

University of Western Ontario
Department of History
2014-2015

History 3301E: COLONIAL BRITISH AMERICA

Monday 9:30 a.m to 11:30 a.m. Location: WL 259 (WL=WeldonLibrary)

Prof. Nancy L. Rhoden

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Office Telephone: 661-2111 x.84970 (during office hours)

Office Hours: Mon 11:30 a.m. - 12:30 p.m. & Thursday 1:00 – 2:00 p.m., or by appointment.

Course Description: Seminar on British exploration and settlement of America, imperial rivalries with other European empires, relations with Native Americans, free and enslaved migration to America, the development and diversity of colonial American societies, British imperial integration, the American Revolution and the formation of the United States. Covers 1550 to 1800. 2 hours, 1.0 course.

Prerequisite(s): 1.0 course in History at the 2200 level or above.*

Note: this course was formerly History 340E.

NOTE: This course is on the list of eligible courses for History's "pre-1800" requirement. This course is also on the list of eligible History IR courses and so may be taken by students in the International Relations module.

This course is a seminar in colonial American history, and it is set within the context of the English Atlantic Empire. Some classes will be dedicated to the discussion of required readings; many classes will consist of individual student presentations and a group discussion of those presentations. There will be three chronological sections to this course, and students will give a presentation in each section. These three sections/time periods are:

- 1) Exploration, Invasion, and Early Settlement 1550-1660
- 2) Colonial and British Imperial Development, 1660-1750
- 3) Imperial Integration and Revolution, 1750-1800

Students are encouraged to research topics of interest to them, within the parameters of the course and these three chronological sections. We discuss not only the events of the early American/British colonial past and how historians have interpreted them, but also we discuss research strategies, argumentation and the craft of writing history, with each other in structured opportunities in class, and with the professor. This is a course in which we learn a lot from each other—and it is always different and engaging. Students are encouraged to seek the advice of the professor throughout the process of selecting a topic, refining it, developing an argument, and crafting the research essay.

Learning Objectives:

After completing the course, students will be able to:

- identify major events, concepts and personalities concerned with exploration, invasion and early settlement of colonial British America, 1550-1600; intercolonial differences and British Atlantic integration, 1660-1750; the American Revolution and the formation of the American republic, 1750-1800.
- analyze select, different historical perspectives (e.g. diverse indigenous and settler groups), and describe contemporary viewpoints (e.g. about race, gender roles, social orders, religion, political values).
- solve research problems by identifying a topic, refining it to a significant and answerable historical question, determining the essential components of the argument, organizing the parts of the essay, and drawing conclusions.
- analyze short primary source texts, utilizing them in writing a research essay.
- analyze secondary sources, including their sources, methods, argument, strengths, limitations, potential implications and significance for the field; and use secondary sources to consider why questions asked and topics studied by historians have changed over time.

Prerequisite(s): 1.0 course in History at the 2200 level or above.*

A note on prerequisite: “Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.” (http://www.uwo.ca/univsec/handbook/exam/courseoutlines_undergrad.pdf issued 2011 02)

Required Books & Required Readings:

Fischer, David Hackett. *Albion's Seed: Four British Folkways in America*. (New York: Oxford University Press, 1991).

Katz, Stanley N., John M. Murrin and Douglas Greenberg, eds., *Colonial America: Essays in Politics and Social Development*, SIXTH EDITION. (McGraw-Hill, 2010).

Rhoden, Nancy L. and Ian K. Steele, eds., *The Human Tradition in the American Revolution* (Scholarly Resources, 2000).

Note: These paperback books are all required readings. They are available at the UWO Bookstore. When possible, available copies of these books, and some supplementary materials, have been placed on reserve at D.B. Weldon Library. The schedule of readings is listed below. (A separate schedule of individual presentation dates will be distributed after students have selected their first presentation topic.) Of course, since this is a research seminar, students must complete additional independent readings on their individual topics.

Course Requirements:

1. Each student will give three individual oral presentations (5% each, 15% total), one from each of the above-mentioned three sections/time periods. Each oral presentation will be approximately 15 minutes long and will be followed by a class discussion (question & answer session) about the presentation. The exact length of oral presentations will depend on final enrollment figures. Students will be assigned to group I, II, III or IV.* The dual purpose of the oral presentations is to share information that will educate your classmates about an early American topic, and secondly for classmates (through discussion) to help each other in defining a research topic, formulating an argument, and supporting it with appropriate evidence. These oral presentations will be on work-in-progress, particularly if the presentation falls in the first group. As such, students frequently present a research question, (a meaningful, answerable question that they expect their research will answer), as opposed to a certain thesis statement or definitive argument, as well as a summary of the topic. Students should describe in the oral presentation what topics they are examining and what strategies they have to answer the research question. A one-page statement with the research question, a point-form list of topics/strategies/subtopics, and an annotated list of major secondary and/or primary sources should be circulated to each class member at the time of the oral presentation. This handout, which should be an outline of the oral presentation, will help classmates to follow along with the oral presentation, and it will assist the professor to know what bibliographic and other suggestions to make. Students presenting later in the 4-week cycle of oral presentations may, of course, have progressed to the point of having not only a research question but also an answer—an argument or a thesis. Students presenting later in the cycle are reminded that they are welcome to show materials to the professor well before their oral presentation date. **Note that Group I, II, III or IV refers only to the week students will present; these are not collaborate group projects. .*
2. The first two of these oral presentations will be the basis for formal essays of 2,500 words or 10 pages plus notes and an annotated bibliography. (20% each, 40% total.)
3. The third oral presentation will be revised and expanded into a 6,000 word or up to 24 page research paper plus notes and an annotated bibliography. This longer paper should be based largely on primary sources. (30%) Note, in the event that a student wants to write the longer paper on either the first or second presentation, special arrangements can be made with the professor. Note also that font varies and so in many cases a 24-page paper would contain far more than 6,000 words, but 6,000 words is considered the required length for this paper. Students may choose to include the word count at the end of their paper.
4. Class participation is vital to the success of this seminar, and for assisting classmates to write the best possible research papers. Informed participation every week is absolutely required (15%).

The final grade will be calculated as follows: In-Class Participation 15%, 3 Oral Presentations (15%, i.e. 5% each); First Essay 20%; Second Essay 20%; and Third Essay 30%.

ATTENDANCE REQUIREMENT: NO STUDENT WILL PASS THE COURSE WHO HAS MORE THAN SIX UNEXCUSED ABSENCES. AN ABSENCE MAY ONLY BE EXCUSED BY A RECOMMENDATION FROM ACADEMIC COUNSELLING.

ESSAY COURSE REQUIREMENT: The UWO Academic Handbook indicates that an essay course "...must be so structured that the student is required to demonstrate competence in essay writing to pass the course." In this class, that means that 70% of the final grade comes from essays and it means that all students must submit all 3 essays. FAILURE TO COMPLETE ONE OF THE COURSE'S MAJOR REQUIREMENTS (any of the three papers) WILL RESULT IN A FAILURE IN THIS COURSE.

Submitting Essay Assignments:

To get credit for an assignment, you must submit it twice. You send an electronic copy to the Turnitin plagiarism detection service AND you give ONE identical printed copy to the professor at the beginning of the class on the due date.

To submit your essay to Turnitin:

- Go to <http://webct.uwo.ca/>
- Login using your UWO user name and password (same as your email)
- Click on HISTORY 3301E 2014-2015 Fall-Winter
- Click on the name of the assignment (Essay 1 or Essay 2 or Essay 3)
- Click on the Submit button to upload your assignment and follow the prompts to complete the submission process. You should receive a receipt. Retain the receipt.
- Detailed instructions for the submission process are available on-line in the course area.

"All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

[www.uwo.ca/univsec/handbook/exam/courseoutlines_undergrad.pdf issued 2011 02]

Late Papers/Extensions:

Under normal circumstances, late papers will be accepted no later than 7 days (one week) after the deadline, and late papers will be graded with a deduction of 3% per day that it is late (including Saturday and Sunday). Late papers only should be submitted to the History Department office (Lawson Hall Room 2201) drop-box, so that they are properly date stamped. Do not put papers under the professor's office door.

Extensions are rare. Pressures of work (e.g. having too many assignments/tests in a short period) or computer/printer problems do not constitute acceptable grounds for an extension. In the event of other special circumstances that a student feels may

warrant an extension, the student should immediately contact the professor and (in most cases) Academic Counselling in the student's home faculty. Students are reminded that they do NOT need to disclose any personal or private information to the professor. If Academic Counselling recommends academic accommodation, then the professor will grant an extension (or equivalent).

Academic Accommodation on Medical Grounds:

Students are reminded that academic accommodation on medical grounds can in most instances **only** be granted if supported by a University of Western Ontario Student Medical Certificate. Students are directed to the Policy on Medical Illness at <https://studentservices.uwo.ca/secure/index.cfm> and are advised to consult the Academic Counselling Office in the student's home faculty. (For Social Science students 2105 SSC.) All medical documentation should be taken to Academic Counselling.

Academic Accommodation on Non-Medical Grounds:

If a student is absent from class, the absence may be excused only if so recommended by an academic counselor.

A student who is absent from class may choose to email the professor with comments, questions and observations about the assigned readings. This email can be considered for participation points in lieu of oral participation that class (if sent within one week of the missed class). This will earn participation points only in the case of an excused absence.

If a student is absent on a day on which his/her oral presentation (worth 5%) is scheduled, and academic counselling recommends that the absence be excused (for medical or non-medical reasons), then the oral presentation will be rescheduled for the next possible class without penalty. If a student is absent for his/her oral presentation and academic counselling does not recommend academic accommodation in this case, then the student will earn a 0 out of 5 for that oral assignment. In any event the student is encouraged to meet with the professor to discuss the content of the presentation and his/her intentions for the paper.

Documentation for either medical or non-medical academic accommodation is typically required in this course, and any such documentation must be submitted by the student to the faculty academic counselors.

IMPORTANT NOTES/WEBSITES:

Students should read carefully and thoroughly the Faculty of Social Science **“Instructions for Students Registered in Social Science Who are Unable to Write Tests or Examinations or Submit Assignments as Scheduled”** and **“Plagiarism”** statement. See attached.

They should also be aware of the Registrar's deadlines.

Websites for Registrarial Services: <http://www4.registrar.uwo.ca>

The Student Development Centre (SDC) services: SDC's Learning Skills Services, Rm 4100 WSS, www.sdc.uwo.ca/learning

LS counsellors are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counseling.

For information related to accessibility, including accessible routes, temporary service disruptions, and university policies related to accessibility issues, see Western's Accessibility Website: www.accessibility.uwo.ca/students.index.htm

Services for Students with Disabilities in the Student Development Centre: <http://www.sdc.uwo.ca/ssd> or ssd@uwo.ca 519-661-2111 x82147

History Department: www.history.uwo.ca

Statement on Academic Offences:

“Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf.”

[www.uwo.ca/univsec/handbook/exam/courseoutlines_undergrad.pdf issued 2011 02]

Plagiarism:

“Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar.)”

[www.uwo.ca/univsec/handbook/exam/crsout.pdf]

Students may be asked to submit research notes, and so students should keep all research notes for all assignments in this course until after they have obtained their final grade for the course. Read carefully the attached statement on plagiarism, and ask your professor if you have questions.

Remember to back up all notes and coursework both on your computer and externally (e.g. external backup system, paper copy, and/or email files to yourself), including research notes and drafts of essays.

Needing Help In Defining A Topic or Finding Sources?

There are a number of books on reserve for History 3301E at D.B. Weldon Library. You could consult them for general chronology, information or an overview about colonial American history and to assist in the selection of possible research topics and/or primary documents. For other suggestions, or if you are having

difficulties in the selection of a topic or in finding appropriate sources, remember that you are welcome to come by my office during office hours or email me.

For important tips on how to find journal articles and primary sources, be sure to see:

<http://www.lib.uwo.ca/programs/history/history3301ecolonialbritishamerica.html>

COURSE OUTLINE:

Week 1. Sept. 8, 2014 Course Introduction

Readings: Katz & Murrin, et. al., *Colonial America*, 6th Edition, part 1 (essay by Diamond only).

Part I. Exploration, Invasion, and Early Settlement, 1550-1660

Week 2. Sept. 15, 2014 Discuss Readings

Readings: David Hackett Fischer, *Albion's Seed*, to p.205. (Note: Read Fischer's book for general argument and the argument specific to this part, for overall content, and for ideas about possible topics that you'd like to pursue in your own research paper. Despite the length of the readings, it is accessibly written and students are encouraged that it can be read quickly.)

Week 3. Sept. 22, 2014. Discuss Readings & Assign Students into Groups I-IV for the first and second presentations. (Students will be asked to volunteer for each group.)

Readings: Fischer, *Albion's Seed*, pp. 207-418

Week 4. Sept. 29, 2014. Discuss Readings.

Readings: Fischer, *Albion's Seed*, 419-603; 604-782* (Pages 783-902 are not assigned.) Note: *Pages 604 to 782 are to be read only for possible topics by those interested in that chapter's themes. Our In-class discussion will focus on pp.419-603.

Katz & Murrin to p.46.

FIRST TOPIC IS DUE. At the beginning of class on Sept 29, please give to the professor a preliminary bibliography and a 3-4 sentence statement outlining your intended topic for the first oral presentation and essay. Include your email address if you want the professor to respond promptly with comments and suggestions. Feel free to drop by the professor's office to discuss your intended approach before or after submitting this preliminary bibliography and statement of intent. If you are absent from class this day, email the materials to the professor as soon as possible.

Week 5. October 6, 2014. Library Instruction with Elizabeth Mantz, History Subject Librarian. Meeting Place TBA

Readings: Katz & Murrin, *Colonial America*, part 2. (i.e. essays by Quitt, Silverman, Richter, Vaughan, Warren).

Week 6. October 13, 2014. No Class. Thanksgiving.

Week 7	Oct. 20	Group I Presentations
Week 8	Oct. 27	Group II Presentations
Week 9	Nov 3	Group III Presentations
Week 10	Nov 10	Group IV Presentations

II. Colonial and British Imperial Development, 1660-1740

Week 11 Nov 17 Discuss Readings & **FIRST ESSAY IS DUE.**

Readings: Katz & Murrin, part 3 (i.e. essays by Moogk, Hatfield, Brown/Hall, Lockridge, Levy).

SECOND TOPIC IS DUE. At the beginning of class on **Nov 24,** please give to the professor a preliminary bibliography and 3-4 sentence statement outlining your intended topic for the second oral presentation and essay. Include your email address if you want the professor to respond promptly with comments and suggestions. Feel free to drop by the professor's office to discuss your intended approach. If you are absent from class this day, email the materials to the professor as soon as possible.

Week 12 Nov 24 Discuss Readings
Readings: Katz & Murrin, part 4 (i.e. essays by Pulsipher, Calloway, Stanwood, Murrin, Gallay).

Week 13 Dec 1 Group I Presentations

December 3 is the last day of classes. Dec 4-5 are Study Days.

Mid-Year Examination Period is December 6-17, 2014. This class will not meet during the mid-year examination period and there will be no mid-year examination in this course. Classes resume Jan 5, 2015.

Week 14	Jan 5	Group II Presentations
Week 15	Jan 12	Group III Presentations
Week 16	Jan 19	Group IV Presentations

III. Imperial Integration & Revolution, 1740-1800

Week 17 Jan 26 Discuss Readings.

Readings: Katz & Murrin, part 5 (essays by Fogleman, Rushforth, Eltis, Morgan, Thornton)

Week 18 Feb 2 Discuss Readings & **SECOND ESSAY IS DUE.**

Readings: Katz & Murrin, part 6 and 7 (i.e. essays by Breen, Lambert, McConville, Brunsman, Anderson).

THIRD TOPIC IS DUE. At the beginning of class on **Feb 9**, please give to the professor a preliminary bibliography and a 3-4 sentence statement outlining your intended topic for the third oral presentation and essay. Include your email address if you want the professor to respond promptly with comments and suggestions. Feel free to drop by the professor's office to discuss your intended approach. If you are absent from class this day, email the materials to the professor as soon as possible.

Week 19 Feb 9 Discuss Readings

Assign students to groups A-D.

Readings: Rhoden & Steele, *Human Tradition in AR*, xv-157.

Reading Week Feb 16-20, 2015. No Classes.

Week 20 Feb 23 Discuss Readings

Readings: Rhoden & Steele, 159-350.

Week 21 Mar 2 Discuss Readings.

Readings: 4 articles from JSTOR or America: History & Life, or other electronic database, that will focus on the era of the American Revolution. Selections will depend on the students' interests and intended topics for the oral presentations.

Week 22 March 9 Group A Presentations

Week 23 March 16 Group B Presentations

Week 24 March 23 Group C Presentations

Week 25 March 30 Group D Presentations

Week 26 April 6 Professor's Presentation and **THIRD ESSAY IS DUE.** **

April 8 is the last day of classes. April 9-10 are Study Days.

Final Examination Period, April 11-30, 2015: There is no final examination for this course.

** Important Note: Under normal circumstances, all papers, including late papers subject to the stated late penalty, must be received no later than the last day of classes. The university requires that final grades be submitted very soon after the end of classes. If special circumstances arise and/or an emergency occurs and you are unable to submit your paper on the due date, follow the procedures described on the attached statement and immediately contact the professor and Academic Counselling. You may also choose to email me, simply to inform me that your special circumstances are being considered by Academic Counselling.

Syllabus Last Revised July 31, 2014.

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

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http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are

borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

Medical Issues:

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. This site provides links the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

SUPPORT SERVICES:

Students who are in emotional/mental distress should refer to Mental Health@Western, <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca