



SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS
HISTORY PROGRAMME 2007
2007 TRIMESTER 2

HIST117: EUROPEANS, AFRICANS AND AMERICANS: EMPIRES, MIGRATIONS, AND ENCOUNTERS, 1400-1900

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Tutorial 5: The Frontier, Native Americans and ExpansionF.J. Turner, 'The Significance of the Frontier in American History', F.J. Turner, *The Frontier in American History*, ch. 1;URL: <http://xroads.virginia.edu/~hyper/turner/>

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- Thomas Milton Kemnitz, "The Cartoon as a Historical Source," *Journal of Interdisciplinary History*, 4 (1971), pp. 81-93 309
- Jon Gjedre, ed., "Nativism and becoming American at Midcentury, 1830-1860," in *Major Problems in American Immigration and Ethnic History*, Boston, 1998), pp.133-151 316

Tutorial 8: Essay-writing kills tutorial (no reading)

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- Richard Ligon, *A True and Exact History of the Island of Barbadoes* London, 1970, first published in 1657, map, pp.40-51 [ISBN 714619418] 326

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- David Geggus, "The Effects on the American Revolution on France and its Empire," in Jack P. Greene and J. R. Pole (eds.), *The Blackwell Encyclopedia of the American Revolution* (Cambridge, 1991), 518-27 [ISBN 1-55786-244-3] 333

ASSESSMENT 1: PRÉCIS EXERCISE READINGS

- E. G. R. Taylor, "Richard Hakluyt," *Geographical Journal*, 109 (1947), pp. 165-71 338
- W. Nelson Francis, "Hakluyt's Voyages: An Epic of Discovery," *William and Mary Quarterly*, 12 (1955), pp. 447-455 342
- Robert Detweiler, "Was Richard Hakluyt a Negative Influence in the Colonization of Virginia?," *North Carolina Historical Review*, 48 (1971), pp. 359-69 348

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SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS
HISTORY PROGRAMME 2007
CRN 13081

HIST 117: EUROPEANS, AFRICANS AND AMERICANS: EMPIRES, MIGRATIONS, AND ENCOUNTERS, 1400-1900

STAFF DETAILS

Coordinator/lecturer	Dr Steve Behrendt
Office	Old Kirk 503
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Office hours	Wed. 4:10-5:00; Thu. 4:10-5:00; or by appt
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Office hours:	Friday, 10:00-11:00

Contact us by phone, email or in person during office hours. Dr Behrendt works as the course coordinator. Remember that your tutor is your first point of contact for general course questions. You may also contact your VUWSA Class Representative, whose contact details will be posted on Blackboard in week two.

CLASS TIMES AND ROOM NUMBER

Lectures: Tuesdays, Fridays, 11.00–11.50am in Maclaurin 101

Tutorials: To be organised during the first week of term

Please note: tutorials commence second week of term

ADDITIONAL INFORMATION

Information about any changes to the programme or timetable will be announced in lectures and posted on the History notice board (fourth floor of Old Kirk) and on the HIST117 Blackboard site.

This course will use S-Cubed for tutorial registration.

Use your internet browser to go to: <https://signups.vuw.ac.nz>

Use your normal login to sign into S-Cubed. Click on the course you are enrolled in from the list. You will see information about your course and the different tutorial sessions. Sign up to your preferred session by clicking on the “sign up” button.

COURSE AIMS

HIST117 considers the development and impact of European Empires in the Americas, ca.1400-1900. The first part of the course examines how relative small European powers, lacking extensive resources, used a variety of innovations in technology and organisation to sustain vast empires of trade and colonisation. The course then traces the development of the settler colonies of North America into the 19th century as the U.S.A. emerged as a continental empire built upon plantation slavery, immigration and wars with indigenous peoples. We consider how the development of European empires facilitated the migration of Europeans and Africans, and examine the unfolding of imperial rivalries, the establishment of settler colonies and trading cultures, and the emergence of variegated nations over the 500 years since the first Portuguese voyages of exploration around Africa.

COURSE OBJECTIVES

In terms of subject matter, HIST117 aims to enable you to:

- 1) understand how the histories of different peoples reflect their particular physical environments
- 2) understand that these outcomes are not rigidly determined but are affected by human decision-making within particular religious, political and intellectual systems
- 3) draw comparisons between different peoples and their histories
- 4) understand how different societies develop at different rates and that these rates are not fixed but have fluctuated historically

A range of specific skills that are highly relevant to employment outside the university and necessary to historians will be progressively introduced and developed during undergraduate work in history.

History graduates will be able to:

- 1) read with accuracy and discrimination
- 2) distinguish fact from opinion
- 3) weigh up evidence
- 4) come to terms with conflicting or different arguments
- 5) formulate arguments convincingly and concisely
- 6) write in a clear, logical and lively way
- 7) present an oral argument with lucidity and conviction
- 8) use information resources efficiently and constructively
- 9) understand the nature and development of history as a discipline

HIST117 will introduce these skills in tutorials and through written assignments, giving experience in:

- 1) reading purposefully and making notes efficiently
- 2) assessing texts with discrimination
- 3) presenting information and ideas orally in tutorials
- 4) evaluating different types of historical evidence from past societies
- 5) using terms and concepts correctly
- 6) constructing dependable generalizations based on available evidence, and discriminating between reliable and unreliable generalizations

RELATIONSHIP BETWEEN ASSESSMENT AND COURSE OBJECTIVES

See below (section ASSESSMENTS, pp.18-23) for detailed discussion of the three assessments and learning objectives.

WORKLOAD GUIDELINES

In accordance with Faculty of Humanities and Social Sciences Guidelines, this course has been constructed on the assumption that students will devote 12 hours per week to HIST117. This includes two hours of lectures per week and a total of ten hours of tutorials.

GROUP WORK REQUIREMENTS

There are no mandatory group work requirements.

KEY TEXTS, READINGS, OR EQUIVALENT MATERIALS

Most readings are contained in this Book of Readings. We suggest that you gain further background knowledge for HIST117 by consulting general textbooks on early modern world history and textbooks on U.S. history. A suggested text is R. W. Bulliet et. al., *The Earth and its Peoples: A Global History, Vol. B, 1200-1870* (Boston, 2001), copies of which are available at the Victoria University of Wellington Library.

Textbooks can be purchased from Vicbooks located in the Student Union Building on Kelburn Campus. Books of Reading are distributed from the Student Notes Shop on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop the day after placing an order online. Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays); 10.00 am – 1.00 pm Saturdays. Phone: 463 5515

OTHER MATERIALS

None

ASSESSMENT

There are three assessments in HIST117:

- 1,000-word précis, due Friday 3 August, 5pm (20% of course mark)
- 1,500-word documentary essay, due Friday 21 Sept, 5pm (30%)
- in-class test Friday 12 October, 11:00-11:50pm (50%)

There is no scheduled make-up test date and there is no registry examination for HIST117.

SUBMISSION OF WRITTEN WORK: SPECIAL REQUIREMENTS

Please deposit your essays in either of the pigeonholes in the History office, Room 405, Old Kirk. The essays you submit must have a Cover sheet that contains the following information:

- Student name
- HIST117
- Title/topic of the assignment
- Tutor's name/tutorial time
- Date of submission
- Word count

Cover sheets are available in the History office and on Blackboard. Your work should be double-spaced, and make sure that you save copies of computerised essay files. **You must submit your essay electronically, to be checked on TurnItIn.com.** A paper copy of the work must also be submitted by a date agreed with your lecturer. PLEASE NOTE THAT RESPONSIBILITY FOR ENSURING THAT THE LECTURER RECEIVES A READABLE COPY OF WRITTEN WORK REMAINS WITH THE STUDENT.

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine < <http://www.turnitin.com>>. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting

misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the head of School, handwritten work may be copy typed by the School and subject to checking by turnitin. You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

PENALTIES

Students will be penalized for late submission of essays—a deduction of:

- 5% for the first weekday late and,
- 2% thereafter for a maximum of 8 weekdays;

thereafter work can be accepted for mandatory course requirements but will not be marked. However, penalties may be waived if there are valid grounds, e.g. illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary. It is in your interests to contact the course coordinator as soon as a potential problem emerges – not just before a deadline. Obtain an extension form from the History administrative assistant and agree to a new due date for the assessment.

MANDATORY REQUIREMENTS FOR PASSING THE COURSE

To be considered to pass the course each student must:

- a) submit each of the three assessments
- AND b) attend at least 7 of 10 tutorials

To pass HIST117 you then must gain an overall grade of C, (50) for the three assessments.

Faculty guidelines permit you to miss up to 3 tutorials without penalty. Extra absences will result in a student failing terms, except in cases of serious illness (supported by a medical certificate), or serious personal crisis. THERE IS NO PROVISION IN THIS COURSE FOR MAKE-UPS TO COMPENSATE FOR ADDITIONAL ABSENCES EXCEPT UNDER THOSE CIRCUMSTANCES. You should allow for the possibility of unforeseen illness when using up your quota of permissible absences.

PLEASE NOTE that **19 October 2007** is the FINAL DATE on which any written work can be accepted by the Programme, since this is the date on which we must determine whether students have met the course requirements. This means that the provision for late submission with a penalty does not apply beyond this date. Permission to submit work after 19 October must be sought in writing from the Head of Programme, Professor Melanie Nolan, and will only be granted for serious medical reasons (supported by medical certificate), or in case of serious personal crisis.

NB: A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course, while a course mark less than 50% will result in the appropriate fail grade (D, E or F).

ATTENDANCE REQUIREMENTS

There are no lecture attendance requirements, but to succeed in HIST117 we suggest strongly that students attend all lectures. You must attend 7 of 10 tutorials.

AEGROTATS

Please note that under the Assessment Statute (Section 4.5) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. In the case of second trimester courses in 2007 the starting point for this period is **Monday, 24 September**.

The following rules apply:

- Where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course-supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.
- If none of the above is available to the student, for example, if he/she has an ongoing illness, then an aegrotat will be considered. See Assessment Statute (Section 4.5) for a full explanation of the rules governing the provision of aegrotats in these circumstances.

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at www.vuw.ac.nz

STUDENT CONDUCT AND STAFF CONDUCT

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: www.vuw.ac.nz/policy/studentconduct

The policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/staffconduct

ACADEMIC GRIEVANCES

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after

trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at www.vuw.ac.nz/policy/academicgrievances

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria University.

The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of an assessment mark or a course fail grade

One common form of plagiarism occurs when students fail to cite the sources for their written work in an appropriate way. See the discussion in *Writing History Essays* on how to cite your sources so as to avoid plagiarism. Please note the following in particular:

If you use the words of anyone other than yourself, you must use quotation marks. Altering a few words here and there does not make the passage any less a quotation - merely an inaccurate one. Presenting a close paraphrase of an author's words is not acceptable either.

Writers plagiarise by stealing another author's grammatical structure. That is, you may not "plug" a few words into sentences when paraphrasing a secondary source.

Find out more about plagiarism and how to avoid it, on the University's website at:
www.vuw.ac.nz/home/studying/plagiarism.html

STUDENTS WITH IMPAIRMENTS

(see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively,

you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

telephone: 463-6070

email: disability@vuw.ac.nz

The History Disability Liaison Person is Giacomo Lichtner and he can be contacted on 463 6756 or giacomo.lichtner@vuw.ac.nz. His office is located in 412 Old Kirk Building.

STUDENT SUPPORT

Staffmembers at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contacts are **Dr Allison Kirkman, Murphy Building, room 407** and **Dr Stuart Brock, Murphy Building, room 312**. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

Manaaki Pihipihinga Programme

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social Sciences. Contact Manaaki-Pihipihinga-Programme@vuw.ac.nz or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses

- Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; Pacific-Support-Coord@vuw.ac.nz or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring and some first year Commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

Student Services

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at:

www.vuw.ac.nz/st_services/

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (telephone 463-6983/6984 or email education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

COURSE OUTLINE

This course outline presents only a brief description of the lecture topics, tutorial for each week and background reading. It is designed to be a brief summary for planning purposes only. Further, more detailed information about the course is presented in the following pages:

requirements for assessment - please refer to pages 18-23;

tutorials questions, detailed instructions and space to write notes - please refer to pages 24-42.

Additional material will be posted on the course website in 'Blackboard' – accessible from any computer at URL <http://www.blackboard.vuw.ac.nz> – please check regularly for announcements and information.

To obtain the most benefit from the lectures, we strongly urge you to read the articles/chapters in this Book of Readings and/or on Closed Reserve **before** the relevant lecture. Note : the Library holds many world history texts (mostly in the D20s section), in addition to those listed below.

Abbreviations: (GP) = Glyn Parry; (DJ) = Dolores Janiewski; (SB) = Steve Behrendt; (BOR) = reproduced in HIST117 Book of Readings; (CR) = available on Closed Reserve in the VUW Library; (3D) = available on 3-day loan in the Library

Week 1

Tuesday 10 July

INTRODUCTION

1. Introduction (GP, DJ, SB)

Background reading

I. INFRASTRUCTURE OF EMPIRE, 1400-1750

Friday 13 July

2. Europe and the Atlantic Basin, c. 1400 (GP)

Phillips and Phillips, *Worlds of Columbus*, 37-84 (CR,3D)

No tutorials this week

Week 2

Tuesday 17 July

3. Finance and Technology in early modern Europe (GP)

Background reading

Verlinden, *Beginnings of Modern Colonization*, 3-32 (BOR)

Friday 20 July

4. Why Columbus? (GP)

Phillips and Phillips, *Worlds of Columbus*, 85-111 (CR,3D)

Tutorial 1: Finding history resources in the VUW Library

Tutorial assignment:

Complete the Library exercise (posted on Blackboard) to prepare for your tutorial discussion

Week 3

- Tuesday 24 July 5. The Competition for Empire (GP)
- Friday 27 July 6. Print Culture and Imperial Feedback (GP)

Tutorial 2: Africans and Europeans

Tutorial reading:

Birmingham, *Trade and Empire*, 27-47 (BOR)

Background reading

Bulliet, *Earth and Its Peoples*, 544-556 (CR,3D);
Bulliet, *Earth and Its Peoples*, 468-69 (CR,3D)

Week 4

- Tuesday 31 July 7. Elizabethan proponents of Empire (GP)
- Friday 3 August 8. Researching John Smith/early Virginia by using EBBO (GP)

Tutorial 3: Paraphrasing and paragraph structures

Tutorial assignment:

Read closely pp.27-31 of your HIST117 Course Reader and complete the exercise "Strengthening Sentences"

Assessment 1: 1,000-word précis on Richard Hakluyt (20% of course mark), due Friday 3 August 5pm

Week 5

- Tuesday 7 August 9. Development of the Plantation Complex (SB)
- Friday 10 August 10. Free and coerced migrants, 1518-1660 (SB)

Tutorial 4: Migration in the Atlantic world, 1500-1800

Tutorial reading:

Games, "Migration," 31-50, 254-57 (BOR); Miller et. al. (eds.), *Irish Immigrants*, 24-30

Background reading

Curtin, *Rise and Fall*, 17-28 (BOR)

Bulliet, *Earth and Its Peoples*, 496-500, 508-15 (CR);
Archdeacon, *Becoming American*, 1-26 (BOR);
Heuman and Walvin (eds.), *Slavery Reader*, 76-82 (BOR)

II. INVASION, ENSLAVEMENT, IMMIGRATION AND RESISTANCE, 1500-1890

Week 6

Tuesday 14 August 11. Meeting of Two Mythic Worlds (DJ)

Friday 17 August 12. Wars, Rebellions and Removals (DJ)

Background reading: choose one of the following

Henretta, *America's History*, 35-66, 223-256 (CR) or
Davidson, *Nation of Nations*, 224-231, 281-286, 353-372 (CR)
or Nash, *The American People*, 309-317 (CR) or
Tindall, *America*, 9-25, 275-300, 357-83 (CR,3D)

Tutorial 5: The Frontier, Native Americans and Expansion

Tutorial readings (all reproduced in this Book of Readings):

F.J. Turner, 'The Significance of the Frontier in American History' F.J. Turner, *The Frontier in American History*, ch. 1; URL: <http://xroads.virginia.edu/~hyper/turner/>
R. Horsman, *Race and Manifest Destiny: The Origins of American Racial Anglo-Saxonism*, (Cambridge, Mass., Harvard University Press, 1981), pp.189-207, 343-43
Documents 4 ('Indian Commissioner Thomas L. McKenney explains removal, 1828'), 5 ('Speckled Snake's (Cherokee) Reply to President Jackson, 1830'), and 6 ('Cherokee Editor Elias Boudinot opposes removal, 1828'), 'Domestic Dependent Nations: Indians in the New Republic', in Albert Hurtado and Peter Iverson (eds.), *Major Problems in American Indian History: Documents and Essays*, (Boston and New York, Houghton Mifflin Company, 2001) pp.203-5
Wilson Lumpkin, 'Speech Before Congress (May 17, 1830)' in Louis Filler and Allen Guttman (eds.), *The Removal of the Cherokee Nation: Manifest Destiny or National Dishonour*, (Boston, D.C. Heath & Co., 1962), pp.31-8.
David Crockett, 'Speech Before Congress (May 19, 1830)' in Louis Filler and Allen Guttman (eds.), *The Removal of the Cherokee Nation: Manifest Destiny or National Dishonour*, (Boston, D.C. Heath & Co., 1962), pp.39-41.
'Memorial of the Cherokee Nation (July 17, 1830)' in Louis Filler and Allen Guttman (eds.), *The Removal of the Cherokee Nation: Manifest Destiny or National Dishonour*, (Boston, D.C. Heath & Co., 1962), pp.42-8.

'Indian Removal Act, 1830', URL: http://www.digitalhistory.uh.edu/database/article_display_printable.cfm?HHID=638

'Andrew Jackson's Message, 8 December 1830', URL: <http://www.mtholyoke.edu/acad/intrel/andrew.htm>

'Andrew Jackson's Message, 1831', URL: <http://www.pbs.org/wgbh/aia/part4/4h3437t.html>

'Andrew Jackson's Message, 7 December 1835', URL: <http://www.pbs.org/weta/thewest/resources/archives/two/removal.htm>

'Cherokee Memorial, 1830', URL: <http://www.osv.org/learning/DocumentViewer.php?pf=Y&DocID=2057>

'Chief John Ross's letter', URL: <http://www.pbs.org/wgbh/aia/part4/4h3083t.html>

'Brief history of the Trail of Tears', URL: <http://www.powersource.com/cherokee/history.html>

John L. O'Sullivan, 'The Great Nation of Futurity', 1839, URL: <http://www.mtholyoke.edu/acad/intrel/osulliva.htm>

'Cherokee Removal orders, 1838', URL: <http://www.tngenweb.org/cessions/order-25.html>

MIDTERM BREAK

Week 7

Tuesday 4 September 13. American Slavery, American Freedom (DJ)

Friday 7 September 14. The Free and the Unfree (DJ)

Tutorial 6: Race and Class in the United States

Tutorial readings (all in BOR):

Genovese, *Roll, Jordan Roll*, 3-7, 25-31, 35-41, 45-49, 684-88

Oakes, *The Ruling Race*, 123-50, 271-74

Harper, 'Memoir on Slavery', in Faust (ed.), *Ideology of Slavery*, 78-81, 104-31

Fitzhugh, *Sociology for the South*

Jacobs, *Life of a Slave Girl*, 1861 chapters 6-15

Week 8

Tuesday 11 September 15. Emigrating to America (DJ)

Friday 14 September 16. Invasion of North America or "Oh Pioneers" (DJ)

Tutorial 7: Nativism, Americanisation and the Irish?

Tutorial reading:

Anbinder, *Nativism and Slavery*, 103-26

Appel, "From Shanties to Lace Curtains," 365-75

Ignatief, *How the Irish became White*, 92-121, 206-17

Kemnitz, "Cartoon as a Historical Source," 81-93

Gjedre, ed., "Nativism and Becoming American," 133-51

<http://www.hsp.org/default.aspx?id=394>

Week 9

Tuesday 18 September 17. Race, Ethnicity and American Ideology (DJ)

Background reading: choose one of the following

Davidson, *Nation of Nations*, 96-100, 315-352 (CR) or

Henretta, *America's History*, 349-412 (CR) or

Norton, *People and a Nation*, 301-328, 367-379 (CR,3D)

or Nash, *American People*, 371-434 (CR)

Background reading: choose one of the following

Henretta, *America's History*, 515-546 (CR) or

Davidson, *Nation of Nations*, 355-373, 535-551 (CR) or

Tindall, *America*, 641-674 (CR) or

Brinkley, *Unfinished Nation*, 441-461 (CR,3D)

Background reading

Alden T. Vaughan, "From White Man to Redskin," *American Historical Review*, 87 (1982), 917-53 (available on JSTOR)

III. SLAVERY, REVOLUTION AND EMPIRE

Friday 21 September 18. Introduction to Section III (SB)

Assessment 2: 1,500-word documentary essay due Friday 21 September, 5 pm (30% of course mark)

Tutorial 8: Skills tutorial to prepare you for the documentary essay (Assessment 2)

Week 10

Tuesday 25 September 19. Barbados, 1627-1688: The First Jewel in the British Crown (SB)

Background reading:

Hoyos, *Barbados*, 32-45 (BOR)

Friday 28 September 20. Researching migration by using ECCO (SB)

Tutorial 9: Barbados, 1657

Tutorial reading:

Ligon, *History of Barbados*, map, 40-51 (BOR)

Week 11

Tuesday 2 October 21. American Revolution, 1775-1783 (SB)

Background reading

Higginbotham, "War for Independence," 296-320 (BOR)

Friday 5 October 22. Haiti Revolution, 1791-1804 (SB)

David Geggus, "The Haitian Revolution," in Hilary Beckles and Verene Shepherd (eds.), *Caribbean Slave Society and Economy* (New York, 1991), 402-18 (CR)

Tutorial 10: Atlantic Revolutions, 1775-1804

Tutorial reading:

Geggus, "Effects on the American Revolution on France and its Empire," 518-27

Week 12

Tuesday 9 October 23. Imperial Redirection, 1750-1850? (SB)

Friday, 12 October 24. **Assessment 3: IN-CLASS TEST, 11:00-11:50am (50% of course mark)**

ASSESSMENTS

HIST117 includes two written assessments and a 50% test. Essays must be written and submitted in accordance with the guidelines in the booklet *Writing History Essays*. If you do not own a copy yet, one can be obtained from the Student Notes Shop (price \$5-8).

Assessment 1. Précis, 1,000 words (20% of course mark), due FRIDAY 3 AUGUST, 5pm

Imagine that you have been hired to write a 1,000-word encyclopaedia entry on the life of a person from early modern world history. The editor wants you to include as much factual material about your person as possible, within your limited space of 950-1,050 words (1,000 words +/- 5%). The editor tells you to write your biographical entry in 6-8 paragraphs, and to centre each paragraph on a single topic. In this encyclopaedia entry you will not include any quotes and you will reference your work only with a bibliography (thus no footnotes or endnotes). Essentially, the editor has hired you to write a précis—a “concise summary of the essential facts or statements of a book, article or other text.” Among the pool of possible historical figures, you have decided to write your précis on Richard Hakluyt, an Elizabethan proponent of Empire. Diligent research in the VUW Library has enabled you to locate three readings about Hakluyt (reproduced in this Book of Readings):

E. G. R. Taylor, “Richard Hakluyt,” *Geographical Journal*, 109 (1947), pp. 165-71

W. Nelson Francis, “Hakluyt’s *Voyages*: An Epic of Discovery,” *William and Mary Quarterly*, 12 (1955), pp. 447-455

Robert Detweiler, “Was Richard Hakluyt a Negative Influence in the Colonization of Virginia?,” *North Carolina Historical Review*, 48 (1971), pp. 359-69

Using information only from the above three sources provided in this Book of Readings, write a 950-1,050 word précis on Richard Hakluyt. You must

complete this assignment within the limitation of 950-1,050 words. A submission less than 950 or greater than 1,050 words will not be accepted. Include as much detailed historical information as possible in your précis. **Thus, avoid vague words.** We recommend that you write a first draft of about 1,250 words, and then streamline your text to 950-1,050 words. Do not quote from the three readings. You do not need to write a formal introduction, thesis statement, or conclusion. You do not need to mention the three authors’ (of your sources) names in your essay. You do not need to footnote or reference your text, but attach a bibliography (ordered Lastname, Firstname, and alphabetized A-Z) to your last essay page.

Learning objectives of the précis exercise

- to paraphrase secondary sources properly
- to avoid reliance on quotes
- to include detailed historical information
- to write concise sentences
- to write paragraphs on single topics
- to search for information, scattered throughout your sources, on related topics
- to learn how to identify information of most historical importance

Essay formatting instructions

- (a) Include a cover sheet with:
- HIST117**
- Student name
 - Student ID Number
 - Essay title
 - Tutor's name
 - Tutorial time
 - Date of submission
 - Précis word count
- (b) Style and paragraphs
- Double-space your essay (typed or hand-written) and include a 5cm left-hand margin
 - Indent each paragraph five spaces (to help your marker identify paragraphs).
 - Do not insert a line-space between paragraphs (in academic writing, a line-space indicates a section break)
 - Write paragraphs on single topics

Remember: add a bibliography but do not quote and do not add footnotes/endnotes

Bibliographies

Bibliographic entries always begin author Lastname, Firstname(s). There is some variance between USA and UK bibliographic methods, both of which are acceptable:

USA	NZ/Australia/UK
“article title”	‘article title’
more full stops	more commas
more brackets ()	less brackets
commas inside ,”	commas outside ’,

All bibliographic entries begin author Lastname, Firstname(s), *italicize/underline* journal title, give a full page range, and end with a full stop.

The following example is an acceptable NZ/UK bibliographic style, as reproduced in the History Programme's booklet *Writing History Essays 2004*:

Shineberg, Dorothy, 'Guns and Men in Melanesia', *Journal of Pacific History*, Vol. 6, 1971, pp.61-82.

OR

Shineberg, Dorothy, 'Guns and Men in Melanesia', Journal of Pacific History, Vol. 6, 1971, pp.61-82.

OR

Shineberg, Dorothy, 'Guns and Men in Melanesia', *Journal of Pacific History*, Vol. 6 (1971), pp. 61-82.

If your bibliography contains more than one source, you must alphabetise your entries (surname A preceding B preceding C , etc).

Assessment 2. Documentary research essay, 1,500 words (30% of course mark), due FRIDAY 21 September, 5pm

Choose **1 (one)** of the following four topics for your documentary essay:

- 1) **Topic 1: Indian Removal Documentary Research Question:** Which of these historical interpretations (secondary sources) best explains Indian removal?

Use the following from the HIST117 Book of Readings (Tutorial 5):

Historical Interpretations (Secondary Sources):

F.J. Turner, 'The Significance of the Frontier in American History' F.J. Turner, *The Frontier in American History*, ch. 1, URL <http://xroads.virginia.edu/~hyper/turner/>
R. Horsman, *Race and Manifest Destiny*, pp.189-207, 342-43

Documents (Primary Sources):

Documents 4 ('Indian Commissioner Thomas L McKenney explains removal, 1828'), 5 ('Speckled Snake's (Cherokee) Reply to President Jackson, 1830'), and 6 ('Cherokee Editor Elias Boudinot opposes removal, 1828'), 'Domestic Dependent Nations: Indians in the New Republic', in Albert Hurtado and Peter Iverson (eds.), *Major Problems in American Indian History: Documents and Essays*, (Boston and New York, Houghton Mifflin Company, 2001) pp.203-205
Wilson Lumpkin, 'Speech Before Congress (May 17, 1830)' in Louis Filler and Allen Guttman (eds.), *The Removal of the Cherokee Nation: Manifest Destiny or National Dishonour*, (Boston, D.C. Heath & Co., 1962), pp.31-8.
David Crockett, 'Speech Before Congress (May 19, 1830)', *ibid*, pp.39-41.
'Memorial of the Cherokee Nation (July 17, 1830)', *ibid*, pp.42-8.
'Indian Removal Act of 1830'
'Andrew Jackson's Message, 8 December 1830'
'Andrew Jackson's Message, 1831'

'Andrew Jackson's Message, 7 December 1835'
'Cherokee Memorial, 1830'
'Chief John Ross's letter'
'Brief history of the Trail of Tears'
John L. O'Sullivan, "'The Great Nation of Futurity', 1839'
'Cherokee Removal orders, 1838'

PLUS an additional **two (2)** historical interpretations from this list of items (all of which are held in Closed Reserve)

B.W. Dippie, *The Vanishing Americans*, pp.56-78
R. Drinnon, *Facing West*, chapter that begins on p.99
R.D. Hurt, *The Indian Frontier*, pp.138-63
G.H. Nobles, *American Frontiers*, pp.99-132
T. Perdue, 'Cherokee Women and the Trail of Tears', P.C. Mancall and J.H. Merrell (eds.), *American Encounters*, pp.527-40
M. Rogin, 'Indian Removal', *Andrew Jackson and the Indians*, pp.206-48
A. Rothman, *Slave Country*, pp.165-216

- 2) **Topic 2: Slavery Documentary Research Question:** Was slavery primarily a class, race, or other kind of relationship? Note: If your answer is neither race nor class, discuss what kind of relationship your analysis of the documents suggests that slavery was.

Use the following from the HIST117 Book of Readings (Tutorial 6):

Historical Interpretations (Secondary Sources):

E. Genovese, *Roll, Jordan Roll*, pp.3-7, 25-49
 J. Oakes, *The Ruling Race*, pp.123-50

Documents (Primary Sources):

H. William Harper, 1852, 'Memoir on Slavery', in D.G. Faust (ed.) *The Ideology of Slavery*, pp.112-31
 G. Fitzhugh, 1854 *Sociology for the South*
 H. Jacobs, *Life of a Slave Girl*, 1861 chapters 6-15

PLUS these documents held in Closed Reserve:

P. Foner (ed.) *The Life & Writing of Frederick Douglass*
 D Yacavone, *Freedom's Journey*

- 3) **Topic 3: Hostility towards the Irish Documentary Research Question:** Is there evidence of hostility towards the Irish in mid-19th Century USA cartoons and documents? If there was hostility directed at the Irish in the mid-19th century USA, how do Appel, Ignatiev or Anbinder explain it? Whose explanation is most convincing?

Use the following from the HIST117 Book of Readings (Tutorial 7):

Historical Interpretations (Secondary Sources):

John J. Appel, 'From Shanties to Lace Curtains,' 365-75
 Tyler Anbinder, *Nativism and Slavery*, 103-26
 Noel Ignatiev, *How the Irish became White*, 92-121, 206-17

Methodological Essay (to be used to analyse cartoons):

Thomas Kemnitz, 'Cartoons as a Historical Source,' 81-93

Documents (Primary Sources):

Nativism and Becoming American at Midcentury [Set of Documents]

Cartoons available at: <http://www.hsp.org/default.aspx?id=394>
[http://www.harpweek.com/09Cartoon/BrowseByThemeReturn.asp?T](http://www.harpweek.com/09Cartoon/BrowseByThemeReturn.asp?Theme=Theme)
 heme=Theme

Researching and Writing the Documentary Essay:

Whichever topic you choose, you will need to make careful notes with accurate quotes and page numbers as you analyse the material to see how your research question should be answered. **You will also be expected to make use of relevant material from the course lectures and relevant course readings. This is how the material covered in lectures will be incorporated into the assessment.** Pay careful attention to the research question; assess how each historian answers that question, and analyse the documents to see which historical interpretation is best supported by the available evidence. In this case, you're comparing **your interpretation** to the interpretations developed by other historians. **If your analysis of the evidence does not support the other historians' interpretations, you will need to explain how your interpretation is better supported by the evidence.**

Your 1,500 word essay should have 5 parts:

- 1) An introduction laying out the question in statement form, explaining why the issue is important, and introducing the kind of evidence you'll be analysing to determine the answer (100-150 words)
- 2) An analysis of the scholarship (historiography) which will discuss, compare and evaluate the historical interpretations. Provide citations of the articles and, if you quote, or wish to refer to a specific part of the interpretation, provide a footnote/endnote reference. This relevant scholarship should include appropriate material from course lectures and course readings (250-300 words)
- 3) The body (analysis of evidence) in which you present your analysis of the primary sources/documents, supplying pertinent quotes and summaries of the evidence that demonstrate what a correct interpretation of the evidence might be (750-1000 words)

- 4) A conclusion in which you provide the answer to the question, either confirming one or several of the other historians' interpretations, combining their interpretations, or providing a better interpretation based on your analysis of the evidence (100-150 words)
- 5) A bibliography divided into primary and secondary sources.

You should construct the essay in well-developed paragraphs of approximately 5-6 sentences of about 10-15 words/sentence. Each paragraph should be a mini-essay with: an introductory sentence corresponding to the introduction of an essay; a concluding sentence corresponding to the conclusion of an essay; and 3-4 sentences developing the internal argument, providing/quoting and/or paraphrasing/citing the evidence that supports the argument. In an essay of 1,500 words that means there should be approximately 15-20 paragraphs: 1-2 paragraphs (introduction); 4-5 paragraphs (historiography); 9-14 paragraphs analysing the evidence (the body) and 1-2 paragraphs (conclusion).

In your analysis of the evidence in the 9-14 paragraphs constituting the body of the essay, you should not simply discuss each primary source in turn, but group the evidence, discuss the key findings in relation to the topic, compare the documents (discuss of where they're alike) and contrast the documents (focusing on where they're different). You then state the interpretation that makes best sense of the evidence, and then assess whether the evidence supports a specific historian's interpretations, or suggests that a new interpretation is preferable (namely, the one that you have developed).

Assessment 3. In-class test (50% of course mark), FRIDAY 12 OCTOBER, 11:00-11:50am

The 50-minute in-class test consists of multiple-choice and short-answer questions (a few sentences). It assesses material covered throughout the entire course. No answers are dates (dates instead will be included in the questions). You should arrive in class at 11:00am with only pencils or pens. We will distribute your test, which will include a cover sheet, the test questions, and sufficient paper. This is not an open-book test, so do not bring any notes to the lecture theatre. Avoid the temptation to use cell phones during the test.

Multiple-choice questions from previous HIST117 tests:

- 1) The _____ dominated the transatlantic slave trade, 1519-1660
 - a) British
 - b) Dutch
 - c) French
 - d) Portuguese
- 2) The capital of 'New Spain' was
 - a) Los Angeles
 - b) Puebla
 - c) Mexico City
 - d) Brihuega

- 3) A major sugar-producing area in late Medieval Europe:
 - a) Ceuta
 - b) Crimea
 - c) England
 - d) Sicily
- 4) Approximately how many people left Europe for the USA in the period 1815-1939?
 - a) 1 million
 - b) 5 million
 - c) 50 million
 - d) 500,000

Example short-answer questions:

Why was Richard Hakluyt important?

Why did Barbados planters switch from indentured European labour to enslaved African labour?

What was Bacon's rebellion?

What explains large-scale Irish emigration, 1840s-1860s?

HIST117 TUTORIALS

Tutorial 1 (Week beginning 23 July): Finding history resources in the VUW Library

In preparation for Tutorial 1, complete the HIST117 library exercise on Blackboard. Blackboard is VUW's on-line course management programme, which will contain supplementary materials for HIST117. All registered students can access the HIST117 Blackboard page via student computers. After completing the exercise, you should be able to answer questions such as:

- 1) What is OPAC?
- 2) What is a "guided search"?
- 3) What search limitations might you face using VUW's library catalogue?
- 4) What is *Historical Abstracts* and why is this database useful for research?
- 5) What are Library of Congress classification numbers, and why are they useful?
- 6) John Winthrop, a Puritan leader of early Massachusetts (c.1630s-1640s), could be subject-referenced as a religious leader, a political leader, a migrant/traveller, a person from English history or a person from American history. Given these various 'labels' for Winthrop, on what floors of the VUW library might you find books that mention Winthrop? What would be the two-letter Library of Congress subject headings pertinent to a book that mentions Winthrop?

LIBRARY RESOURCES

There are large collections of European, African and American history books in the library held on the first, third and fourth floors (sections B-H). The three-day loan collection is grouped on the third floor. Remember that Big Books are shelved separately (far ends of stacks).

Paper copies of on-line resources may not be held in the library. Check whether the materials are available as full-text on computerised databases.

Several "full text" journal articles will be available on the computerised databases (such as Expanded Academic ASAP). Useful online journals for HIST117 include *Agricultural History*, *American Indian Quarterly*, *Americas*, *Hispanic American Historical Review*, and *The Historian*.

Detailed information about History resources at the VUW Library is available on the History page:

<http://www.vuw.ac.nz/library/subjectguides/history/index.aspx>

One finds this link by accessing the VUW Library homepage, then clicking on "Subject Guides" (under Research) and then scrolling down to "History."

The History subject guide site lists history journals available on-line via the Library, including those bundled in databases (accessed via the "Databases" link on the Library page). Of these four of the most important are:

- 1) **JSTOR**
- 2) **ProQuest**
- 3) **Expanded Academic ASAP**
 - a. 4 million articles, 1980-present
 - b. search by subject guide or key word
 - c. 1/3 in full text; 2/3 abstracts
- 4) **Historical Abstracts**

You may access these databases from a home computer, if VUW is your internet service provider. For all bundled databases, such as JSTOR, learn how to use the "Advanced Search" feature.

To properly reference an article you find on-line, please include (in addition to author/title/publication/volume or number/year/pages):

- source (InfoTrac)
- accession number (article number) if possible
- download date

History journals in print

History journals are held in the stacks on the zero, first, third and fourth floors of Rankine Brown Library. On the first floor, check the D and DA sections; on the third floor, the D-E sections; and then check the HC/HD sections on the fourth floor. The pre-1970 journals are stored at the 0 level. [Learn how to locate history journals](#). They provide source material for all essays you will write in History courses.

Below is a list of some history journals held in the VUW central library that may contain articles pertinent to HIST117:

<i>Agricultural History Review</i>	<i>Irish Historical Studies</i>
<i>American Historical Review</i>	<i>Journal of African History</i>
<i>Caribbean Studies</i>	<i>Journal of American History</i>
<i>Caribbean Quarterly</i>	<i>Journal of British Studies</i>
<i>English Historical Review</i>	<i>Journal of Ecclesiastical History</i>
<i>European History Quarterly</i>	<i>Journal of European Studies</i>
<i>European Studies Review</i>	<i>Journal of Historical Geography</i>
<i>French History</i>	<i>J. of Imperial and Commonwealth History</i>
<i>French Historical Studies</i>	<i>Journal of Interdisciplinary History</i>
<i>Gender and History</i>	<i>Journal of Modern History</i>
<i>Geographic Journal</i>	<i>Journal of Social History</i>
<i>Hispanic American Historical Review</i>	<i>Journal of Women's History</i>
<i>Historical Journal</i>	<i>Journal of World History</i>
<i>History</i>	<i>Labour History Review</i>
<i>History and Theory</i>	<i>Past and Present</i>
<i>History Today</i>	<i>Scottish Historical Review</i>
<i>History Workshop Journal</i>	<i>Slavery and Abolition</i>
<i>International History Review</i>	<i>William & Mary Quarterly</i>

Reference Librarians

Students may receive reference help from librarians stationed at the Information Deck on Level two of the VUW Library (behind the Circulation Desk). Justin Cargill is the History Library liaison. He can be contacted on 463 6176 or email: justin.cargill@vuw.ac.nz

Tutorial 2 (**Week beginning 23 July**): Africans and Europeans

Tutorial reading: David Birmingham, *Trade and Empire in the Atlantic, 1400-1600* (London, Routledge, 2000), pp. 27-47

Questions to prepare you for the tutorial discussion.

1) What types of African peoples and states did Europeans encounter in the 15th-16th Centuries?

4) What information in the reading about European-African relations surprised you?

2) Did Europeans arrive in Africa seeking peoples to enslave?

5) Does author Birmingham state an argument?

3) From an African viewpoint, what was the result of the European initiatives into Africa?

6) List some key words/mini-phrases used by Birmingham to help you remember chapter information.

Tutorial 3 (Week beginning 30 July): Paraphrasing and paragraph structures

Tutorial 3 will help you prepare to write your 1,000 word précis exercise due **Friday 3 August** at 5pm. The assessment requires you to summarise three readings, which combined total about 10,000 words. Your task is to choose what you believe to be the most historically relevant information, and place that information in 6-8 paragraphs, each distinguished by single topics. The best way to approach this essay is to imagine that an editor has contracted you to write an encyclopaedia entry, in which you have a strict (950-1,050) word limit (1,000 words +/- 5%). We suggest that you write a 1,250-word draft, and then edit the text down to its final size of 950-1,050 words. Superior précis will: 1) correctly paraphrase information from your three sources; 2) use precise language to convey information effectively; 3) include sufficient historical information, as required in an encyclopaedia entry; and 4) focus paragraphs on single topics.

To paraphrase

When you paraphrase, you rewrite information in your own words. One dictionary definition is: "A restatement of a text or passage in another form or other words, often to clarify meaning." Students frequently paraphrase incorrectly. Rewriting in your own words does not allow you to "steal" the author's grammar. Thus, if you read:

By 1850 there was hardly a trading or a manufacturing town in England, which was not in some way connected to overseas markets. The profits obtained from overseas trade provided one of the main streams of that accumulation of capital in England, which financed the Industrial Revolution.

Rewriting this passage as

By *the mid-1800s* there was hardly a *commercial* or a manufacturing *city* in England, which was not *linked* to overseas markets. The profits obtained from overseas trade provided one of the *principal* streams of capital in England, which financed the Industrial Revolution.

is not proper paraphrasing, because by "plugging in" a few words you have basically stolen the author's grammatical structure.

Instead, completely reword the author's ideas. Example:

In the first half of the nineteenth century, foreign exchange earnings provided sufficient capital to sustain England's industrial revolution.

In History essays at Victoria University, students will lose marks for poor paraphrasing.

Precise writing

Perhaps the most important point to remember when writing an essay (whether your précis or your larger research essay) is that you are writing for an audience. In general, authors know more about their topics than do their readers (including, in many cases, their lecturers). An essay is like a roadmap, which your reader needs to follow to reach a destination. The major challenge facing all writers is to convey information effectively.

Above all, clarity of expression is the key to effective essay writing. To enable your reader to understand your points (or, more formally, your argument), you must write clear sentences and logically written and organised paragraphs. Your reader's attention will depend in large part on the ratio between information and language in your prose. Most beginning writers write weak sentences, which usually:

- and/or 1) are wordy
and/or 2) rely on weak verbs (or passive constructions)
and/or 3) include vague words

When proofreading your essay, read each sentence out loud to check for wordiness. Always try to write precise sentences: **be concise**. A quick way to check for wordiness is to “count prepositions.” In general, readers have difficulty following sentences that contain more than three prepositions. The most commonly used prepositions in the English language are:

after at by for from in of on since to under with

For example, you would know that a sentence such as

In 1492 Columbus commanded a small fleet of three vessels that sailed under Spanish flag to the island of Gomera in the Canaries

is difficult for your reader to absorb, because it contains six prepositions. Remember the three preposition “rule.”

Wordiness is one of the most easily corrected flaws of style. Study the following list, and notice how column one uses more words than are necessary to convey the same information as column two.

<u>Wordy</u>	<u>Concise</u>
at the present time	now
in view of the fact that	since
due to the fact that	because
in the not too distant future	soon
during the course of	during
on the part of	by
for the simple reason that	because
in a very real sense	truly
in spite of the fact that	although

owing to the fact that	because
rarely ever	rarely
seldom ever	seldom
to the effect that	that

Similarly, avoid redundancy. A redundancy is an expression that conveys the same meaning more than once. Notice how column one below includes a word that delivers no new information.

<u>Redundant</u>	<u>Concise</u>
adequate enough	adequate
equally as far	as far
advance planning	planning
few in number	few
both together	both
final outcome	outcome
but yet	but
large in size	large
contributing factor	factor
past experience	experience
past history	history
two different	two
share in common	share

Redundancies usually creep into essays because writers translate *spoken English* into *written English*. For example, when we speak English we frequently use verbs such as “to go” or “to make.” Examples: I made my brother walk the dog. I made dinner. How’s it going? Did you go to the movies? In written English, by contrast, one writes, “I cooked dinner,” “I attended the film.”

Choose strong/precise verbs

Sentences often succeed or fail because of the writer's choice of verb. Choose verbs that clearly convey information to your reader:

Columbus **decided** to sail south.

Columbus **married** Felipa Moniz Perestrello.

Columbus **earned** profits of two hundred percent.

Weak/imprecise verbs and helping verbs often lead to wordy and imprecise sentences.

Imprecise verbs: affect/effect, deal, feel, involve, make, mean

Examples (X = weak sentence; √ = stronger sentence):

X In the 1500s, smallpox affected many peoples in London.
 √ *In the 1530s, most London children who died before the age of five, died of smallpox.*

X The captain dealt with the mutineers.
 √ *The captain flogged the mutineers.*

X Surgeons dealt with sick patients.
 √ *Surgeons administered medicines to sick patients.*

X Many crew were involved in a mutiny.
 √ *Many crew seized control of the ship.*

X Captains involved themselves in sailing the ship.
 √ *Captains navigate ships.*

X Merchants were involved in the organisation of voyages.
 √ *Merchants purchased trading goods.*

X The captain made an effort to provide food for his crew.

√ *The captain attempted to provide food for his crew.*

Avoid over-use of the helping verb "to do"

X Columbus did change course after twenty days at sea.

√ *Columbus changed course after twenty days at sea.*

X Luther did believe in divine justice.

√ *Luther believed in divine justice*

Avoid reliance on the verb "to be"

You can make your prose more expressive by cutting down on the colourless, actionless verb "to be" (is, are, was, were, had been, be, being) and substituting action verbs.

X It was clear that Columbus was not in control of his destiny.

√ *Columbus did not control his destiny*

X The obsession with gold **was in conflict** with the Pope's religious beliefs.

√ *The obsession with gold **conflicted** with the Pope's religious beliefs.*

X The war **was to draw** Queen Isabella's attention on Indian rights.

√ *The war **focused** Queen Isabella's attention on Indian rights*

Often students rely on the verb "to be" because they write in the passive voice. Reliance on passive grammatical structures adds "extra" words—and usually removes historical specificity. Passive voice removes the principal actor, and adds the verb "to be" in its various conjugated forms.

X **On board slaving ships insurrections were being organised mostly by women.**

When proofreading a draft, circle all instances of *is/are/was/were/be/been/being*. Do you use the verb “to be” in every sentence?

Identify the “active” verb: to be or to organise?

- √ *Women organised most insurrections on board slaving ships.*
- X Teenagers **were being forced** to work long hours in fields.
= passive voice (teenagers = passive recipients)
- √ *Farm managers **forced** teenagers to work long hours in fields.*
= active voice (managers = active participants)
- X By rotating their crops, farmers were maintaining the nutrients in the soil.
- √ *Farmers rotated crops to maintain nutrients in the soil.*

Tip: if your verb has an ‘ing’-ending, proofread your sentence to see if you can streamline

Correct use of passive tense:

The East German swimmers were being given illegal drugs by their coaches.

Why does the sentence use the passive tense correctly?

Avoid reliance on the vague words *this, that, those, these* or *it*

Beginning writers rely on *this, that, it* (or plural forms *these, those*)— words that refer to a previous idea (usually in a previous sentence).

Readers therefore have to struggle to understand your meaning.

Also avoid beginning sentences with the “double-vague” fragment “This meant . . .”

- X On his return voyage in 1493, a storm forced Columbus to arrive in the Azores. This meant that he landed in a Portuguese colony
- √ *On his return voyage in 1493, a storm forced Columbus to arrive in the Portuguese Azores*

Here you have reduced your word count from (24) to (16) without changing the information given to your reader. You have therefore “freed up” eight words, which you could use to give readers further historical information.

Tip: When proofreading a draft, see if you can remove *this* and combine sentences

Remember sentences should convey information to your reader

Students frequently write sentences that can be strengthened by adding essential information.

For example:

“In eighteenth-century British colonial America, women could not vote” tells the reader only part of the story.

Compare:

“In eighteenth-century British colonial America, only property-owning males—older than twenty-five years of age—could vote.”

EXERCISE: STRENGTHENING SENTENCES

Try to strengthen the following sentences

In the Thirty Years' War, there were no battles south of Germany.

Merchants did well out of the sale of slaves.

Surprisingly, after 1644 neither farmers nor artisans played leading roles in the English Revolution.

Now we will attempt to discuss just how it came to be that people were being enslaved in the Spanish Empire.

Being one of the many types of work, sowing rice was seen by many as very harmful to health.

Coordinating all these contradictory statements will require us now to pursue the topic of diseases inside of Africa.

Many captains were very involved in all the aspects of the lives of the slaves on board galleys.

Several different types of historians have been called upon to examine the various issues involving the U.S. Civil War.

It was believed earlier that Europeans made big profits in Africa because cheaper goods were being sold to Africans which hurt their industries.

The historian John A. Palmer says that female domestics were never being sexually attacked in the seventeenth century as they were being later.

In this essay many issues will be addressed, all of which will be hopefully answered before the end.

So far we have seen that many sailors were killed during the voyage when it sailed in the monsoon season. In other words, the increased water probably led to more mosquitoes being born and increasing the amounts of yellow fever and malaria.

Tutorial 4 (week beginning 6 August): **Migration in the Atlantic world, 1500-1800**

Tutorial readings: Alison Games, 'Migration', in D. Armitage and M.J. Braddick (eds.), *The British Atlantic World, 1500-1800* (2002), pp.31-50;
K. Miller (et al), *Irish Immigrants in the Land of Canaan: Letters and Memoirs from Colonial and Revolutionary America, 1675-1815* (2003), pp.24-30

Questions to prepare you for the tutorial discussion.

- 1) What were the major features of migrations of early modern Europeans?
- 2) How did migration patterns impact upon cultures?
- 3) What patterns emerged in the timing and importance of internal migration within Europe?
- 4) What was the relationship between population, economy and migration?
- 5) Where did Britons emigrate to and why? What do we learn about Atlantic migration from the testimonies of Alexander Crawford (1736) and David Lindsey (1758)? (Think about the *historic context* of emigration)

Tutorial 5 (Week beginning 13 August): The Frontier, Native Americans and Expansion

Tutorial readings (all reproduced in this Book of Readings):

Secondary Sources to be read for this Tutorial and used for Documentary Essay if this topic is chosen.

F.J. Turner, 'The Significance of the Frontier in American History' F.J. Turner, *The Frontier in American History*, ch. 1; URL: <http://xroads.virginia.edu/~hyper/turner/>
 R. Horsman, *Race and Manifest Destiny: The Origins of American Racial Anglo-Saxonism*, (Cambridge, Mass., Harvard University Press, 1981), pp.189-207, 343-43

Primary Sources to be analysed for the Tutorial and used for the Documentary Essay if this topic is chosen

Documents 4 ('Indian Commissioner Thomas L. McKenney explains removal, 1828'), 5 ('Speckled Snake's (Cherokee) Reply to President Jackson, 1830'), and 6 ('Cherokee Editor Elias Boudinot opposes removal, 1828'), 'Domestic Dependent Nations: Indians in the New Republic', in Albert Hurtado and Peter Iverson (eds.), *Major Problems in American Indian History: Documents and Essays*, (Boston and New York, Houghton Mifflin Company, 2001) pp.203-5
 Wilson Lumpkin, 'Speech Before Congress (May 17, 1830)' in Louis Filler and Allen Guttman (eds.), *The Removal of the Cherokee Nation: Manifest Destiny or National Dishonour*, (Boston, D.C. Heath & Co., 1962), pp.31-8.
 David Crockett, 'Speech Before Congress (May 19, 1830)' in Louis Filler and Allen Guttman (eds.), *The Removal of the Cherokee Nation: Manifest Destiny or National Dishonour*, (Boston, D.C. Heath & Co., 1962), pp.39-41.
 'Memorial of the Cherokee Nation (July 17, 1830)' in Louis Filler and Allen Guttman (eds.), *The Removal of the Cherokee Nation: Manifest Destiny or National Dishonour*, (Boston, D.C. Heath & Co., 1962), pp.42-8.
 'Indian Removal Act, 1830', URL: http://www.digitalhistory.uh.edu/database/article_display_printable.cfm?HHID=638
 'Andrew Jackson's Message, 8 December 1830', URL: <http://www.mtholyoke.edu/acad/intrel/andrew.htm>
 'Andrew Jackson's Message, 1831', URL: <http://www.pbs.org/wgbh/aia/part4/4h3437t.html>
 'Andrew Jackson's Message, 7 December 1835', URL: <http://www.pbs.org/weta/thewest/resources/archives/two/removal.htm>
 'Cherokee Memorial, 1830', URL: <http://www.osv.org/learning/DocumentViewer.php?pf=Y&DocID=2057>
 'Chief John Ross's letter', URL: <http://www.pbs.org/wgbh/aia/part4/4h3083t.html>
 Removed: 'Cherokee Nation v. the State of Georgia, 1831', URL: <http://www.mtholyoke.edu/acad/intrel/cherokee.htm>
 Removed. 'Worcester v. Georgia, 1832', URL: <http://www.civics-online.org/library/formatted/texts/worcester.html>
 'Brief history of the Trail of Tears', URL: <http://www.powersource.com/cherokee/history.html>
 John L. O'Sullivan, 'The Great Nation of Futurity', 1839, URL: <http://www.mtholyoke.edu/acad/intrel/osulliva.htm>
 'Cherokee Removal orders, 1838', URL: <http://www.tngenweb.org/cessions/order-25.html>

Questions to prepare you for the tutorial discussion:

How did the Cherokee respond to the efforts to remove them?

Why were the Cherokees removed?

How do Turner and Horsman explain the ways the U.S. and its citizens dealt with Indians? Whose explanation is more convincing?

Tutorial 6 (Week beginning 3 September): Race, Class and Slavery in the United States

Tutorial readings (all reproduced in this Book of Readings):

Secondary Sources to be read for this Tutorial and used for Documentary Essay if this topic is chosen.

E. Genovese, *Roll, Jordan Roll*, pp.3-7, 25-31, 35-41, 45-49, 684-88

J. Oakes, *The Ruling Race*, pp.123-150, 271-74

Primary Sources (to be analysed for the Tutorial and used for the Documentary Essay if this topic is chosen.)

H. William Harper, 1852, 'Memoir on Slavery', in D G Faust (ed) *The Ideology of Slavery*, pp.112-131

G. Fitzhugh, 1854 *Sociology for the South*

H. Jacobs, *Life of a Slave Girl*, 1861 chapters 6-15

<http://hitchcock.itc.virginia.edu/Slavery/search.html> (SELECT TWO IMAGES FROM THE SECTION CALLED PHYSICAL PUNISHMENT)

Questions to prepare you for the tutorial discussion:

Was slavery primarily a racial or a class relationship?

Which historian—Genovese or Oakes—makes a more convincing case?

Tutorial 7 (Week beginning 10 September): **Nativism, Americanisation and Hostility towards the Irish**

Tutorial readings (all reproduced in this Book of Readings):

Secondary Sources to be read for this Tutorial and two of which can be used for Documentary Essay if this topic is chosen.

John J. Appel, "From Shanties to Lace Curtains," 365-75

Tyler Anbinder, *Nativism and Slavery*, 103-26

Noel Ignatiev, *How the Irish became White*, 92-121, 206-17

Methodological Essay (to be used to analyse cartoons)

Thomas Kemnitz, "Cartoons as a Historical Source," 81-93

Primary Sources to be analysed for the Tutorial and used for the Documentary Essay if this topic is chosen

Nativism and Becoming American at Midcentury [Set of Documents], 133-51

Cartoons available at: <http://www.hsp.org/default.aspx?id=394>

<http://www.harpweek.com/09Cartoon/BrowseByThemeReturn.asp?Theme=Theme>

Questions to prepare you for the tutorial discussion.

Is there evidence of hostility towards the Irish in mid-19th Century USA in these cartoons and documents?

How do you analyse documents?

How do you analyse cartoons for evidence of ethnic hostility?

If there was hostility directed at the Irish in the mid-19th century U.S., how do Appel, Ignatiev or Anbinder explain it? Whose explanation is most convincing?

Tutorial 8 (Week beginning 17 September): **Essay writing and footnoting skills**

Tutorial 8 builds upon research/writing information presenting in Tutorials 1 and 3, in preparation for your 1,500-word documentary essay due Friday 21 September, 5pm (30% of course mark)

- 1) Bring an outline listing the topics for **5 of your paragraphs** that will form your essay (see guidelines for the Documentary essay contained in the Assessments Section). In order to do this, you must select your topic from the four choices listed in the Assessments section, read through the primary and secondary sources, and begin your analysis to develop this outline
- 2) Bring a draft of your introductory paragraph that sets the stage for the rest of the essay, evokes the reader's interest, gives the relevant information, and states the research question
- 3) Bring a draft bibliography

Remember that your bibliography (listed in alphabetical order) should reverse authors' first and last names. You should also separate primary from secondary sources. Example:

Primary Sources

Cherokee Nation, *Memorial of the Cherokee Nation*, December 1829, *Cherokee Phoenix* January 1830.

Harper, William *Memoir on Slavery, Read before the Society for the Advancement of Learning* Charleston: James S. Burgess, 1838.

Jacobs, Harriet. *Incidents in the Life of a Slave Girl Written by Herself* Boston: Published for the Author, 1861

Jacobs, Harriet. Harriet Jacobs to Amy Post, Rochester May 1849. Isaac and Amy Post Family Papers, Department of Rare Books, Manuscripts and Archives, University of Rochester, Rochester, N.Y.

Jackson, Andrew. *Second Annual Message to Congress* in James D. Richardson (ed.), *Compilation of the Messages and Papers of the Presidents, 1789-1908, Volume II* Washington, DC: Bureau of National Literature and Art, 1908.

Secondary Sources

Genovese, E.D. 'Race and Class in Southern History: An Appraisal of the Work of Ulrich Bonnell Phillips.' *Agricultural History*, Vol. 16 (1967), pp. 345-58.

Genovese, E.D. *Roll, Jordon, Roll*. New York: Pantheon, 1974.

Oakes, J. *The Ruling Race*. New York: Vintage, 1983.

REFERENCING SOURCES: SUPPLEMENTARY INFORMATION

Footnoting/endnoting techniques

Students beginning History at university frequently encounter problems with footnoting. Referencing is discussed in the booklet *Writing History Essays*, which you should purchase from the Student Notes Shop.

Why do we footnote in History? History is an open-ended study, an unending discussion, and in order for that discussion to proceed on an honest basis we need to show others the sources for the evidence that we use to support our arguments. This is so that those who read our arguments can check our sources. Then they can agree or disagree with us as they choose. Therefore footnoting shows our rigour and accuracy in our use of evidence, it represents our expertise. History students become expert in analysis of information, which turns it into knowledge through the process of argument. We need to know what is the basis of your argument before we can accept it. In footnoting be *consistent* and *accurate*.

Note that footnotes appear at the bottom or *foot* of the page, endnotes appear at the *end* of essays.

Example endnote page

- ¹ Ronald Syme, *The Roman Revolution* (Oxford, Clarendon Press, 1939), p. 53.
- ² M.P. Charlesworth, *Trade-Routes and Commerce of the Roman Empire* (Chicago, Ares Publishers, 1974), p. 213.
- ³ Peter Brown, *The World of Late Antiquity A.D. 150-750* (New York, Harcourt Brace Jovanovich, 1976, originally published in 1971 by Thames and Hudson, London), p. 111.
- ⁴ Charlesworth, *Trade-Routes*, p. 119.
- ⁵ *Ibid*, p. 131.
- ⁶ Quoted by Brown, *Late Antiquity*, p. 96.
- ⁷ *Ibid*.
- ⁸ C.R. Whittaker, 'Late Roman Trade and Traders', in Peter Garnsey, Keith Hopkins and C. R. Whittaker (eds.), *Trade in the Ancient Economy* (Berkeley and Los Angeles, University of California Press, 1983), p. 175.
- ⁹ John Smith, 'Trade in Sicily', *Journal of Roman Studies*, Vol. 43 (1978), p. 434.
- ¹⁰ *Ibid*.
- ¹¹ Charlesworth, *Trade-Routes*, p. 11.
- ¹² *Ibid*, p. 15.

Common abbreviations used In Footnotes/endnotes:

ca	circa (about)
cf	abbreviation for Latin word confer and means “refer to” or “compare with”
ibid	ibidem (Latin for “in the same place”)
op cit	opere citato (Latin “in the work cited”)
viz	videlicet (Latin “that is to say,” “namely”)

There are several ways to reference your sources. One can place the footnote reference after a sentence, or at the end of the paragraph (listing each source—with page number(s)—separated by a semi-colon).

If one lists several sources in a single footnote/endnote, it must be clear to the reader where the information in the paragraph came from. Specifying geographical locations or names of authors in your main text allows you to combine note references.

Example 1: Specifying geographical locations

In 1703, a Massachusetts law stated that after nine o’clock in the evening, no “Negro or mulatto servant or slave” should be out in the streets without specific permission from his or her master. Rhode Island, which would eventually use gang slavery in the farms around Narragansett Bay, in spite of its early prohibition of slaveholding, also established curfew for “Negroes” or Indians in 1703. In New York, a brutal slave law was enacted in 1712 after a bloody slave insurrection left nine whites dead.²²

²²R.C. Twombly and R.H. Moore, ‘Black Puritan: The Negro in Seventeenth Century Massachusetts’, *William & Mary Quarterly*, Vol. 24 (1967), pp. 224-42; *Records of the Colony of Rhode Island and Providence Plantations*, 10 vols. (Providence, 1856-1862), Vol. 3, p. 492; K. Scott, ‘The Slave Insurrection in New York in 1712’, *New York Historical Quarterly*, Vol. 45 (1961), pp. 16-18.

In this example, the writer specified geographical locations in the paragraph, enabling the reader to match the historical information to each source.

Example 2: Specifying authorship

In the early twentieth century, “the plantation school” of Southern historians worked on the assumption that the “Negro” was only fitted for a subordinate position in American society, and that the plantation was the ideal vehicle for his or her civilisation. Ulrich Bonnell Phillips was the leading advocate of this “school,” and he and his followers stressed how blacks, who were by nature “inferior,” needed the nurturing environment of the plantation to survive in an increasingly capitalist world. Richard Hofstadter first challenged this thesis, and economists Conrad and Meyer further undermined the “plantation school,” by demonstrating that the standard of living of blacks declined precipitously on plantations. In the 1960s, Genovese led a reappraisal of Phillips’ studies on plantation slavery.³¹

³¹Ulrich B. Phillips, *American Negro Slavery* (New York, 1918); T.J. Wertenbaker, *The Old South: The Founding of American Civilization* (New York, 1942); R. Hofstadter, “Ulrich B. Phillips and the Plantation Legend,” *Journal of Negro History*, Vol. 29 (1944), pp. 109-124; A.H. Conrad and J.R. Meyer, “The Economics of Slavery in the Ante-Bellum South,” *Journal of Political Economy*, Vol. 66 (1958), pp. 95-130; E.D. Genovese, “Race and Class in Southern History: An Appraisal of the Work of Ulrich Bonnell Phillips,” *Agricultural History*, Vol. 16 (1967), pp. 345-58.

In this example, the writer specified names of authors in the paragraph, enabling the reader to match the historical information to each source.

Remember that your bibliography (listed in alphabetical order) should reverse authors’ first and last names and include full stops.

Brown, Peter. *The World of Late Antiquity A.D. 150-750*. New York: Harcourt Brace Jovanovich, 1976, originally published in 1971 by Thames and Hudson, London.

Charlesworth, M.P. *Trade-Routes and Commerce of the Roman Empire*. Chicago: Ares Publishers, 1974.

Gordon, Yvon. “Greek Amphorae and Trade.” In Peter Garnsey, Keith Hopkins and C. R. Whittaker (eds.), *Trade in the Ancient Economy*. Berkeley and Los Angeles: University of California Press, 1983, pp. 27-38.

Smith, John. “Trade in Sicily.” *Journal of Roman Studies*, Vol. 43 (1978), pp.430-51.

Syme, Ronald. *The Roman Revolution*. Oxford: Clarendon Press, 1939

Tutorial 9 (Week beginning 24 September): Barbados, 1657

Tutorial reading: Richard Ligon, *A True and Exact History of the Island of Barbadoes* (London, 1970, first published in 1657), map, pp. 40-51

Reading primary sources: Look for “clues” in Ligon’s account to help us understand the early history of British West Indian plantations.

Think that Ligon’s book is the only source that survives from the 1600s.

As preparation for Tutorial 9, search Google for “Richard Ligon” to find biographical information about him.

Questions to prepare you for the tutorial discussion.

1) Study the map as a primary source. What information does it give historians? What information is not on the map?

4) What clues are there in Ligon that suggest to historians why planters shifted from indentured servant to enslaved African labour?

2) How important was the British colony of Barbados in 1657?

3) How do Ligon’s comments reflect those of a Briton living in the mid-1600s? What are his views of Africans?

5) Would you have wanted to live in Barbados in 1657?

Tutorial 10 (Week beginning 8 October). **Atlantic Revolutions, 1775-1804**

Tutorial reading: David Geggus, "Effects on the American Revolution on France and its Empire," 518-27

Questions to prepare you for the tutorial discussion.

1) What happened in the benchmark dates 1775 and 1804?

3) Why have some historians continuously downplayed the possibility of links between the Atlantic Revolutions?

2) Are there links between revolutions in the United States, France, and St. Domingue (Haiti)? If so, identify some specific "connections."

4) Are the Atlantic Revolutions really "revolutions"? What is a "revolution"?