Rebellion in the Late Seventeenth Century (H451)

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Class: 2:30 – 4:20, Wednesday
Classroom: Science Center A155
Office Hours: 11:00-12:00 Tues., Thurs.; 1:30-2:30 Weds.; by appointment and chance

Beginning in 1675, North American colonial life seemed to shatter for several years. In Massachusetts, simmering tension between Natives and colonists over sovereignty resulted in what the English called King Philip’s War, by some measures the bloodiest conflict in American history. In 1676, in Virginia, a local dispute over trade with Native Americans blossomed into a broad Indian conflict and a revolt against the English governor. Bacon’s Rebellion, which an outdated historiography referred to as America’s first war for independence, changed the face of the Chesapeake and, with it, the American colonies. Several years later Spanish officials, missionaries, and settlers were pushed out of New Mexico, returning control, if only temporarily, to Native Americans. The Pueblo Revolt has also been referred to as the “first American Revolution.” Each conflict involved Natives and colonists, but each grew from different commercial, political, and religious roots. Each had enormous implications for local society and for development of colonial relations in an increasingly Atlantic world. This class will explore the three conflicts and the forces that relate and distinguish them.

Generally, classes will be structured as a discussion of materials with some lecture. I expect students to attend class and to be prepared to participate in a discussion. Discussions should be civil. I refer you to the very useful guidelines at: http://www.crlt.umich.edu/gsis/p4_1. I will not take attendance regularly in this course, but attendance is in your interest, affecting both your class participation grade as well as your understanding. Repeated absences will be addressed by the professor. If you must miss a class, I urge you to get notes from one of your colleagues.

Use of electronic devices (laptops, netbooks, telephones, etc.) during class is prohibited.

Tardiness: All students are expected to be in a seat and ready for the class to begin at the scheduled start time of 2:30. Entering class late or leaving during class time is disruptive and disrespectful to the class, and our class time is short.

This is a writing-intensive class. The class will require two short papers (20% each), a footnote project (10%), a book review (15%), and weekly questions (15%). Class participation will count for 20%. You will have the opportunity to rewrite any one of the first three writing assignments due on the syllabus (the two short papers or the footnote project); if you wish to rewrite an assignment, you should notify the professor within two days of receiving the graded paper, and the rewrite will be due no later than two weeks thereafter (the final grade for that assignment will be weighted 1/3 on the draft, 2/3 on the rewrite).
Any papers for this class (other than weekly questions) should be double-spaced, 12 pt. type (including any footnotes — although footnotes are not recommended for such short papers), with one-inch margins, and include the Honor Code pledge: “I have adhered to the Honor Code in this assignment.” Please use The Chicago Manual of Style. Turning in an assignment late will affect the grade. A grade below a “C” on any assignment requires that the student schedule a meeting with the professor, although I welcome the opportunity to meet with you at any time. See “Grading Guidelines” at the end of this syllabus. I strongly recommend the essay “Writing History” posted for this class. I also encourage you to visit the Writing Center.

Questions Assignment: Beginning with the week of February 11, once each week, by no later than 1:00 p.m. on the day of class, each student must post on the Blackboard discussion board for this class a question concerning the readings for that day. The question might seek clarification of an issue, but should raise a broader matter of analysis or understanding and place the question in the context of the readings or, more generally, in the period or historiography. For example, one might ask of the readings for the first day:

Many of the abusive practices catalogued by Anderson — e.g., unequal treatment in the courts (610, 611), strict penalties for killing colonists’ livestock (612), imposition of a land-use system which effectively penalized the original users of the land (611), discrimination in the sale of livestock and animal products (615)— occurred throughout the mid-seventeenth century. If, as various authors suggest, King Philip’s War was a “tipping-point” in the allocation of power between Europeans and Natives, on what basis did the Europeans assert control over agricultural/land practices during this earlier period? Why did Indians tolerate such abuse at a time when, theoretically, they held a dominant power position? Was there a significant backlash against such exercises of legal power among Europeans?

A question and any background to understand its context should be no longer than a paragraph. Students should also bring a copy of their questions to class. These questions will be graded. I encourage you to discuss questions on the readings with other students.

Footnote Project: Once during the semester, each student is responsible to locate at Mudd Library, on-line, or elsewhere all of the sources from one footnote in our common readings. (The chosen footnote must contain at least two sources.) The student should provide a photocopy of the relevant pages from the sources for every member of the class, and then brief the class (about 5-7 minutes) on whether, in his or her judgment, the author analyzed the evidence effectively and whether it supports the author’s point and contributes to the work. A PowerPoint or equivalent presentation may be, but need not, be used. (Please confirm the use of a PowerPoint before class w/ the professor so that equipment is available.) A two to three page paper discussing the citation and sources is due on the day of your footnote project. (A sign-up sheet for this exercise will be circulated in the second or third class session.)

Book Review: Prepare a book review of Mandell, King Philip’s War; Lepore, Name of War; Webb, 1676; Rice, Tales; or Knaut, Pueblo Revolt, but not Weber, ed., What Caused. The book review should be four to six pages long. A book review should summarize a book and its argument and provide a brief analysis or commentary on that work that would be of use to historians.

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Book reviews also commonly address the historiography (i.e. other history works discussing this topic). Discussing other works is useful for this project, but this is not a research project, and you are not required to read other related works. (You should, though, read some history book reviews before preparing one.) This assignment is due on May 6.

**Short Papers:** There are two short paper assignments. The papers should be five to eight pages. Take a position in these papers and defend it. While these are not research papers, per se, some research outside of assigned reading may be useful, especially w/ primary sources cited in the material that we are reading.

**First Paper:** Due March 4: Choose one question/topic:

- Is King Philip’s War evidence of the success or failure of pan-Indianism? Explain.

- How, according to Lepore, does King Philip’s War contribute to the development of an American identity? Is she persuasive?

- Discuss briefly the genre of captivity narratives. How should these be “read?” Why were they so popular in the eighteenth and nineteenth century? What can we learn from them?

**Second Paper:** Due April 8: Choose one question/topic:

- Is Bacon’s Rebellion best understood as a class conflict, racial conflict, economic conflict, or political/ideological conflict? Discuss.

- Explain the Morgan slavery thesis and its foundation in this era. Does this make sense? Discuss briefly application of the thesis across periods and fields.

- Discuss the issue of gender in the context of Bacon’s Rebellion. Does Brown’s gendering of the dispute improve our understanding? If so, how? If not, why not?

- What arguments were made for the relationship between Bacon’s Rebellion and King Philip’s War at the time and in the historiography? Are these persuasive?

**Students with a disability requiring special consideration:** Oberlin College will make reasonable accommodations for students with properly documented disabilities. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with me during the first two weeks of class. You will need to provide the Office of Disability Services (50 N. Professor St., Peters Hall Rm. G-27/28) with appropriate documentation of your disability.

Readings in this class are substantial and important for your understanding, participation, and success. The reading is not perfectly spaced, so look ahead on the syllabus and plan accordingly.

The drop deadline for this class is February 11; the last day to withdraw is April 6.
If you have questions concerning this class, please see me during office hours or make an appointment.

The syllabus is subject to change at the instructor’s discretion.

Texts: Most of the texts should be available in the bookstore or you can obtain them on-line. Weber, *What Caused the Pueblo Revolt* is not currently in print, but you should have no problem locating it on-line (I recommend bookfinder.com, half.com, abebooks.com, and amazon.com). (If you have difficulty locating any of the texts, please let me know.)


Other materials will be posted on Blackboard under Documents or Library Readings. “Suggested” and “Additional” readings are listed purely for your benefit.

Syllabus

Day 1: Wednesday, February 4

Reading:


**Day 2: Wednesday, February 11**

**Reading:**


**Suggested Reading:**


**Day 3: Wednesday, February 18**

**Reading:**


**Suggested Reading:**

Lepore, “What’s in a Name,” in *Name of War*.

**Day 4: Wednesday, February 25**

**Reading:**

Mary Rowlandson, *Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson* (readily available, e.g.: [http://www.gutenberg.org/files/851/851-h/851-h.htm](http://www.gutenberg.org/files/851/851-h/851-h.htm)).

Rowlandson critique: [http://www.enotes.com/topics/mary-rowlandson](http://www.enotes.com/topics/mary-rowlandson) Read “Critical Reception” and consider some of the scholarly criticisms.


Additional Reading:


Day 5: Wednesday, March 4

First Short Paper Duc

Reading:


Suggested Reading:

Jenny Hale Pulsipher, "'Our Sages are Sageles': A Letter on Massachusetts Indian Policy after King Philip's War," The William and Mary Quarterly, 58:2 (April 2001): 431-48 (Blackboard).

Michael Leroy Oberg, "'We are all the Sachems from East to West': A New Look at Miantonomi's Campaign of Resistance," The New England Quarterly, 77:3 (Sept. 2004): 478-99 (Blackboard).

Day 6: Wednesday, March 11

Reading:

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John Berry, Francis Moryson, “Narrative of Bacon’s Rebellion,” The Virginia Magazine of History and Biography, 4:2 (October. 1896): 117-54 (Blackboard).


Suggested Reading:


Bacon’s Rebellion, Virginia Gazette (Purdie and Dixon), February 23, 1769 (Blackboard).

Additional Reading:


Day 7: Wednesday, March 18

Reading:

Rice, Tales from a Revolution, Parts One and Two.
Suggested Reading:


Additional Reading:


Day 8: Wednesday, April 1

Reading:


Suggested Reading:


Additional Reading:

**Day 9: Wednesday, April 8**

Second Paper Due

**Reading:**

Webb, *1676*, 127-244


**Suggested Reading:**


**Additional Reading:**


**Day 10: Wednesday, April 15**

**Reading:**


**Suggested Reading:**


**Day 11: Wednesday, April 22**

**Reading:**


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Suggested Reading:


Additional Reading:

*Po'pay: Leader of the First American Revolution*, ed. by Joe S. Sando and Herman Agoya (Santa Fe: Clear Light, 2005).

Day 12: Wednesday, April 29

Reading:


Suggested Reading:


Day 13: Wednesday, May 6

Book Review Due

Reading:


Catch-up and Review.
GRADING GUIDELINES

An A or A- paper is one that is good enough to be read aloud in class. It is clearly written and well organized. It demonstrates that the writer has conducted a close and critical reading of the texts, grappled with the issues raised in the course, synthesized the readings, discussions, and lectures, and formulated a perceptive, compelling, independent argument. The argument shows intellectual originality and creativity, is sensitive to historical context, and is supported by a well-chosen variety of specific examples.

A B+ or B paper demonstrates many aspects of A- work but falls short of it in either the organization or clarity of its writing, the formulation and presentation of its argument, the thoroughness of argumentation or factual background, or the quality of research. Some papers or exams in this category show flashes of insight into many of the issues raised in the course. Others give evidence of independent thought, but the argument is not presented clearly or convincingly.

A B- paper demonstrates a command of course or research material and understanding of historical context but provides a less than thorough defense of the writer’s independent argument because of weakness in writing, argument, organization, or use of evidence.

A C+, C, or C- paper offers little more than a mere summary of ideas and information covered in the course, is insensitive to historical context, does not respond to the assignment adequately, suffers from frequent factual error, unclear writing, poor organization, or inadequate primary research, or presents some combination of these problems.

Whereas the grading standards for written work between A and C- are concerned with the presentation of argument and evidence, a paper or exam that belongs to the D or F categories demonstrates inadequate command of course material.

A D paper demonstrates serious deficiencies or severe flaws in the student’s command of course or research material.

An F paper demonstrates no competence in the course or research materials. It indicates a student’s neglect or lack of effort in the course.