

communicate your ideas effectively by using proper grammar and syntax in well-constructed sentences and paragraphs. All assignments in great detail before they are due.

I reserve the right to change the assignments and course schedule as needed during the semester and to give unannounced in-class writing assignments whenever necessary.

Assignments must be turned in on the day they are due. Late papers will not be accepted, nor will emailed papers. If you are having a problem completing the assignments, come to see me before the situation becomes desperate. I am more likely to be sympathetic the week before an assignment is due than on the day it is due. Computer or printer crashes are not acceptable excuses for late papers. Keep a back-up of drafts on flash drives or as hard copy. All papers should be stapled together when handed in—please do not use report covers or folders.

Plagiarism will not be tolerated in any assignment. Purchasing papers over the internet, taking information and ideas from published or internet sources without proper attribution, copying articles from published or internet sources, and making only slight changes in the words of a source with or without attribution are all considered plagiarism. ANY STUDENT CAUGHT PLAGIARIZING MATERIAL WILL RECEIVE AN “F” FOR THE COURSE. Please refer to the statement on plagiarism attached to this syllabus. Make sure you read it and understand it.

Grading

Research Paper	40%
Rough Draft	15%
Participation	15%
Historiography	10%
Body Draft	10%
Short Paper	5%
Research Proposal	5%

Grades will be calculated on a straight scale (i.e. 90% and above is an “A,” 80-89% is a “B,” 70-79% is a “C,” 60-69% is a “D,” and 59% and below is failing). An “A” paper is well-written and well-structured, uses proper grammar and good style, shows good command of the issues, and makes an interesting argument. A “B” paper adequately addresses the topic, but generally has a weakness in argument, evidence or writing. A “C” paper is average—you show some understanding of the issues but provide little discussion, few details and average organization. A “D” paper has a weak or non-existent argument, uses evidence poorly if at all, and has problems with grammar, style and clarity in writing. An “F” paper shows no attention to the topic; there is no argument, no evidence, no structure, and/or the writing is poor. In addition, no matter how good the paper may be in structure, writing, evidence, and argument, if it is plagiarized, it will receive an F. Make sure you understand what constitutes plagiarism.

Required Books

James West Davidson & Mark Hamilton Lytle, *After the Fact*

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

Alan Taylor, *American Colonies*

You should also acquire two brief style guides: Strunk and White, *Elements of Style* and Kate Turabian, *A Manual for Writers*. Strunk and White will help you write better; Turabian gives you the proper format for citations. All books are available in the campus bookstore, as well as on-line and at most major bookstores.

Classroom Etiquette

You are expected to come to class on time and not to pack up until class is dismissed. In addition, please remember to turn off all cell phones and other electronic devices before class begins. Arriving late, leaving in the middle of class, text messaging and ringing phones disrupt the class and are distracting for your fellow students. In addition, although the Humanities Building has wireless internet service, you are expected to use your computers (if you bring them to class) responsibly. Spending class time checking your email or social networking sites does not further your education and can be distracting for students sitting near you. Since participation counts for ten percent of your grade, you should spend class time engaged with class material. Please respect your fellow students by minimizing disruptions.

The open discussion of opinions and ideas is encouraged in this class. You are expected to treat each other with respect regardless of differences of opinion. All students are encouraged to stop by during office hours with questions, comments or problems.

History Majors and Social Science Education/ History Majors

Each History major and SSE/ History major will submit one piece of writing of his or her choosing from any 300- or 400-level history class to the following email address: history@jaguar1.usouthal.edu. The material will help the department assess your academic growth when you complete your major and will be used to evaluate the teaching effectiveness of the faculty. It will not affect your grade in this class.

Please Note: Students needing special accommodations to complete the work for the course should speak to me at the beginning of the semester and contact the Special Student Services Office in the Student Center, Room 270. This office will determine the necessary accommodations to assist students. All information will be confidential.

Assignment Schedule

Week 1:

Jan. 13 Introduction/ What do historians do?

Jan. 15 Overview of Colonial History
Read: Taylor, Ch. 1, 2
Rampolla, Ch. 1

Week 2:

Jan. 20 Library Visit
Meet at Library for class, Room 305
ATTENDANCE MANDATORY

Jan. 22 Document Analysis
Read: After the Fact, Prologue
Rampolla, Ch. 2
Bring in three documents from the document CD or other sources;
be prepared to discuss documents as potential sources for
resources. Bring in copies for the class.

Week 3:

Jan. 27 Lecture: The Chesapeake Colonies
Read: Taylor, Ch. 6, 7
Virginia DeJohn Anderson, "Animals into the Wilderness,"
JSTOR

Jan. 29 Document Analysis
Read: After the Fact, Ch. 1
Rampolla, Ch. 3a, 3b
Rolfe Letter (1614), Frethorne's Lament (1623) (Doc. CD)
Bring in three secondary articles related to the themes discussed in
your documents from last week.

Week 4:

Feb. 3 Lecture: The New England Colonies
Read: Taylor, Ch. 8, 9
James McWilliams, "Work, Family and Economic
Improvement," JSTOR

Feb. 5 Document Analysis
Read: After the Fact, Ch. 2
Rampolla, Ch. 4
"Examination of Tituba," to be handed out
Short (5 page) interpretive paper discussing the themes, documents
and secondary sources discussed in the previous two weeks due.

Week 5:

- Feb. 10 Lecture: The South, West Indies and Middle Colonies
Read: Taylor, Ch. 10, 11, 12
Mark Smith, "Remembering Mary, Shaping Revolt,"
JSTOR
- Feb. 12 Research Discussion
Read: Rampolla, Ch. 5a, 5b
Present ideas for paper; write a paragraph or two for each potential
Topic, noting the primary and secondary sources available. Bring
in copies for the class.

Week 6:

- Feb. 17 Lecture: The Early Modern Atlantic World
Read: Taylor, Ch. 14, 16
David Hancock, "Commerce and Conversation in the
Eighteenth-Century Atlantic," JSTOR
- Feb. 19 Research Discussion
Present research topics
Research Proposals Due

Week 7:

- Feb. 24 No Class—Mardi Gras
- Feb. 26 Historiography
Read: Rampolla, Ch. 5c-5f
Bring in at least five secondary sources (mix of books and articles)
that you will use in your paper. Be prepared to present a
preliminary historiographical outline of your topic.

Week 8:

- Mar. 3 Historiography
Bring in at least five secondary sources (mix of books and articles)
that you will use in your paper. Be prepared to present a
preliminary historiographical outline of your topic.
- Mar. 5 Historiography
Bring in at least five secondary sources (mix of books and articles)
that you will use in your paper. Be prepared to present a
preliminary historiographical outline of your topic.
Historiography due.

Week 9:

Mar. 10 Technical Apparatus of Papers
Read: Rampolla, Ch. 6

Mar. 12 Technical Apparatus of Papers
Read: Rampolla, Ch. 7

Week 10:

Mar. 24 Progress Reports

Mar. 26 Progress Reports
Draft of body of paper due

Week 11:

Mar. 31 No Class—individual meetings with students to discuss progress/
problems

Apr. 2 No Class—individual meetings with students to discuss progress/
problems

Week 12:

Apr. 7 Presentation of rough drafts

Apr. 9 Presentation of rough drafts
Rough Drafts due

Week 13:

Apr. 14 No Class—individual meetings with students to discuss progress/
problems

Apr. 16 No Class—individual meetings with students to discuss progress/
problems

Week 14:

Apr. 21 No Class—Work on papers

Apr. 23 No Class—Work on papers

Week 15:

Apr. 28 Presentation of final research

Apr. 30 Presentation of final research

May 1 Final papers due by 5:00 p.m.

Statement on Plagiarism

There is nothing wrong with using the words or thoughts of others or getting their help; indeed it is good to do so as long as you explicitly acknowledge your debt. Plagiarism is when you pass on the words or thoughts of others as though they were your own.

Plagiarism includes:

- Copying without quotation marks or paraphrasing without acknowledgement from someone else's writing
- Using someone else's facts or ideas without acknowledgement
- Handing in work for one course that you handed in for credit for another course without the permission of both instructors

When you use published words, data or thoughts, you must footnote your use. There are several footnote formats; in history we generally follow the Chicago Manual of Style. When you use the words or ideas of friends or classmates, you should thank them in an endnote (e.g., "I am grateful to so-and-so for the argument in the third paragraph." If friends just give you reactions, but not suggestions, you need not acknowledge that help in print although it is gracious to do so.)

You can strengthen your paper by using material written by others as long as you acknowledge your use and as long as you use that material as a building block for your own thinking rather than as a substitute for it.

The academic and scientific worlds depend on people using the work of others in their own work. Dishonesty destroys the possibility of working together as colleagues. Scholars and researchers do not advance knowledge by passing off others' work as their own. Students do not learn by copying what they should think out on their own.

Unintentional plagiarism is still plagiarism. Now that you have read this, you cannot plead ignorance. If you have any questions about the proper acknowledgement of help, be sure to ask the instructor.

Adapted from the Statement on Plagiarism, Department of History, SUNY Stony Brook, Undergraduate Bulletin, Fall 2001.