

**Please note: this is a generic syllabus for Professor DuVal's HIST 398. A specific one for Spring 2014 is forthcoming.**

## **Cultural Identities in Colonial America**

HIST398

[day, time, place]

Professor: Kathleen DuVal  
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Office hours: [#]

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This seminar will consider the early interactions among Native Americans, Europeans, and Africans on the North American continent. Why did these peoples come together? How did they make sense of one another? How did they change one another's lives, religions, political and economic systems, social structures, and assumptions about themselves, others, and their places in the world?

In this course, you will write a major research paper on some aspect of cultural identities in colonial North America. You will choose the specific topic and conduct primary and secondary research. The paper should be 20-25 pages long, including notes and bibliography. Because researching, writing, and editing a paper of this length requires time, the course includes steps along the way to help you start early.

Here are the objectives for your research paper, which are also the guidelines I will use in grading them:

1. pose a significant analytical question
2. use and analyze primary sources
3. present a coherent historical argument



Cartoonist Robert Freeman  
from *Indians in American History*, ed. Hoxie & Iverson

### Required Books

Alan Taylor, *American Colonies* (New York: Penguin, 2001)

Mary Lynn Rampolla, *A Pocket Guide to Writing History* (Boston: Bedford, multiple editions)

Both books are available at the bookstore and on reserve in the Undergraduate Library.  
The Class Schedule (later in this syllabus) lists reading assignments for each day.

## Assignments

Late assignments will not receive full credit.

*In-class Participation:* In-class discussion is a vital component of this research seminar. Each week, you should come to class having completed that week's assignments and being prepared to discuss them. This grade will include your constructive criticism of your peers' work. Your participation will count for 30% of your final grade.

*Paragraphs on Readings:* For [September 10, September 17, and October 1], choose a theme that you have noticed in that week's reading (not Rampolla). In one paragraph (approximately ½ of a page), discuss how the reading or readings illuminate that theme. Because one of the goals of this class is to help you improve your writing, your grade will reflect the quality of the writing as well as the thoughtfulness of your answer to the question. The first sentence of the paragraph should be a strong thesis. The following sentences should support that thesis. You must include examples or quotations from the assigned text or texts to support your thesis and properly cite your sources. The final sentence should sum up the paragraph. These three short assignments will count for 10% of your final grade.

*Pass/Fail Research and Writing Assignments:* As the class proceeds, there will be deadlines for components of the research paper: [fix dates]

- Monday, September 17: Be prepared to discuss potential topics
- Monday, October 1: Five-minute oral report on research findings
- Friday, October 5: Research Paper Proposal (form is on Blackboard)
- Monday, October 8: Individual meeting with me to discuss topic
- Monday, October 15: Preliminary annotated bibliography  
Bring one primary document to class
- Wednesday, October 17: Introductory paragraph and one-page outline
- Monday, October 22: Be prepared to critique your group's paragraphs and outlines
- Monday, Oct. 29 or Nov. 5: Oral report on project

I will grade each of these on a pass/fail basis. If you pass them all, you will get full credit for this portion of the class. But beware—I will fail assignments that show a lack of effort. These assignments will count for 10% of your final grade.

*Rough Draft:* By [5 p.m. on Tuesday, November 13], you will email a rough draft of your research paper to me. The grade that I assign your rough draft will count for 10% of your final grade.

*Research Paper:* Your final research paper will count for 40% of your final grade. A hard copy is due in my office on [Friday, December 7, by 2 p.m.]

Class Schedule [fix dates]

August 27—Introduction to Colonial Cultural Identities

September 3—No Class—Labor Day

September 10—Overview of Colonial American History  
Paragraph due

Reading:

- Taylor, *American Colonies*, introduction and 3-113
- Rampolla, 1-12 (3rd ed.) or 1-14 (4th ed.) or 1-17 (5th ed.)

September 17— Finding a Topic in Colonial American History  
Paragraph due

Be prepared to discuss potential topics

Reading:

- Taylor, *American Colonies*, 117-272
- John Thornton, “The African Experience of the ‘20. and Odd Negroes’ Arriving in Virginia in 1619” (on Blackboard)
- Rampolla, 13-29 (3rd ed.) or 22-34 (4th ed.) or 25-33 & 36-38 (5th ed.)

September 24— Primary Sources

For the first hour of class, we will have a orientation to UNC’s research facilities.

Please meet in Davis Library room 246 PROMPTLY at 2.

Paragraph due

Reading:

- “Virginia Codes Regulating Servitude and Slavery, 1642-1705” (to be handed out in class; write your paragraph on this document)
- Taylor, *American Colonies*, 275-395

### October 1—Topic Brainstorming

Paragraph due

Be prepared to give a five-minute oral report on your research findings thus far

Reading:

- Henry Warner Bowden, “Spanish Missions, Cultural Conflict, and the Pueblo Revolt of 1680,” and Van Hastings Garner, “Seventeenth-Century New Mexico, the Pueblo Revolt, and Its Interpreters” (to be handed out in class; write paragraph on these essays)
- Juliana Barr, “From Captives to Slaves: Commodifying Indian Women in the Borderlands,” *Journal of American History* 92 (2005), 19-46  
To access this article using a computer connected to UNC, type in the URL:  
<http://www.historycooperative.org/journals/jah/92.1/barr.html>  
or title search “Journal of American History” in the library catalog and find vol. 92.  
If you have trouble accessing this article, please contact me.
- Rampolla, 32-41 (3rd ed.) or 39-51 (4th ed.) or 69-87 (5th ed.) and skim 99-112 (3rd ed.) or 120-134 (4th ed.) or 139-151 (5th ed.) for relevant resources

### October 8—Individual Meetings on Topics

Get the Research Paper Proposal form from Blackboard, fill it out, and email it to me by:

[FRIDAY, October 5, at 5 p.m.]

Instead of class, come to your assigned individual meeting in my office during the class period.

### October 15—Documenting Sources

Preliminary annotated bibliography due

Bring one primary document to class

Reading:

- Rampolla, 57-67 (3rd ed.) or 70-84 (4th ed.) or 88-103 (5th ed.) and skim 68-93 (3rd ed.) or 85-114 (4th ed.) or 104-133 (5th ed.)

### October 22—Outline Workshops

Email introductory paragraph and one-page outline to me and your group by:

[WEDNESDAY, October 17, AT NOON.]

The class will split into three groups, each meeting for an assigned 50 minutes during the class period. For class, make sure you have read all of the other members’ paragraphs and outlines and filled out the critique sheet for each (on Blackboard). Remember to critique them as you would like to be critiqued—be specific, fair, and helpful in your compliments and criticisms.

Reading:

- Rampolla, 41-42 (3rd ed.) or 33-34 & 52 (4th ed.) or 87 (5th ed.)

October 29—Oral Reports on Projects

Most students will give their oral reports on their projects today.

November 5—Oral Reports on Projects

Remaining students will give their oral reports on their projects today.

Reading:

- Rampolla, 43-56 (3rd ed.) or 53-69 (4th ed.) or 43-68 (5th ed.)

November 12—Rough Drafts

The class will meet in three groups, each meeting for an assigned 50 minutes during the class period.

Email rough draft to me by [TUESDAY, NOVEMBER 13, at 5 p.m.] Your paper should be as close to the final paper as you can make it. Remember that I will grade this paper.

November 19—Rough Drafts Returned

In class, you will pick up your rough draft, and we will discuss problems and solutions for revising.

November 26—Revising Day

NO CLASS—revise your rough draft

December 3—Wrap-up

No assignment, but we will meet for a short class.

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"I wrote another five hundred words.  
Can I have another cookie?"

**\*\*Final paper due in my office [Friday, December 7, by 2 p.m.]\*\***

On every assignment that you turn in, please write the following and sign:

On my honor, I have neither given nor received unauthorized aid on this assignment.

## **Honor Code**

From The Instrument of Student Judicial Governance,  
Section IIB. Academic Dishonesty

It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty, including, but not limited to, the following:

1. Plagiarism in the form of deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.

2. Falsification, fabrication, or misrepresentation of data, other information, or citations in connection with an academic assignment, whether graded or otherwise.

3. Unauthorized assistance or unauthorized collaboration in connection with academic work, whether graded or otherwise.

4. Cheating on examinations or other academic assignments, whether graded or otherwise, including but not limited to the following: a. Using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods); b. Violating or subverting requirements governing administration of examinations or other academic assignments; c. Compromising the security of examinations or academic assignments; d. Representing another's work as one's own; or e. Engaging in other actions that compromise the integrity of the grading or evaluation process.

5. Deliberately furnishing false information to members of the University community in connection with their efforts to prevent, investigate, or enforce University requirements regarding academic dishonesty.

6. Forging, falsifying, or misusing University documents, records, identification cards, computers, or other resources so as to violate requirements regarding academic dishonesty.

7. Violating other University policies that are designed to assure that academic work conforms to requirements relating to academic integrity.

8. Assisting or aiding another to engage in acts of academic dishonesty prohibited by Section II. B.