagining a Distant New World," on e-reserves

**Wednesday, Sept. 19:** Glimpses

- Thomas Harriot, "A Briefe and True Report of the New Found Land of Virginia," 1590
- John White watercolors,  
[http://www.virtualjamestown.org/images/white\\_debry\\_html/introduction.html](http://www.virtualjamestown.org/images/white_debry_html/introduction.html)
- Games 3-25
- **Reading journal due**

**Monday, Sept. 24:** The Rio Grande

- Taylor 79-90
- Games 25-35, 109-11, 120-26
- Additional Alonso de Benavides documents

**Wednesday, Sept. 26:** The St. Lawrence and the Hudson

- Taylor, 99-113, 248-57
- Games 36-38, 111-20.
- Excerpts from the Jesuit Relations, on e-reserves
- **Reading journal due**

**Monday, Oct. 1:** The English

- Games, 39-48
- Taylor, 158-74
- Warren, “‘The Cause of Her Grief’: The Rape of a Slave in Early New England” (2007)

**Wednesday, Oct. 3:** From Thanksgiving to Thanksgiving

- Taylor, 187-203
- Watch “After the Mayflower” (2009), <https://uwsp.kanopy.com/video/after-mayflower>
- **Reading journal due**

**Monday, Oct. 10:** English witches

- Taylor 174-86
- Games 55-76, 127-37, 160-66
- **Unit 1 Essay Due**

**Wednesday, Oct. 12:** Reacting to Salem

- Games 175-95

**Unit 2: Reacting to the Past: Bacon’s Rebellion, 1676**

Additional in- and out-of-class assignments will be announced in class, electronically, and/or in your individual role sheet.

**Monday, Oct. 17:** Virginia, 1675

- Taylor 125-48
- BR 1-32, 54-59
- Virginia laws and statistics through 1675

**Wednesday, Oct. 19:** Game overview and Social Session #1

- BR 33-53, 62-85

**Monday, Oct. 24:** The March Assembly Session

**Wednesday, Oct. 26:** Social Session #2

**Monday, Oct. 31:** The June Assembly Session

**Wednesday, Nov. 2:** Faction meetings, actions, reactions

**Monday, Nov. 7:** Rebellion and Resolution

**Wednesday, Nov. 9:** Debrief Session

- Taylor 148-57
- Virginia laws, 1676-1705
- “The Evolution of Colonial Chesapeake Society,” on e-reserves

### **Unit 3: New Colonial Orders**

**Monday, Nov. 14:** A new South

- Taylor 222-44
- Games 137-42

**Wednesday, Nov. 16:** Proprietary Colonies

- Taylor 258-72
- **Reading journal due**

**Monday, Nov. 21:** Regime Change

- Taylor 275-300
- “An Act Declaring the Rights and Liberties of the Subject and Settling the Succession of the Crown,” 1689, [http://avalon.law.yale.edu/17th\\_century/england.asp](http://avalon.law.yale.edu/17th_century/england.asp)

**Wednesday, Nov. 23:** give thanks. No class.

**Monday, Nov. 28:** Coming to America

- Taylor 301-37
- Get to know the Trans-Atlantic Slave Trade Database, <http://www.slavevoyages.org/>

**Wednesday, Nov. 30:**

- Fischer, “The Sexual Regulation of Servant Women and Subcultures of Resistance” (2002)
- **Reading journal due**

**Monday, Dec. 5:** Awakenings

- Taylor, 338-62
- Awakenings documents (e-reserves)

**Wednesday, Dec. 7:** Middle America

- Taylor 376-419
- **Reading journal due**

**Monday, Dec. 12:** World Wars

- Taylor 420-437
- Watch *The War that Made America*, episode 1, “A Country Between,” <http://digital.films.com.ezproxy.uwsp.edu/PortalPlaylists.aspx?aid=7768&xtid=44405>

**Wednesday, Dec. 14:** Facing West

- Taylor 444-77
- **Reading journal due**

**Unit 3 Essay due Thursday, Dec. 20, 12:15 pm.**