

**FOUNDING OF UNITED STATES CIVILIZATION:
North American Peoples and Nations, c. 1492 to c. 1808**

History 263w
DePauw University—Fall 2020
Mon., Wed., Fri., 11:40 a.m.-12:40 p.m.
Synchronous: Tent 4 Bottoms Center & online

Instructor: David Gellman
Office Hours: Zoom or Telephone
Mon., 9:30-10:30 a.m.; Wed. 1:50-2:50 p.m.,
Thurs. 9:30-10:30, and by appointment
Phone Number: 765-653-9553 (9 a.m. to 9 p.m. eastern time zone)
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Course Description: This course surveys key themes and events in North American history from Columbus's landfall to Thomas Jefferson's presidency. We will interrogate major social, imperial, and constitutional developments, with a particular emphasis on the experiences and perspectives of Native Americans, of African Americans, and of women. We also trace the development of a string of Anglo-American colonies which, in the late eighteenth century coalesced to form an extensive, unstable independent republican nation. Conflict, contestation, and community-formation are among our major themes.

Writing Objectives: The course is built around documents and essays—how to read the former and how to write the latter. Students will work with the raw materials of historical interpretation to develop analytical skills and learn how to make every word count. Writing with increased sophistication, grace, and clarity will be a major “w” outcome.

Required Readings: Available at Eli's Books or purchase online. Additional required readings are available via the web and the course moodle site; please print these readings. Several of the online readings can be found through <http://avalon.law.yale.edu/> .

- Colin G. Calloway, *The World Turned Upside Down: Indian Voices from Early America*, 2d edition (Boston: Bedford/St. Martin's. 2016).
- John Ferling, *Adams vs. Jefferson: The Tumultuous Election of 1800* (New York: Oxford University Press, 2005).
- Hannah Webster Foster, *The Coquette, or, The History of Eliza Wharton* (Mineola, N.Y., Dover Thrift Editions, 2015).
- Jill Lepore, *Encounters in the New World: A History in Documents* (New York: Oxford University Press 2002).
- Thomas Paine, *Common Sense* (Mineola, N.Y., Dover Thrift Edition, 1997).
- Mark M. Smith, ed. *Stono: Documenting and Interpreting a Southern Slave Revolt* (Columbia: University of South Carolina Press 2005).

• Laurel Thatcher Ulrich, *Good Wives: Image and Reality in the Lives of Women in Northern New England, 1650-1750* (New York: Vintage, 1991).

Teaching Methodology: We will proceed primarily through class discussion, supplemented by occasional lectures. Discussions will focus intensely on the close reading of historical documents. We will interrogate the content and meaning of words left behind by a variety of historical actors, debating how these fragments complement and complicate the broader contexts limned out by historians.

By definition, the study of Colonial North America is a study of diversity and conflict. Recognition of and respect for alternative interpretations will form the bedrock of our shared inquiry. Listening for conflicting understandings of the past and present need not produce consensus to be productive as long as we ground our understandings in evidence. Our exploration of North American history will depend on a deep, consistent engagement with the course readings and with each other. Embracing difference and diversity in our perspectives is essential for creating an inclusive history and maintaining an inclusive classroom environment.

Due to the hybrid nature of this class—some students able to attend on campus in person, others joining by Zoom—class will meet in a variety of modes. Our major mode will be to have those who are able come to the tent, where they will be joined via Zoom by remote learners. Sometimes we will be entirely remote. Sometimes I will provide a recorded lecture prior to class. We will occasionally avail ourselves of student posts and discussions on Moodle. All students attending in person should bring laptops. To abide by social distancing norms, all small group work will be done in Zoom, bringing together in-person and remote learners virtually. We will also stage role plays and conduct debates, using Zoom to allow small groups of students to do in-class preparation. We will need to be flexible, adapting as we determine what works best. Assume we are meeting in the tent at our scheduled time, but check your email for alternative arrangements due to weather, health, or optimizing the lesson plan. I will try to make these adjustments 24 hours in advance.

The completion of all assignments, attendance in whatever form you can (virtual or actual), and regular participation are essential to our success. I will raise particular issues for discussion, but students should shape the conversation as they see fit, regularly challenging the assertions of the readings, of the instructor, and of each other.

Be aware that not every reading, let alone every aspect of every reading, will be covered explicitly in class. We will often isolate particularly challenging issues or sections of texts in order to model how to approach other texts and issues not raised directly in class. Students are responsible for all the material on the syllabus. Please ask questions, in class and in conversation with the instructor outside of class, about materials that remain unclear and issues that have not been resolved to your satisfaction.

Attendance, Social Distancing, and Mask Policies: It is of the utmost importance that if you have symptoms of COVID-19, you should stay in your room and call the DePauw Health Wellness Center. You will **not** be penalized for studying remotely.

While in the tent, as with elsewhere on campus, we will adhere strictly to social distancing policies. All of us must maintain 6 feet distance from each other at all times. You are required to keep your mask on in class. No eating will be permitted in class but you may remove your mask to drink from a water bottle as needed. It may be hot early in the semester, and I don't want anyone getting dehydrated.

If you need to shift to remote attendance for any reason, let me know. If you are able, use the Zoom course link to attend virtually. You do not need nor are required to give a reason. If you have difficulties that prevent you from attending a video meeting or participate in an online forum, let me know as soon as possible so we can work out a makeup. In terms of determining attendance and participation, I make no distinction between virtual and in-person and will be treated equally.

Recording Class Discussion: If everyone is not in attendance for a session, I will record and share it with the class via the Moodle site, which is password protected. Any recording is for the sole use of members of the class and is not to be shared by me or by you in whole or in part with others not enrolled. Doing so not only violates privacy but also the principle of consent, as the class belongs to each of us equally and none of us wholly.

Assignments: In this w course, you will write frequent papers with strict length limits. You will write two kinds of papers: a) 1-2 page close readings of a single primary source; b) 4 page essays integrating analysis of primary sources with historians' secondary accounts to draw broader conclusions and make meaningful comparisons. Papers are to be typed, double-spaced, in 12-point font, with one inch margins. Endnotes should appear at the end of your prose text and do not count toward your page limit.

All required papers must be completed to receive credit in this course. Late papers will result in a one full-grade penalty on the assignment. You must obtain permission from the professor a minimum of three days in advance for an excused delay in the submission of graded work. You must document emergencies.

Students should feel free to discuss assignments with each other. You, however, must write your essays yourself in your own words. You must acknowledge debts to the written work of others and provide precise, properly formatted endnotes to all quotations and paraphrases. All endnote citations should follow the *Chicago Manual of Style* format. Guides to this format can be through from resources linked to the course moodle site, as well as in style guides by Diana Hacker and Mary Lynn Rampolla.

Academic Integrity: All students should refer to the DePauw University *Academic Handbook* for the high standards of academic integrity to be upheld throughout this course. A great place to start as you think about issues surrounding academic integrity is:

[new student-facing academic integrity resource page](#)

This page has a link to the *Academic Handbook* and other excellent resources. Consultation without attribution of papers from previous versions of this course or other college courses constitutes a violation of academic integrity for which there will be zero tolerance. Stay away from websites that post student material and then you will have no worries on this point. We will discuss citation and academic integrity issues over the course of the semester, but I encourage you to let me know if you have questions.

None of these paper calls for any research beyond the syllabus. I have given you plenty to read already. If you do draw on outside sources, you must provide documentation. I strongly prefer that you look for your answers within.

Evaluation: Every student will complete the following graded assignments, which along with class participation will determine your grade for the course:

- Six close-reading document analysis papers, as describe at end of this syllabus (best four counting toward your grade) = 40% (100 points for each paper = 400)
- Three historical analysis papers = 45% (150 points each paper = 450)
- Class participation = 15% (75 points for each half of semester = 150)

You must write exactly six document analysis papers to pass the course. Everyone has to write the two of the first three papers and four of the next six.

In writing and discussion, you need to have your facts straight, demonstrating that you can properly date and organize the sequence of key events and can identify crucial historical figures. I will place a greater premium on formulating interpretations, which means that I do not seek “right answers” but rather persuasive arguments that are clear and concise. Do not hesitate to take a strong point of view, but always be prepared to defend, document, and illustrate that point of view. In evaluating class participation, I will emphasize quality over quantity.

Accessibility Statement: It is the policy and practice of DePauw University to provide reasonable accommodations for students with properly documented disabilities. Written notification from Student Accessibility Services is required. If you are eligible to receive an accommodation and would like to request it for this course, please contact Student Accessibility Services. Allow one-week advance notice to ensure enough time for reasonable accommodations to be made. Otherwise, it is not guaranteed that the accommodation can be provided on a timely basis. Accommodations are not retroactive. Students who have questions about Student Accessibility Services or who have, or think they may have, a disability (psychiatric, attentional, learning, vision, hearing, physical, medical, etc.) are invited to contact Student Accessibility Services for a confidential discussion. Student Accessibility Services can be reached by phone at 765-658-6267 or studentaccessibility@depauw.edu. Meetings with SAS staff will be conducted virtually this semester. Please reach out to me privately and confidentially if you have accommodation needs based on particular requirements in this course.

Meeting with the Instructor: A lot of learning occurs through teacher-student conversations. I encourage you to meet with me (Zoom or telephone) as often as you like; you are required to do so at least twice during the semester, in scheduled office hours or by appointment.

COURSE SCHEDULE

I. Origins Stories

Aug. 31 Introductions

Sept. 2 Lepore, *Encounters*, 6-16.

Calloway, *Upside Down*, vii-x, 3, 9-20.

Sept. 4 Lepore, *Encounters*, 17-32.

Sept. 7 Calloway, *Upside Down*, 3, 23-37 (Docs. 1-3).

Lepore, *Encounters*, 52-53.

The Bible, Book of Genesis, chs. 1-3 (bring any version).

II. Contact, Conquest, and Compromise

Sept. 9 Lepore, *Encounters*, 33-50.

Calloway, *Upside Down*, 37-43 (Docs. 4 & 5).

Document Paper #1 due by 5 p.m.

Sept. 11 Lepore, *Encounters*, 58-85.

Sept. 14 Lepore, *Encounters*, 50-51, 55-57, 86-105.

Calloway, *Upside Down*, 56-59, 98-99, 128-132 (Docs. 9, 24, 33, 34).

III. English Invasions

Sept. 16 Lepore, *Encounters*, 53-55, 106-116.

Charter to Sir Walter Raleigh: 1584

http://avalon.law.yale.edu/16th_century/raleigh.asp

Document Paper #2 due by 5 p.m.

- Sept. 18 Calloway, *Upside Down*, 43-45 (Doc. 6),
Lepore, *Encounters*, 116-123.

Ordinances for Virginia; July 24-August 3, 1621
http://avalon.law.yale.edu/17th_century/va04.asp
- Sept. 21 Lepore, *Encounters*, 155-163.

John Winthrop, "A Model of Christian Charity" (1630)
https://www.winthropsociety.com/doc_charity.php

Calloway, *Upside Down*, 49-56 (Docs. 8).
- Sept. 23 Lepore, *Encounters*, 146-155.

Calloway, *Upside Down*, 45-48, 86-96 (Docs. 7, 19-22).

Document Paper #3 due by 5 p.m.

IV. The Making of the Slave Plantation Complex in the Americas

- Sept. 25 Lepore, *Encounters*, 124-145.
- Sept. 28 Virtual W-Center visit
- Sept. 30 Jennifer L. Morgan, *Laboring Women: Reproduction and Gender in New World Slavery* (Philadelphia: University of Pennsylvania Press, 2004), 69-106 (chapter 3) [access e-book via DePauw library catalog].

Document Paper #4 due by 5 p.m.

V. Settling and Unsettling: Puritan Women's Lives

- Oct. 2 Ulrich, *Good Wives*, 3-67
- Oct. 5 Ulrich, *Good Wives* 87-145.
- Oct. 7 Ulrich, *Good Wives*, 165-235

VI. Rebellion and Repression in a Slave Society

- Oct. 9 Smith, *Stono*, xi-xvii, 2-19.

- Oct. 12 Smith, *Stono*, 20-72.
 Oct. 14 Smith, *Stono*, 73-123.

VII. Middle Colonies, Middle Grounds & Clashing Aspirations

- Oct. 16 Timothy J. Shannon & David N. Gellman, *American Odysseys: A History of Colonial North America* (New York: Oxford University Press, 2014), 82-86, 192-195 [moodle].

Calloway, *Upside Down*, 79-85, 96-98, 105-115, 133-136 (Docs. 17, 23, 27-29, 35).

- Oct. 19 **Analysis Paper #1 due at the beginning of class.**

- Oct. 21 Shannon & Gellman, *American Odysseys*, 284-306 [moodle].

- Oct. 23 Shannon & Gellman, *American Odysseys*, 306-319 [moodle].

Calloway, *Upside Down*, 61-79 (Docs. 11-17).

- Oct. 26 Calloway, *Upside Down*, 125-128, 98-99, 136-146 (Docs. 24, 36-39).

“Albany Plan of Union 1754”

http://avalon.law.yale.edu/18th_century/albany.asp

- Oct. 28 “The Royal Proclamation - October 7, 1763”

http://avalon.law.yale.edu/18th_century/procl1763.asp

Calloway, *Upside Down*, 147-157 (Docs. 40-43).

Document Paper #5 due by 5 p.m. in my office.

VIII. Anglo-American Imperial Crisis

- Oct. 30 Alan Taylor, *American Revolutions: A Continental History, 1750-1804* (New York: Norton, 2017), 91-130 [moodle].

Resolutions of the Continental Congress October 19, 1765

http://avalon.law.yale.edu/18th_century/resolu65.asp

An Act Repealing the Stamp Act; March 18, 1766

http://avalon.law.yale.edu/18th_century/repeal_stamp_act_1766.asp

The Declaratory Act, March 18, 1766

http://avalon.law.yale.edu/18th_century/declaratory_act_1766.asp

- Nov. 2 John Dickinson, "Letters from a Farmer in Pennsylvania"
<http://americainclass.org/sources/makingrevolution/crisis/text4/dickinsonletters1767.pdf>

Declaration and Resolves of the First Continental Congress, Oct. 14, 1774
http://avalon.law.yale.edu/18th_century/resolves.asp

T.H. Breen, *The Marketplace of Revolution: How Consumer Politics Shaped American Independence* (New York: Oxford University Press, 2004), 294-331 [moodle].

Document Paper #6 due by 5 p.m.

IX. Independence Struggles

- Nov. 4 Thomas Paine, *Common Sense*, 1-58.

- Nov. 6 Declaration of Independence
http://avalon.law.yale.edu/18th_century/declare.asp

Andrew Jackson O'Shaughnessy, *The Men Who Lost America: British Leadership, the American Revolution, and the Fate of Empire* (New Haven: Yale University Press, 2013), 83-122 [e-book via library].

- Nov. 9 Lord Dunmore's Proclamation; Virginia Assembly's Response
<http://blackloyalist.com/cdc/story/revolution/dunmore.htm>
 [to read the documents themselves, click "Documents" in lower right corner of the page to which this link takes you]

Jane G. Landers, *Atlantic Creoles in the Age of Revolutions* (Cambridge: Harvard University Press, 2010), 15-54 [e-book via library].

- Nov. 11 Calloway, *Upside Down*, 158-182 (all of Chapter 5; Docs. 44-51).

The Definitive Treaty of Peace 1783
http://avalon.law.yale.edu/18th_century/paris.asp

X. Forging an Imperfect Union

- Nov. 13 Ferling, *Adams vs. Jefferson*, 18-56.

- Nov. 16 **Analysis Paper #2 due at the beginning of class.**

“Constitution of the United States—1787.”

http://avalon.law.yale.edu/18th_century/usconst.asp

Bill of Rights

http://avalon.law.yale.edu/18th_century/rights1.asp

Nov. 18 Ferling, *Adams vs. Jefferson*, 57-98.

“The Whiskey Rebellion—August 7, 1794”

http://avalon.law.yale.edu/18th_century/gwproc03.asp

Document Paper #7 due by 5 p.m.

Nov. 20 Ferling, *Adams v. Jefferson*, 99-134.

Documents: a) Alien and Sedition Acts; b) Virginia and Kentucky Resolutions. All at http://avalon.law.yale.edu/subject_menus/alsedact.asp

Nov. 23-27 THANKSGIVING BREAK—no class

Nov. 30 Ferling, *Adams v. Jefferson*, 1-17, 135-174.

Dec. 2 Alan Taylor, *The Internal Enemy: Slavery and War in Virginia, 1772-1832* (New York: Norton, 2013), 89-97 [moodle].

Ferling, *Adams v. Jefferson*, 175-215.

Thomas Jefferson, First Inaugural Address

http://avalon.law.yale.edu/19th_century/jefinau1.asp

Document Paper #8 due by 5 p.m.

Dec. 4 Calloway, *Upside Down*, 183-201 (all of Chapter 6; Docs. 52-56).

Document Paper #9 due by 5 p.m.

Dec. 7 Foster, *Coquette*, 1-62.

Dec. 9 Erica A. Dunbar, *A Fragile Freedom: African American Women and Emancipation in the Antebellum City* (New Haven: Yale University Press, 2008), 26-47 [e-book through library].

“An Act for the gradual abolition of Slavery,” and Joseph Sidney, “A Commemoration of the Abolition of the Slave Trade . . .,” in *Jim Crow New York: A Documentary History of Race and Citizenship, 1777-1877*,

ed. David N. Gellman and David Quigley (New York: NYU Press, 2003), 52-63 [moodle].

Dec. 11 Taylor, *Internal Enemy*, 97-104 [moodle].
Foster, *Coquette*, 63-142

Dec. 18 Analysis Paper #3 Due no later than 4 p.m. (no extensions)

Instructions for writing Document Papers

When preparing to write about a primary source, ask yourself three questions: 1) What does the document say? 2) What does the document do? 3) Why does the document matter? Add the phrase “to or for whom” to each of these questions to get even closer to the heart of the matter.

Answering the first question requires you to summarize the meaning of the words on the page. Answering the second question requires you to consider the purpose of the document: What change or result did the author hope to achieve by recording his or her thoughts or the thoughts of some other person? Answering the third question requires you to ask not only whether the document achieved its purposes, but also, more importantly, how the text contributes to our understanding of history.

The third question opens up another host of questions: How does reading this source change, challenge, complement, or complicate our understanding of some particular aspect of history? How does what you have learned about history from secondary sources--lectures, class discussions, other course readings—help you decode the meaning and significance of the primary source? Does the perspective, facts, or aim of one document conflict directly with that offered in another primary source document? In what way does the primary source you have selected invite an alternative, more complicated, or more interesting interpretation than we have entertained previously?

Once you have considered these questions carefully, you are ready to write. Make your case for the document’s historical significance, deploying details from the document and one or two other sources to substantiate your claims.

Don’t waste time and space. Start in the first sentence establishing why this document matters and what use you intend to make of it. As you only have two pages, not counting citations, you will want to make strong claims from the get-go. You also will want to quote only selectively, no more than a few words at a time, always identifying the speaker and explaining what he, she, or they meant. All direct quotations as well as specific statistics, interpretations by historians, and other data require citations.

A caution: Many of our documents come with headnotes, often italicized or in bold, by the editor of the document collection. These headnotes provide context, but are distinct

from and are no substitute for the document itself. Unless absolutely necessary, avoid quoting or paraphrasing these headnotes. Engage the historical actors of the past, not their modern editors, by drawing your evidence and basing your analysis on the actual documents.

For each paper, you may choose a document assigned for the day the paper is due or a document assigned for any day after the previous Document Paper was due. You may choose a document we discussed in class or one we did not or have not yet discussed. If you write about a document already covered in class, you should offer insights that go beyond or challenge the consensus established about the source in class. Merely repeating or summarizing what we said will impress less.

Note that these document papers are due by 5 p.m., or about three hours after class. I strongly discourage you from waiting until after class to start your paper. If you plan to write a paper for a given day, I highly recommend that you already have a full written draft before class. If you hear something in class that causes you to tweak or adjust your argument, that's fine. Your goal, however, should not be to report what we said about a document in class but to put your own stamp on how to understand a document. There is no need to wait until the 5 p.m. deadline. If you are done and happy with a paper you wrote, go ahead and send it along before class. We might not spend much time on your chosen document. And, in any case, be confident in your own thinking.

All papers should be emailed to me as a Word attachment. Each paper must be typed, double-spaced, in 12-point font, with one inch margins. Properly formatted *Chicago Manual of Style* endnotes should appear at the end of your prose text.

Please refer to the sample Russian history papers posted on moodle for models of successful document-based essays.