

Cultural Identities in Colonial America

HIST398, Fall 2015, Mondays, 3:35-6 p.m.

The syllabus for Fall 2023 will have some changes, but this old syllabus will give you some idea of the objectives and structure of the class.

Professor: Kathleen DuVal
Office: Hamilton Hall, #466

E-mail address: duval@unc.edu
Office hours: Mon. & Wed. 10:30-11:30

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:

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

Required Books

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

Mary Lynn Rampolla, *A Pocket Guide to Writing in 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.

About Your Professor

Kathleen DuVal is a professor in the UNC History Department and a historian of early America, specializing in the history of interactions among American Indians, Europeans, and Africans.

Professor DuVal is the author of many books and articles, including *Independence Lost: Lives on the Edge of the American Revolution* (2015) and *The Native Ground: Indians and Colonists in the Heart of the Continent* (2006).

Assignments

Late assignments will not receive full credit. Assignments whose lateness affects your peers' ability to do their peer review will receive no credit.

Attendance & 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. Your participation will count for 15% of your final grade.

Peer Work: This grade will reflect your constructive criticism of your peers' work, both in our discussions just about every week and in two specific assignments:

- ☐ Monday, October 19: Be prepared to critique your group's paragraphs and outlines
- ☐ Monday, November 16: Comment on your partner's draft (rubric is on Sakai)

Your peer work will count for 10% of your final grade.

Paragraphs on Readings: For August 31, September 14, and September 21, 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 topic sentence. The following sentences should support that topic sentence. You must include examples or quotations from the assigned text or texts to support your topic sentence and properly footnote your sources. The final sentence should sum up the paragraph. Email your paragraph to me before class (ideally as a pdf). 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:

- ☐ Wednesday, September 16: By this day, visit Prof. DuVal's office hours at least once
- ☐ Monday, September 21: Be prepared to discuss potential topics
- ☐ Monday, September 28: Five-minute report on research findings
- ☐ Friday, October 2: Research Paper Proposal (form is on Sakai)
- ☐ Monday, October 5: Individual meeting with me to discuss topic
- ☐ Thursday, October 8: Preliminary annotated bibliography
- ☐ Monday, October 12: Bring one primary document & one article to class
- ☐ Wednesday, October 14: Introductory paragraph and one-page outline

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.

Research Presentation: On either October 26 or November 2, you will give a presentation on your research project. This presentation will count for 5% of your final grade.

Rough Draft: By 5 p.m. on Tuesday, November 10, you will email a rough draft of your research paper to me and to your writing partner. 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 the History Department office on Hamilton's 5th floor (get a staff member to date stamp it) on Friday, December 4, by 2 p.m.

Class Schedule

August 24—Introduction to Colonial Cultural Identities

Reading:

- Taylor, *American Colonies*, introduction and 3-113



August 31—Finding a Topic in Colonial American History

Paragraph due by email by classtime

Reading:

- Taylor, *American Colonies*, 117-272
- Rampolla: see “Rampolla Page Numbers” on Sakai for your edition’s assignment

September 14—Davis Library

Paragraph due by email by classtime

We will spend today getting to know UNC’s research facilities on a deeper level than you have in the past. Please meet in Davis Library room 247 at the start of the class period.

Reading:

- Taylor, *American Colonies*, 275-362

September 21—Primary Sources

Paragraph due by email by classtime

Be prepared to discuss your topic.

Reading:

- Virginia Codes Regulating Servitude and Slavery, 1642-1705 (on Sakai; write your paragraph on this document)
- Taylor, *American Colonies*, 363-477

September 28—Topic Brainstorming

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

Reading:

- Tracey Barrett, “Students, Not Daughters: Women Students’ Experiences and the End of *In Loco Parentis* at UNC-Chapel Hill, 1964-1976,” *Traces* 1 (spring 2012), 55-89 (UNC’s undergraduate history journal, to be handed out in class)
- Rampolla: see “Rampolla Page Numbers” on Sakai for your edition’s assignment

Get the Research Paper Proposal form from Sakai, fill it out, and email it to me by:
FRIDAY, October 2, at 5 p.m.

October 5—Individual Meetings on Topics

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

Preliminary annotated bibliography due by email to me by: THURSDAY, October 8, at 5 p.m.

October 12—Documenting Sources

Bring one primary document and one article to class

Reading:

- Rampolla: see “Rampolla Page Numbers” on Sakai for your edition’s assignment

Email introductory paragraph and one-page outline to me and to your group (their email addresses are on Sakai) by: WEDNESDAY, October 14, at NOON.

October 19—Outline Workshops

By classtime, read the paragraphs and outlines from the other members of your group, fill out a critique sheet for each (on Sakai), and email the critique sheets to the group. Critique them as you would like to be critiqued—be specific, fair, and helpful in your compliments and criticisms.

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

Reading:

- Rampolla: see “Rampolla Page Numbers” on Sakai for your edition’s assignment

October 26—Research Presentations

Some students will give their research presentations today.

November 2—Research Presentations

Remaining students will give their research presentations today.

Reading:

- Rampolla: see “Rampolla Page Numbers” on Sakai for your edition’s assignment

November 9—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 and your partner by TUESDAY, November 10, 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 16—Rough Drafts Returned

Read and comment on your partner’s draft, using the rubric on Sakai.

In class, you will pick up your rough drafts from me and your partner, and we will discuss problems and solutions for revising.

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November 23—Revising
Revisions discussions.

November 30—Wrap-up
No assignment, but we will have class.

****Final paper due in History Department office Friday, December 4, 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.

Guidelines for the Paragraphs

You should write just one paragraph, about half of a page in length, double-spaced.

The paragraphs should be typed in a 12-point font size with reasonable margins (about an inch on each side).

The first sentence should be a strong topic sentence. (The paragraph should not be a thought-piece.)

You must include examples and/or quotations to support your topic sentence.

Introduce and explain each quotation. A short quotation is often more convincing than a long one. Do not over-quote.

Cite all evidence that you use, whether you are quoting directly or not, using footnotes.

The final sentence should sum up the paragraph.

Common Writing Mistakes

1) The passive voice weakens prose and obscures meaning; avoid it. In passive sentences, a helping verb precedes a past participle form of an action verb. The subject is at the end of the sentence or missing altogether. “The battle was won by the Wampanoags.” is in the passive voice. “The Wampanoags won the battle.” is a stronger, clearer sentence.

2) Always use past tense in a history paper.

3) Write out contractions. For example, write “could not” rather than “couldn’t.”

4) Be sure to use commas correctly. When a conjunction (and, or, but, so) links two clauses with their own subjects, use a comma: “The Wampanoags won many battles, but they ran out of ammunition.” If there is no subject following the verb, the sentence does not need a comma: “The Wampanoags won many battles but ran out of ammunition.” A comma is not strong enough to separate two independent clauses without a conjunction; use a semicolon or separate the sentence in two: “The Wampanoags thought they would win; they were wrong.”

5) If one thing changed another, it “affected” it (verb). The change itself is the “effect” (noun).

6) Use “that” with restrictive clauses and “which” with nonrestrictive clauses. “The battle that the English won was decisive.” or “The battle, which the English won, was decisive.”

7) Use a hyphen when you use somethingth -century as an adjective but not when it is a noun. “Eighteenth-century people lived in the eighteenth century.”

Some Tips for Reading Primary Documents

Primary sources are the raw documentary materials—written during the periods under study—that professional historians use in their efforts to know and understand the past.

Primary Sources: Primary sources were written at the time under study, usually by people directly involved. Primary sources include letters, diaries, newspapers, memoirs, laws, court cases, and images made at the time.

Secondary Sources: Secondary sources are books and articles written well after the time in question, including works of history, textbooks, and the editors' introductions and other commentary in printed volumes of primary sources.

Reading primary sources requires close, careful, and active reading. Here are some questions to keep in mind:

- Who was the author and what were the author's purposes in writing this document?
- Why did the author write the document in the form it is in?
- What was the historical context within which the author wrote this document?
- What basic assumptions—religious, social, political, ethnic, racial, gendered, sexual, national, etc.—did the author operate under?

Three broad questions may help you to read primary documents actively rather than passively and prepare to write about them:

1. What strikes you? What aspects of the reading particularly command your attention and for what reason?
2. What surprises or puzzles you? What aspects of the reading challenge or overturn whatever initial expectations you brought to the document?
3. What patterns do you see? What fundamental concerns or values run through the reading? What keywords does the author repeat?

Don't forget: you'll often understand a primary source better on the second reading, so try to take the time to read it twice.

Grading Scale for History 398

93+ A

90-92 A-

87-89 B+

83-86 B

80-82 B-

77-79 C+

73-76 C

70-72 C-

67-69 D+

63-66 D

60-62 D-

0-59 F

Academic Resources

Accessibility Resources & Service: “AR&S provides reasonable accommodations, so students with disabilities who are otherwise qualified may, as independently as possible meet the demands of University life.” Includes eligibility guidelines and information for how to get started, as well as resources for students with disabilities (including alternative testing options, note-taking requests, and frequently asked questions).

Website: <http://accessibility.unc.edu>

Location: SASB North, Suite 2126

Phone: 919-962-8300 Email: accessibility@unc.edu

Academic Advising: “The mission of the Academic Advising Program in the College of Arts and Sciences is to partner with students to create meaningful educational plans that are compatible with their career and life goals.” For setting up appointments with advisers to discuss matters ranging from course planning to academic difficulty to graduation review.

Website: <http://advising.unc.edu/>

Location: Steele Building

Phone: 919-966-5116

The Center for Student Academic Counseling: “The Center for Student Academic Counseling offers academic counseling and personal support for all UNC students. Historically, CSAC's primary objective has been to sponsor programs and activities that promote academic excellence, increase retention, and improve the campus climate for diversity among minority students in general and Native American and African American undergraduates in particular.”

Website: <http://cssac.unc.edu/programs/student-academic-counseling>

Location: SASB North, Room 2203

Phone: 919-966-2143

The Learning Center: “Helps students learn more efficiently and perform better in their course work. Services include Academic Counseling; Reading Program; Tutoring in Math and Sciences; Drop-in Peer Tutoring; Test Prep for GRE, GMAT, LSAT, MCAT; Workshops; and Success Programs for students with LD/ADHD.”

Website: <http://learningcenter.unc.edu>

Location: SASB North, lower level, Room 0118

Phone: 919-962-3782 Email: learning_center@unc.edu

University Career Services: “UCS serves underclassmen, seniors, graduate students and alumni. Services include individual career advising; internship and employment search assistance; workshops on job-seeking skills; resume mailing service to employers; on-campus interviewing; graduate school preparation assistance; and online internship and job listings and occupational and employer information.”

Website: <http://careers.unc.edu>

Location: Hanes Hall, Room 219

Phone: 919-962-6507 Email: ucs@unc.edu

The Writing Center: “The Writing Center is an instructional service that provides writing assistance for students, faculty, and staff. We offer both face-to-face and online consultations, as well as a collection of online resources for writers and educators.”

Website: <http://writingcenter.unc.edu/> - make appointments online

Location: SASB North, lower level, Room 0127 (main location) and Greenlaw Hall, Room 221

(satellite space)

Phone: 919-962-7710 Email: writing_center@unc.edu

Wellness Resources

Carolina Women’s Center: “The Carolina Women’s Center’s mission is to create an inclusive education and work environment where gender is not a barrier to success, difference and diversity are celebrated, and everyone is safe to live, learn, teach, and work without threat of harm or unequal treatment.” The CWC offers monthly programming (speakers, screenings, discussions, and performances), ongoing trainings/workshops (notably HAVEN training, to increase support for student survivors of sexual violence), and general resources.

Website: <http://womenscenter.unc.edu/>

Location: Stone Center, Suite 101

Phone: 919-962-8305 Email: cwc@unc.edu

Counseling and Psychological Services: Providing individual, couples, and group therapy as well as other resources and programs to promote academic and personal wellness for students. Offers information on how to get started and the philosophy behind the programs. Note: first time visits are walk-in only, no appointment necessary.

Website: <http://campushealth.unc.edu/caps>

Location: Campus Health Services (James A. Taylor Building), 3rd Floor

Phone: 919-966-3658

Diversity and Multicultural Affairs: “Diversity and Multicultural Affairs is an office in the Office of the Executive Vice Chancellor and Provost and serves as the diversity arm of the University. DMA is led by the Vice Provost & Chief Diversity Officer and has the responsibility of providing university-wide leadership in building and sustaining an inclusive campus community that values and respects all members of the university community and beyond.”

Website: <http://diversity.unc.edu>

Location: South Building, Ground Floor

Phone: 919-962-6962

LGBTQ Center: The Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Center works to foster a welcoming and inclusive environment for UNC-Chapel Hill community members of all sexual orientations, gender identities and gender expressions. We address this mission by allocating our resources across three broad areas: 1) Educational programs; 2) Direct services and resources; 3) Advocacy.”

Website: <http://lgbtq.unc.edu>

Location: SASB North, Suite 3226

Phone: 919-843-5376 Email: lgbtq@unc.edu