PURPOSE: We are the descendants of the colonists—even if our families came over after the Revolution, or if our grandparents never spoke a word of English. Our major political institutions and ideals took shape in the 17th and 18th centuries, as well as the basic structure of our society (including the ethnic framework which existed until the 1840s, and still influences our thinking today). The colonial period was also the seedbed of American thought—its hopes and aspirations, its fears and prejudices. The colonial period is often seen as a preface to the American Revolution. It is that, but much more: it is both preface and foundation for the American experience. The purpose of this course is to further an understanding of that experience, and therefore of ourselves and the society in which we live.

ATTENDANCE: Attendance is required, and roll is taken. Besides, lectures do not simply repeat the readings, but often comment or elaborate on events (or items only briefly mentioned in the books), and consider their implications. So it is important to attend class. Exams will draw upon the material in both the lectures and the readings.

ASSIGNMENTS: Textbook assignments appear on the next page.

TESTS: There are 2 quizzes, designed to keep students current with the readings. There is also a midterm, and a final (covering only the last half of the course). Makeups are given by my teaching assistant, provided a student has a valid excuse; dates are set by his schedule. Points are assigned each test & paper; these are totaled at term’s end, & a grade assigned (roughly, “90%, 80%,” etc. Good attendance can earn a modest bonus; poor attendance (over six un-excused absences) could lead to being dropped from 3033. Roughly, the 2 quizzes combined, term paper, midterm & final are each worth 20-25% of the grade.

Honor System: the honor code (Student Handbook) applies; alternate seats are taken during exams; no extraneous materials (books, smart phones, ear phones, etc. on one’s self or desk) during exams. In that case the test can be confiscated.

TERM PAPER: One term paper, approximately 20-25% of grade. See below, following “Topics” & reading assignments.

**TOPIC**

<table>
<thead>
<tr>
<th>HOFFER</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>1. The Earliest Americans: Chs. 1 &amp; 1</td>
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<td>2. The Age of Discovery: Ch. 2</td>
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<td>Chapter</td>
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<td>3</td>
<td>Spain in the New World</td>
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<td>France &amp; England in America</td>
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<td>5</td>
<td>Early Chesapeake Society</td>
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<td><strong>QUIZ (Tentative): SEPTEMBER 24</strong></td>
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<td>6</td>
<td>Puritanism in Old and New England</td>
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<td>7</td>
<td>The growth of New England</td>
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<td>8</td>
<td>Civil War, Charles II, &amp; a New colonial policy</td>
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<td>9</td>
<td>The Middle Colonies</td>
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<td><strong>MIDTERM (TENTATIVE): OCTOBER 19</strong></td>
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<td>10</td>
<td>Colonies in Ferment: I 1670s-80s</td>
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<tr>
<td>11</td>
<td>Colonies in Ferment: II 1680s-90s</td>
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<td>12</td>
<td>18th C. Life &amp; the Enlightenment &amp; Awakening</td>
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<td>13</td>
<td>18th C. Political forms</td>
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<td>14</td>
<td>Struggle for Empire</td>
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<td>15</td>
<td>First cracks in the Imperial Structure: 1760s</td>
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<td>16</td>
<td>Mounting Crisis: 1770s-75</td>
</tr>
<tr>
<td>17</td>
<td>The Revolution, 1775-78</td>
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SUBJECT: The paper will either examine a specific topic (see below for suggestions), or will offer a critique of a book.

LENGTH: 2500 to 3000 words. Thus it will run 8 to 10 pages (topic papers may be a little longer), not including endnotes and bibliography (which are expected).

FORM: The paper should be typed, double-spaced. Margins of 1” or 1 1/2” on all sides. TWO copies will be turned in, reasonably neat, with a limited number of strike-overs or penned additions. Papers difficult to read due to sloppy preparation will receive a lower grade. Some endnotes (or footnotes) are expected, and mandatory where quotes are used; but dozens are not wanted. In questions of form, you must use Turabian, A Manual of Term Papers, Theses, and Dissertations (latest ed.)—NOT the ALA style.

REMEMBER: ALL STUDENTS MUST TURN IN TWO (2) COPIES OF THE PAPER.

DEADLINES: September 17—Submit paper topic or book to be rev.

Oct. 1——Submission of likely sources

November 26——Final paper

INSTRUCTIONS IF THE PAPER IS ON A SPECIFIC TOPIC:

Examine a limited subject or question. Perhaps one basic book (or a significant part of one book) will provide much data. But you’ll have to check other books to see how they handled the topic, relevant articles (especially any after the book’s publication), and--where available--relevant documents or newspapers.

FOR EXAMPLE: If one were writing a paper on Benjamin Franklin’s role vis-a-vis the Stamp Act, one should first consult a major biography of Franklin—perhaps van Doren’s—to see what the author said about it. There are also 1 or 2 books dealing with Franklin’s diplomatic career, and one book-length study of the Stamp Act. Relevant chapters (or the index in these) should be checked also. Don’t forget journal articles that might have been published since the major books you are using. Remember, to keep the research/length reasonable, make sure your topic is narrow enough to keep you focused. Topics such as “Franklin’s philosophy,” or “Franklin’s role in the Revolution” are worthy of a book, not an 10-12 page paper. Remember shortcuts: Your text has a bibliography helpful to your subject; so does Hawke. And Moffett’s reference room has one dealing with the revolutionary era. One may also use computer search programs (reference room), & also the index of AMERICAN HISTORY AND LIFE.

WHAT IS NOT WANTED: A SIMPLE ACCOUNT OF SOME TOPIC, FAINTLY PARAPHRASED, FROM TWO CHAPTERS IN ONE BOOK, WITH A QUOTE OR SO FROM ANOTHER WORK TO GIVE THE IMPRESSION OF "WIDE RESEARCH."
INSTRUCTIONS IF THE PAPER CONCERNS A BOOK CRITIQUE

A book critique is **NOT** jargon for "book report." A book report mostly describes what the book said, along with the student's own comments as to whether he/she liked it or not, whether the author's style was interesting, and perhaps the extent to which the author seemed qualified, & used a variety of sources.

A book critique **includes** that, but is **more**: (1) It reviews the major books on the same subject (you're not expected to read them). 2) It determines how the author's interpretation of the person or event(s) differed from other approaches to this subject, & perhaps weaknesses and strengths evident in the author's account (most book reports do the latter). (3) It determines whether or not the author introduced new evidence or sources that other writers had not used. In a sense, it is like testimony at a trial. First,a witness "tells" his account. Then the cross-examiner (you) attempts to put that testimony in con-text--relate it to other accounts, point out whether it agrees or differs from other reports (& how), evaluate its seems reliability etc. Gathering information of this sort shouldn't take as much time as reading the book & taking brief notes on it.

Sometimes the author makes this easy—an introduction (or perhaps bibliographic essay at the end) may comment on related books, why he felt constrained to write a new account, etc. This does most of your work for part #2. But he may not. In case yours does not, two brief commentaries of this sort, illustrating the type of information we are talking about here, will be put on reserve in Moffett. You may wish to briefly examine them before starting your critique. One is the opening chapter from Washburn's book on Bacon's Rebellion, *The Governor and the Rebel*. The other, David Potter's review of Richard Hofstadter's "The Progressive Historians" (*The New York Review of books*, April 29, '69 (this is also included in a book of Potter's collected essays). So choose your book; read it (taking notes in a general fashion); then do a bibliographical search on your subject (aids in refer-ence room); read what others have said about your author's book (and perhaps look at passages from other books at odds with your author's handling of his topic), and complete your assessment.

**FOR EXAMPLE:** A critique dealing with a book on King Philip's War would summarize the book itself, & how it compares with 2 or 3 major books on the subject. Then, examine how your book differed from them, the sort of evidence used (& how reliable it was), & how its view of Philip's motives, tactics & accomplishments differ from other accounts. **Several Book reviews** (from journals) must be used, which will assist in these comments.

**REMEMBER,** **WHAT IS NOT WANTED:** A SIMPLE "BOOK REPORT," e.g., "THIS-BOOK-IS-SO-MANY-PAGES-LONG,-IT-COVERS-SUCH-&-SUCH-IN-THE-FIRST-PART,-SUCH-&-SUCH-IN-THE-SECOND,-AND-I-THOUGHT-IT-WAS-AN-INTERESTING-BOOK..."

**PRE-APPROVED BOOKS FOR A BOOK CRITIQUE**
(others permitted, check with the professor)
Morrison, S.E. CHRISTOPHER COLUMBUS, MARINER

Crosby, Alfred. THE COLUMBIAN EXCHANGE.

Nash, Gary. RED, WHITE, AND BLACK.

Day, Grove. CORONADO'S QUEST.

Vaughan, Alden. AMERICAN GENESIS (Capt. John Smith)

Lockridge, Kenneth. A NEW ENGLAND TOWN; THE FIRST 100 YEARS.

Rutman, Darrett B. AMERICAN PURITANISM (Society & theology)

Hawke, David. EVERYDAY LIFE IN EARLY AMERICA.

Hansen, Chadwick. WITCHCRAFT AT SALEM.

Starkey, Marion. THE DEVIL IN MASSACHUSETTS.

Leach, Douglas. FLINTLOCK AND TOMAHAWK (classic on Philip's war)

Bourne, Russell. THE RED KING'S REBELLION (different view)

Rurman, Darrett & A. A PLACE IN TIME (Va. County over 100 yrs)

Washburn, Wilcomb. THE GOVERNOR AND THE REBEL.

Gaustad, Edwin. THE GREAT AWAKENING IN NEW ENGLAND.

Hofstadter, Richard. AMERICAN AT 1750.

Sydnor, Charles. GENTLEMEN FREEHOLDERS

Gross, Robert. THE MINUTEMEN AND THEIR WORLD.

Foner, Eric. TOM PAINE AND REVOLUTIONARY AMERICA.

Martin, James, ed. ORDINARY COURAGE: THE REVOLUTIONARY WAR ADVENTURES OF JOSEPH PLUMB MARTIN.
Ammerman, David. IN THE COMMON CAUSE (response to Coercive Acts)

Labaree, Benjamin. THE BOSTON TEA PARTY.

French, Allen. THE DAY OF CONCORD AND LEXINGTON

Brown, Wallace. THE GOOD AMERICANS. (Loyalists in Revolution)

SUGGESTED TERM PAPER TOPICS

Leadership in Jamestown, 1607-1640s
Labor in Jamestown, 1607-1630s
New England Settlements before Plymouth
Religious Toleration in Massachusetts
Puritan and Indian Relations
Spanish v. English Treatment of Indians
New Amsterdam (ie: Under Dutch control)
Sam Adams' role in the Coming of the Revolution
Townshend Duties' reception in a given colony
James Otis & the Writs of Assistance
Adoption of the Articles of Confederation
Jonathan Edwards & the Great Awakening
George Whitefield & the Great Awakening
Virginia politics in the early 18th Century
American participation in one of the French & British Wars
Free Blacks in 17th Century - Virginia/Maryland
William Penn & the establishment of Philadelphia
Early Methodism (or Baptists, or Presbyterians, etc.)
Causes of the Salem Witchcraft scare
Decline of the Salem Witchcraft scare
Mercantilism & the Navigation Acts
Fundamental Constitution of Carolina
Gov. Francis Bernard of Massachusetts
American reception of the Sugar Act of 1764
When did the first Indians arrive in America?
France & the loss of Acadia
Education in Puritan New England
Marriage, Property & Mobility in early New England
The French & Indian War's Impact on Indian-White Relations
The Jews in Colonial America
Slavery in Brazil v. America
Slavery in the Middle Colonies
European Joint Stock Companies in the 16th Century
Benjamin Franklin & Early American Printing
Benjamin Franklin & American Science in the 18th Century
Captain John Smith & Virginia
Captain John Smith & New England
Was Vinland in the U.S.?
Dominion of New England
Pequot War
Bacon’s Rebellion (VA.)
France in Canada, 1600s-1650s
Queen Elizabeth & America
Columbus in America (any voyage)
Slavery in the South, 1619-1660s
Stamp Act Crisis in 1 colony
Verrazano’s voyages in America
Sir Ferdinando George & Maine
Colonization of Maryland
Patrick Henry & Virginia politics
Sir Walter Raleigh & America
“New Lights” in Religion
Sir Edwin Sandys
The Colonization of Connecticut
Roger Williams’ views on tolerance
England’s Indian Superintendents
The Paxton Boys Rebellion (Penn.)
Confederation of New England
King Philip’s War
Who Were the Mound Builders?
Early Industry in Massachusetts
Albany Congress
Early Literature in New England
Quartering Act of 1765
Benjamin Banneker
Phyllis Wheatley
Gaspee Incident
Boston Massacre
Calvinism in England
Washington and the Seige of Boston; or at Valley Forge
Bunker Hill
The British Invasion of New York
Washington, Howe and Philadelphia
Saratoga
Britain's invasion of the Southern Colonies
King's Mountain
Camden
Cornwallis' Retreat to Yorktown
THE USE OF QUOTES AND SOURCES IN TERM PAPERS

When writing papers, students often err in using quotations—and in knowing how to distance themselves from their original sources far enough to avoid that serious mistake, plagiarism. To assist the student, I have compiled examples of the most common errors. Please try NOT to emulate them.

Here is a passage from a book dealing with the Civil War: David Potter’s The Impending Crisis, 1848-1861 (p. 191 in the paperback ed.). It deals with the American ambassadors meeting in Ostend, Belgium, who signed a document urging Cuba’s “liberation” from Spain—the Ostend Manifesto. Ambassadors Buchanan, Soule and Mason wrote this expansionist document with the encouragement of Secty. of State Marcy—but the final statement went beyond his intention, and good sense. Regarding this hairbrained scheme, Potter wrote:

Whatever induced James Buchanan to put his signature to the agreement remains a matter for speculation. Perhaps, it has been suggested, he was mesmerized by Soule. But Buchanan was not easily enticed into steps that would operate to his own disadvantage, and it is quite possible that he saw an opportunity to embarrass William L. Marcy, his most serious future rival for the presidential nomination. Marcy’s old maneuvering to “detach that island” left him vulnerable. He could not wholly disavow the Ostend statement, yet it would place him in a very awkward position, and it would make Buchanan popular with expansionists. Perhaps this explanation attributes too much Machiavellian skill to a tired, elderly alumnus of the Pennsylvania school of politics, but in any event, Buchanan signed.

Note that when an extended quotation is used, one may omit quotation marks and simply indent the material. However, what should the student do if he wishes to quote just a sentence or two? Then it must follow your introduction (it is not put on a separate line, or indented), and quotation marks are used. Thus: As Potter wrote, “Whatever induced James Buchanan to put his signature to the agreement remains a matter for speculation. Perhaps, it has been suggested, he was mesmerized by Soule.”

Note that not a single word, nor so much as a comma, has been changed. Nor can they be if one uses quotation marks. The following is NOT correct, or acceptable:

1) “Whatever persuaded James Buchanan to sign the agreement remains a matter for speculation. Perhaps, it has been written, he was mesmerized by Soule.”

2) “Whatever induced James Buchanan to put his signature to it remains a matter for speculation. Perhaps, it has suggested, he was misled by Soule.”
Notice these examples retained the phrasing, the same ideas, and most of the same words of the original. But there were slight changes, which sufficed to make the use of quotes incorrect.

But suppose you want to use this source, yet not include every word? What do you do then? Here are several possibilities:

1) "[Why James Buchanan signed it] remains a matter for speculation. Perhaps, it has been suggested, he was mesmerized by Soule." Note: as you may start a quotation anywhere in a sentence, you needn’t use periods ( . . . ) to indicate an omission—brackets do that.

By the way, the quotation could have begun with "it" as this appears in the original, but it seemed clumsy to omit the object from the phrase in the brackets. It isn’t wrong, however. This example reminds one that brackets tell readers the phrase is your own, & not that of your source. Now, what would you do to change the phrasing within the quote? Try this solution.

2) "Whatever induced James Buchanan to put his signature to the agreement [is unclear]. Perhaps, it has been suggested, he was mesmerized by Soule."

But what if you simply wish to omit part of the quotation, rather than change or add to it? Then:

3) "Whatever induced James Buchanan to put his signature to the agreement remains a matter for speculation. Perhaps . . . he was mesmerized by Soule." The dots reveal the omission—and except for it, the quotation is exactly as it appears in the original. It must be, if quotation marks are used. If you change any words they must be in brackets—and this device should not be used too often.

IN ALL CASES WHERE A QUOTATION IS USED, IT MUST BE FOOTNOTED. AND WHILE AN OCCASIONAL QUOTE IS FINE--IT MIGHT EVEN BE ADVISABLE TO USE ONE TO "PERK UP" YOUR NARRATIVE--AN OVERUSE OF QUOTES SUGGESTS THAT YOU’RE LETTING THE SOURCE DO THE THINKING AND WRITING FOR YOU. You might ask, “what’s an overuse?” That’s hard to say; my own feeling is that: two or more paragraphs the length of our original example, three or more quotations each half its length; or four or five ach of which comprises several sentences,PER PAGE, is skirting the danger zone. Obviously this varies with the paper. Discussion of a legal case (such as the Dred Scott decision) may require more quotations from a judge’s opinion than a study of the Battle of Gettysburg would need of a general’s remarks.

But what if the student says, "OK, I’ll avoid that problem by changing a few words of the source, and not use quotation marks." No. Botching the
exact handling of quoted material is a minor error, and costs you a few points, if any. **Not** using quotes when the material is mostly written by others is plagiarism. (And be assured, all teachers consider plagiarism worse than a faulty footnote, or clumsy phraseology—especially if its done frequently & apparently consciously.) You’re still using the original author’s ideas and prose, but not giving him credit. If this error is footnoted, I would assume it was through ignorance of the use of quotation marks—and if done too often, indicates an overuse of quotations, and an underuse of thinking. If done with-out footnotes, I would assume it is a conscious effort to fool the reader into thinking it’s your own phrasing and ideas. That’s plagiarism, and will drop one’s grade faster than anything else. We want your work to be your work, warts and all. Here are some examples of what is **NOT** permissible:

1) Whatever induced James Buchanan to sign the document remains a matter for guesswork. Perhaps, it has been suggested, he was led by Soule. [You’re basically letting the original author do the writing for you, yet omitting quotes. That’s plagiarism.]

2) “Whatever induced James Buchanan” to sign the document remains a matter for guesswork. Perhaps, it has been suggested, he was led by Soule. [Sorry, brief quote marks don’t save this example. It’s still plagiarism.]

3) Whatever induced James Buchanan to sign the agreement seems a mystery. Perhaps, it’s been suggested, he was mesmerized by Soule. [See comment above, example #1]

4) What induced Buchanan to sign the agreement remains a mystery. Perhaps, some suggest, he was misled by Soule. [The type of thing I see most often. Many words vary from the original. But each idea is exactly the same, in the order they originally appeared. The phrasing is alike; even the sentence’s rhythm is similar. It’s really your source’s work—not yours. This isn’t writing a paper: it’s using scissors & paste—changing a few words to this. Plagiarism. Without footnotes an instructor would assume it was a deliberate attempt to mislead. With a footnote, one might charitably assume it was a clumsy effort to do the right thing.]

How would one use this source, then? Either quote it directly, or with slight modification (see pages #1 and #2), or put the idea entirely in your own words. This requires a little thinking and creativity, but that’s the point of having you write a paper!

For example, the ideas contained in the original source quoted on page one might be included in your paper as follows:

It isn’t clear why Buchanan would join in such a hair-
brained scheme. Perhaps he hoped to gain an advantage over William L. Marcy, a potential rival, by winning over the advocates of Manifest Destiny. Or perhaps not. Nonetheless, he joined the others in signing the Manifesto. [I've indented this as I'm quoting you. You would not indent it--they're your words.]

Even this, if done paragraph after paragraph would be staying too close to your sources. It is not plagiarism, technically, but it is a slavish adherence to your sources. It still verges on the "cut and paste" approach mentioned above. Ideally, you should read several sources, then study your note cards prior to writing the paper, and finally set down the main ideas in your own words. Having done this, of course, then go back and check for errors of fact. And occasionally use a quotation from one of your sources (if you wish) to give your account more life, or to include a concise, well-turned phrase. But do not overuse this device.

ONE FINAL TIME, REMEMBER: A term paper should never be written by pulling a phrase form one author, then a phrase form a second author, followed by a phrase from another--a sort of literary "paint by the numbers." You say: "I can't write as well as these others." And if you write that way, you never will. Rather, a paper should be the result of an interaction between your sources and your own thinking and judgement. In that case, the prose will be, for the most part, your own words, and your own phrases. Which is what a term paper is supposed to be. That earns a professor's respect--and more points.

PROFESSOR KINDIG'S NINE COMMANDMENTS

1) THOU SHALT USE NO OTHER GUIDE FOR A PAPER BUT TURABIAN

2) THOU SHALT MEET ALL DEADLINES SET IN THE SCHEDULE; NOR SHALT YOU TURN IN THE PAPER LATE WITHOUT PERMISSION

3) THOU SHALT NOT GO ON FOR PARAGRAPHS, WITHOUT NOTING THE SOURCE OF YOUR MATERIAL (IN ENDNOTES)

4) THOU SHALT NOT USE GENERAL TEXTBOOKS AS A MAJOR SOURCE

5) THOU SHALT NOT PRETEND TO HAVE READ A WHOLE BOOK, BUT IN FACT USE ONLY A SMALL PART OF IT

6) THOU SHALT NOT QUOTE FROM A SOURCE WITHOUT USING QUOTATION MARKS (AND AN ENDNOTE)

7) THOU SHALT NOT PARAPHRASE A SENTENCE, AND PASS IT OFF AS YOUR OWN

8) THOU SHALT NOT WRITE A PAPER WITHOUT KNOWING SOMETHING ABOUT THE LITERATURE OF THE SUBJECT, AND
USING WHAT MOFFETT HAS TO OFFER

9) THOU SHALL NOT LIST SOURCES IN THE BIBLIOGRAPHY WHICH WERE NOT USED, UNLESS SPECIFICALLY NOTED