Instructor: Dr. Rachel Ozanne  
Email: rachel.ozanne@austin.utexas.edu  
Office: Garrison (GAR) 3.118  
Office Hours: Tuesdays 2-4:30pm and by appointment  
Class meetings: Tuesdays, 5-8pm in GAR 3.116

Course Description:

This course examines Anglo-American culture and settlement in North America from its first permanent settlement in the 17th century through the mid-18th century. It looks comparatively at different colonizing experiments in North America and the Caribbean in order to understand the local and international contexts within which colonial settlement occurred. At the same time, it explores the values and ideas that shaped early American society and institutions—and compares them to alternatives offered by other contemporary societies—both within and outside of Anglo-American colonies. Our goal is to understand how both environment and experience guided the development of a variety of new world cultures. Important issues to consider are notions of race, gender, religion, politics, and economic structures, as early Anglo-Americans and their contemporaries understood them and attempted to enact them.

This course may be used to fulfill three hours of the U.S. history component of the university core curriculum and addresses the following four core objectives established by the Texas Higher Education Coordinating Board: communication skills, critical thinking skills, personal responsibility, and social responsibility. It also carries two distribution flags: cultural diversity (CD) and writing (Wr).

Course Requirements:

All students will attend weekly lectures, occurring in the first half of the course, and discussions, occurring in the second half. Discussions will focus on the assigned readings, and students will be expected to participate actively. I will do my best to post discussion questions a week before class to help guide your reading, but discussion will not necessarily be limited to pre-circulated questions. Participation grades will be based on attendance and participation in class discussion. Students will also receive a grade based on in-class peer review workshops for the three required papers. Students are responsible for lecture material along with information contained in required readings and for any changes to the syllabus, which are announced in class. Although there is some overlap between texts and lectures, lectures do not simply repeat material in the readings. I
do not provide copies of lectures, and students are not allowed to record lectures and discussions. A schedule of required readings is provided below.

**Written Work:**

Students will hand in three short essays. The first will be a paper comparing Richard S. Dunn’s *Sugar and Slaves* and Anthony Parent’s *Foul Means*. The second will be a comparison of the autobiographies of John Woolman and Benjamin Franklin. The third paper will be a comparison of EITHER Laural Thatcher Ulrich’s *A Midwife’s Tale* and Daniel Vickers’ *Farmers and Fishermen* OR Haefeli and Sweeney’s *Captors and Captives* and Anderson’s *The War that Made America*. All papers will be a maximum of seven pages. You may choose to hand in the final draft of ONE of the first three papers up to a week late without penalty. Late essays will otherwise be docked ten points per day late. **Papers more than a week late will be given a zero.** Instructions about the paper will be given out the week before our first peer review workshop.

**Grading:**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Essay 1</td>
<td>20%</td>
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<td>Essay 2</td>
<td>25%</td>
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<tr>
<td>Essay 3</td>
<td>30%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td>In-Class Peer Review</td>
<td>15% [5% each]</td>
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Grades will be awarded on a plus/minus scale (e.g. 87-89 is a B+; 83-86 is a B; 80-82 is a B-). I will “round up” (e.g. 89.5-89.9 will become an A-).

**Attendance:**

As this class meets only once per week, and participation in class discussion and peer review workshops constitutes an important part of the grading, attendance is mandatory. Students may not have more than two absences for the semester, and it is expected that students will communicate with the professor well ahead of time for planned absences. If you are sick, please inform the professor of your absence as soon as possible. **Regardless of your reason for missing class, it is up to you to get missed notes and discussion questions from a classmate. I will not hand out lecture notes for any reason.**

**Readings:**

I will occasionally assign primary sources to accompany our discussion. These will be distributed as needed.

The following books are available at the University Co-op:


Alternative Books for Essay #3:


OR

Laurel Thatcher Ulrich, *A Midwife’s Tale: the Life of Martha Ballard, Based on her Diary, 1785-1812* (New York, 1990)

**Schedule of Lecture Topics and Readings:**

Jan. 17 **Introduction**

Jan. 24 **The Beginnings of Colonization: the Spanish Model**
Middleton, *Colonial America*, 27-41

Jan. 31 **Virginia & the Chesapeake**
Parent, *Foul Means*, pages tbd

Feb. 7 **Slavery in the West Indies & the South**
Dunn, *Sugar and Slaves*, Chapters 1-3, 6-10

Feb. 14 **Peer Review Workshop** **Paper 1 Draft Due in class**

Feb. 21 **Puritan New England** **Paper 1 Final Version Due in class**

Feb. 28 **New France & New York**
Selections from Benjamin Franklin’s autobiography, tbd

Mar. 7 **The Quaker Presence**
Selections from John Woolman’s autobiography, tbd

Mar. 14  No Class; Spring Break Holiday

Mar. 21  Peer Review Workshop  **Paper 2 Draft Due in class**

Mar. 28  Natives and Newcomers  **Paper 2 Final Version Due in class**
Middleton, *Colonial America*, 4-26, 398-426

Apr. 4  Trans-Atlantic and Domestic Economies

Apr. 11  Religious Revivals and Civil Society
Middleton, *Colonial America*, 309-334

Apr. 18  Race & Gender in Colonial America
Middleton, *Colonial America*, 284-307, 335-366

Apr. 25  The French & Indian War
Middleton, *Colonial America*, 473-506

May 2  Peer Review Workshop  **Paper 3 Draft Due in class**

May 10  **Paper 3 Final Version Due**
Must be submitted to Dr. Ozanne by 10pm
[Online submissions through Canvas allowed for Paper 3 final only.]

University Regulations & Other Matters

*Safety Issues*

Please contact the Behavior Concerns Advice Line (BCAL) for any concerns about the behavior of a member of our campus community: 512-232-5050. You may also contact campus police or City of Austin police if you have immediate safety concerns: dial 911.

*Students with Disabilities*

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. To determine if you qualify, please contact the Division of Diversity and Community Engagement at: http://diversity.utexas.edu/disability. If that office certifies your needs, I will work with you to make appropriate arrangements.

*Notice about missed work due to religious holy days*
A student who misses an examination, work assignment, or other project due to the observance of a religious holy day will be given an opportunity to complete the work missed within a reasonable time after the absence, provided that he or she has properly notified the instructor. It is the policy of the University of Texas at Austin that the student must notify the instructor at least 14 days prior to the class scheduled on dates that he or she will be absent to observe a religious holy day. For religious holy days that fall within the first two weeks of the semester, the notice should be given on the first day of the semester. The student will not be penalized for these excused absences, but the instructor may appropriately respond if the student fails to complete satisfactorily the missed assignment of examination within a reasonable time after the excused absence.

Academic Integrity

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course, and/or dismissal from the University. Because such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services website: http://deanofstudents.utexas.edu/conduct/

Writing Center

I encourage you to use the Undergraduate Writing Center, PCL 2.330: http://www.uwc.utexas.edu/. The UWC offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. These services are not just for writing that has “problems.” Getting feedback from an informed audience is a normal part of a successful writing project. The UWC’s trained consultants work with students from every department on both academic and non-academic writing. Using methods that preserve the integrity of your work, they help you develop strategies to improve your writing and become a more independent writer. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you.

Other Resources

Please consult the College of Liberal Arts Student Handbook online: https://issuu.com/colastudiv/docs/online_handbook