

Encounters in Early America

HIST398, Fall 2023

Mondays, 3:35-6 p.m., PMH (HM)* room 351

Staff

Professor Kathleen DuVal, duval@unc.edu

Office hours: Wednesdays 10-11:30 and by appointment, PMH room 466

Graduate Research Consultant Nancy Akomaniwaa Andoh, anancy@email.unc.edu

Librarian Amy Fader, aebanks@email.unc.edu

Add appointments to Amy Fader's calendar: <https://calendar.lib.unc.edu/appointments/amyfader>

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.

History 398 fulfills the RESEARCH Gen Ed for the IDEAs in Action curriculum.

It is a CLEE-Mentored Research course in the Making Connections Gen Ed.

Course Goals and Learning Objectives

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. use and analyze secondary sources
4. present a coherent historical argument

You will also work on your skills of peer engagement and oral as well as written presentation.

Honor Code: Students are expected to be familiar with and observe the Honor Code:

<http://catalog.unc.edu/policies-procedures/honor-code/>

Accessibility Resources: UNC facilitates the implementation of reasonable accommodations, including academic adjustments, resources, and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in barriers to fully accessing University courses. See the ARS website for contact and registration information at <https://ars.unc.edu> or email ars@unc.edu. Feel free to contact Professor DuVal with accessibility needs within this class or with suggestions on improving accessibility.

*The History Department uses the name Pauli Murray Hall for our building, although on official maps and in Connect Carolina, you will find it as Hamilton Hall. Joseph Grégoire de Roulhac Hamilton was a now-discredited UNC historian whose work unquestioningly promoted white supremacy. In July 2020, the departments housed in the building agreed to adopt the name Pauli Murray Hall in place of Hamilton Hall. An official request with the Chancellor is pending.

Counseling and Psychological Services: CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Please visit the CAPS website <https://caps.unc.edu/> for help.

Safe at UNC: Any student who experiences discrimination, harassment, relationship violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. To file a report or see available resources, please go to <https://safe.unc.edu/>.

The UNC History Department's Land Acknowledgement: The University of North Carolina at Chapel Hill sits on Turtle Island, on the land that is called Amá:inausíka: [Ah-mahn-ee-now-shinck-ah] in the Tutelo Saponi language. As historians, it is our responsibility to educate ourselves and teach the histories of the land we live on, and to acknowledge the land, sovereignty, presence, and survivance of Native Americans and Indigenous peoples in our university, our communities, the state of North Carolina, Turtle Island, and the world. Our university sits on the lands of the Occaneechi Band of the Saponi Nation and the Shakori, Eno, Sissipahaw, and Occaneechi peoples. The state of North Carolina recognizes eight Native Nations: the Coharie, the Eastern Band of Cherokee Indians, the Haliwa-Saponi, the Lumbee Tribe of North Carolina, the Meherrin, the Sappony, the Occaneechi Band of the Saponi Nation and the Waccamaw Siouan. True acknowledgement takes many different forms, but through our work as historians, we can begin this work by including the histories and current land struggles of Indigenous peoples in our teaching, research, and public engagement.

Required Books

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

Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (Boston: Bedford, multiple editions—Student Stores has the most recent edition, but the third through tenth editions are all fine)

Both books are available at Student Stores, on reserve in the Undergraduate Library, and sold on online used books sites such as Abebooks.

The Class Schedule (later in this syllabus) lists reading assignments for each day.

About Your Instructors

Kathleen DuVal is a professor in the UNC History Department and a historian of early America, specializing in the history of interactions among Indigenous Americans, Europeans, and Africans. Professor DuVal is the author of many books and articles, including *Independence Lost: Lives on the Edge of the American Revolution*, *The Native Ground: Indians and Colonists in the Heart of the Continent*, and the U.S. history textbook *Give Me Liberty!*

This course also has a Graduate Research Consultant and a Librarian. Both are available to help at any stage in your research process, including topic formation, finding and evaluating sources, and incorporating evidence. Nancy Akomaniwaa Andoh is a Ph.D. student in African History in the UNC History Department. She has her B.A. in History from Kwame Nkrumah University of Science and Technology and her M.Phil. in Human Rights from the University of Education Winneba. Amy Fader is UNC's Humanities Research Librarian. She earned her B.A. at Auburn University, with majors in German-International Trade and French. She has an M.S. in Library and Information Science from North Carolina Central University and an M.A. in English and Comparative Literature from UNC-Chapel Hill. The GRC Program is sponsored by UNC's Office for Undergraduate Research. Our library assistance is provided by UNC Libraries.

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 23: Be prepared to critique your group's paragraphs and outlines
- Monday, November 20: Comment on your partner's draft (rubric is on Canvas)

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

Paragraphs on Readings: For August 28, September 11, and September 18, choose a theme that you have noticed in that week's reading (not Rampolla). In one paragraph (approximately 125 words or ½ of a page, double-spaced), 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 cite your sources using footnotes. The final sentence should sum up the paragraph. Post your paragraph in pdf form to Canvas before class. These three short assignments will count for 10% of your final grade.

Pass/Fail Research and Writing Assignments:

- Wednesday, September 13: By this day, visit Prof. DuVal's office hours at least once
- Monday, September 18: Be prepared to discuss potential topics
- Friday, September 29: By this day, meet with GRC Nancy Akomaniwaa Andoh
- Monday, October 2: Five-minute report on research findings
- Thursday, October 5: Research Paper Proposal (form is on Canvas)
- Monday, October 9: Individual meeting with me to discuss topic
- Thursday, October 12: Preliminary annotated bibliography
- Monday, October 16: Bring one primary document & one article to class
- Wednesday, October 18: 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 30 or November 6, you will give a presentation on your research project. This presentation will count for 5% of your final grade.

Rough Draft: By 11:59 p.m. on Tuesday, November 14, you will post a rough draft of your research paper in pdf form to Canvas for me and provide a copy 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. It is due on Canvas in pdf form by Thursday, December 7, at 11:59 p.m.

August 21—Introduction to Colonial America

August 28—Finding a Topic in Colonial American History

Paragraph due on Canvas by classtime

Reading: Arthur Barlowe on Roanoke (on Canvas)
Taylor, *American Colonies*, introduction
Rampolla: Chapters 1 & 2 in 9th and 10th editions or e-book (see “Rampolla Page Numbers” on Canvas for page numbers for earlier editions)

September 4—No Class, Labor Day

September 11—Primary Sources

Paragraph due on Canvas by classtime

We will spend the first part of class visiting Special Collections in Wilson Library. Please meet in the lobby of Wilson Library at the start of the class period.

Reading: Virginia Codes and the Code Noir exercise (on Canvas)
Choose one *Doing History* podcast to listen to:
<https://benfranklinworld.com/category/doing-history/>

By Wednesday, September 13, visit Prof. DuVal’s office hours at least once.

September 18—Primary Sources and visit to Davis Library

Paragraph due on Canvas by classtime

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

Be prepared to discuss your topic.

Reading: Pueblo Revolt exercise (on Canvas)

September 25—No Class, Well-Being Day / Yom Kippur

By September 29, meet with GRC Nancy Akomaniwaa Andoh.

October 2—Topic Brainstorming

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

Reading: The chapter of *American Colonies* that is most relevant to your topic
Rampolla: Chapters 5 & 6 in 9th and 10th editions or e-book (see “Rampolla Page Numbers” on Canvas for page numbers for earlier editions)

By Thursday, October 5, at 11:59 p.m., submit the Research Paper Proposal form on Canvas.

October 9—Individual Meetings on Topics

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

By Thursday, October 12, at 11:59 p.m., Preliminary annotated bibliography due on Canvas.

October 16—Documenting Sources

Bring one historical document (primary source) and one journal article (secondary source) to class

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)
Rampolla: Chapter 7a&b and skim 7c&d in 9th and 10th editions or e-book (see “Rampolla Page Numbers” on Canvas for page numbers for earlier editions)

By Wednesday, October 18, at 11:59 p.m., introductory paragraph and one-page outline due to me and your group.

October 23—Outline Workshops

By classtime, read the paragraphs and outlines from the other members of your group, fill out a critique sheet for each (on Canvas), and share the critique sheets with me and your 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: Chapters 3 & 4 in 9th and 10th editions or e-book (see “Rampolla Page Numbers” on Canvas for page numbers for earlier editions)

October 30—Research Presentations

Some students will give their research presentations today.

November 6—Research Presentations

Remaining students will give their research presentations today.

November 13—Rough Drafts

Meet with your partner during classtime. Spend about 30 minutes discussing each draft, and then spend the rest of the period having writing/editing time together. Post a short statement to Canvas reporting to me about your meeting. I will be available by email and Zoom if you need to reach me.

Rough draft is due to me and your partner by TUESDAY, November 14, at 11:59 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 20—Rough Drafts Returned

By classtime, read and comment on your partner's draft, using the rubric on Canvas.

In class, we will discuss your rough drafts, including problems and solutions for revising.

November 27—Revising

Revisions discussions.

December 4—Wrap-up

No assignment, but we will have class.

****Final paper due on Canvas in pdf form Thursday, December 7, by 11:59 p.m.****