

Syllabus may be altered slightly before the semester begins.

History 302: Virginia History
Online: 3 credit hours
Spring 2021
Mary Baldwin University

Dr. Clayton McClure Brooks

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Office: ACA 402

Virtual Office Hours: Tuesdays 1:00-3:00PM

Course Description: This course covers the history of Virginia from its founding in 1607 until present. We will consider how the history of Virginia has evolved from its early founding at Jamestown, as the first permanent English settlement in North America. Covering 400 years of history that has shaped not only the Commonwealth but the United States, we will focus on social, racial, political, and cultural change. As an online class, success in this course requires not only self-discipline to keep up with the reading and assignments but also communication. Students are expected to check Blackboard and email regularly for updates and potential revisions. If you have questions concerning the material, please be in contact with the professor. This course fulfills the Learning Outcome Two Race and Ethnicity in the U.S. (D) and the Learning Outcome Three Research and Information Literacy (R) requirements.

Learning objectives:

- Understand how the founding of Jamestown, provided a bedrock for the establishment of British colonies in North America.
- Consider the role of Virginians in shaping the debate and events of the American Revolution, and building the young United States.
- Reflect on how the culture of slavery shaped Antebellum Virginia, across races and across regions.
- Study the impact of the Civil War and Reconstructions on the lives of Virginians.
- Consider the social, political, and cultural transformations of Virginia in the twentieth and twenty-first centuries.
- Analyze the role of Virginia and Virginians in shaping United States history.
- Learn the basics of historical research, and focusing on the transition of moving from reporting one's research to articulating an argument based on one's findings.

Weekly expectations for success: Successful experiences in online environments depend largely on self-motivation, communication, and organization (for both the student and the professor). For my part, you will find the class organized. I will keep in regular contact with students and start every week with an email detailing our course content for that week. I will also work with you to address any concerns about the material or course expectations. As a student, the following are some weekly goals to help you achieve success in this course" 1) *Do your reading.* The weekly schedule details each week's reading. Take notes on your reading. Let the professor know if you ever have any questions about the material; 2) *Read/view the posted weekly lectures;* and 3) *Complete your weekly assignments.* All assignments (except the final exam) are due Sundays at midnight.

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Course Resources:

Texts:

- Peter Wallenstein. *Cradle of America: Four Centuries of Virginia History*. Second Edition, Revised. Lawrence, Kansas: University of Kansas, 2014. (ISBN-10: 0700619941)
- John Ruston Pagan, *Anne Orthwood's Bastard: Sex and Law in Early Virginia*. New York: Oxford University Press, 2003. (eBook available free online on ProQuest via Grafton Library) (ISBN-10: 0195144791)
- Stephen B. Oates, *The Fires of Jubilee: Nat Turner's Fierce Rebellion* Harper Perennial; Reissue edition, 2016. (ISBN-10: 0062656554)

Wallenstein's text will offer an overarching narrative to understanding Virginia history. We will be reading sections of this throughout the semester. With this, there are three other more topical books. Pagan's book is a story about gender, law, and class in 17th century Virginia. Oakes' book is a narrative-style historical retelling of Nat Turner's rebellion. If you are new to upper level history classes, do not be intimidated by the amount of reading. I have chosen books that are fast-reading, not too long, and not textbook style. We will also discuss strategies for active and effective reading to move through books more quickly.

Movies: The following movies will be required to watch during the assigned times during the semester. Two will be incorporated in Class Discussions, and one will tie into an Essay Set question. I will attempt to find YouTube versions, yet these can be unreliable. Students are responsible for obtaining the movies to view.

The New World, 2005

The Birth of a Nation, 2016

Loving, 2016

Additional Resources: Any additional articles, primary sources, or websites will be posted on Canvas.

Lectures: To guide your reading and learning, lectures will be posted to Canvas divided into 5 chronological periods, each under a different module. Pdf presentations of the lectures will be posted, as well as video recordings. Contact the professor if you ever have any questions about the material.

Course Requirements and Assessment:

Quizzes: Throughout the semester, there will be 5 online quizzes. Each of these short quizzes are composed of 10 short answer or multiple choice questions and based the reading and lectures assigned since the last quiz. These account for 15% of your final grade. These quizzes will be found under the Assignments link on Blackboard, and due on Sunday by midnight of the assigned week. Due dates are detailed on the weekly schedule.

Essay Question Sets: Throughout the semester, you will need to complete 3 essay question sets. Each set will contain 2 discussion questions. Each question needs to be answered in a minimum of 350 words. Thus, each set will be total minimum of 700 words. These essays need to be double-spaced with 12-point font. Essay sets need to be submitted as .doc or .txt files through the Assignment link. They will be due on Sunday by midnight of the assigned week. Due dates are detailed on the weekly schedule. An average of your four essay question sets' grades will comprise 30% of your final grade. Essay questions will be posted at least 2 weeks before the due date. Questions will be drawn from the reading, lectures presentations, and primary sources. Remember to cite any quotes. If you choose to draw from other sources apart from the text or lectures, be sure to cite your

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source. Essays will be graded on: 1) correct information, 2) clear demonstration of your analysis, 3) and whether it is well-organized and well-written.

Participation:

Class Discussion Board: Students will also be asked to participate in 5 online conversations on Canvas's discussion board throughout the semester. Each discussion will last for a one week period. I will post a discussion question(s) pertinent to the current reading assignments. Post your thoughts on the question, building upon the posts of your classmates or starting your own thread. I will be grading on your participation and contribution to building the class discussion. This will account for 10% of your grade. I require one original post and two response posts and participating on at least two different days to qualify as minimum participation. You are allowed to branch off from the original topic in your posts (including an original post), if you have a different question or something you want to discuss from the current reading. My questions are intended as conversation starters, rather than limits to the discussion. I am much more interested in a lively discussion rather than keeping to the original question. Remember to always be respectful of your classmates. It is perfectly fine to disagree with someone, but there is never any reason to be rude. We are here to learn together. I monitor the board closely, but I like to keep this a student discussion as much as possible and let you direct the course of the conversation. I will add occasional observations, but I am always happy to answer any questions directed to me on the board and join in if asked.

Collaborate Meetings: Our class will meet online 3 times during this semester. You will be required to join in at least two, and are encouraged to attend all three. Primarily, these will be focused on strategies for the paper project.

Research Project: A paper project is a central part of this course. It is designed in a way to teach historical research skills through a guided process, and then work on transitioning your research findings into a thesis argument. Several stages along the way will including building a bibliography, organizing and outlining, and a preliminary 5-page draft. That final paper will be 10-pages (not including the title page with double-spacing and a 12 pt font). You are encouraged to choose a subject that interests you in Virginia history. Your project must use (and examine) at least 4 primary source documents, and 4 secondary sources. This project will be worth 30% of your grade.

Exams: This class has no midterm but does have a final comprehensive exam worth 15% of your grade. It will be online and open book.

Gradable Content:

10% Participation	30% Research Paper
15% Quizzes (5 total)	15% Final exam
30% Essay question sets (3 total)	

Grading Scale:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

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ETs: ETs will be considered on a case-by-case basis. Students must offer a compelling reason for seeking an ET.

Plagiarism and Honor System: Academic dishonesty is an offense that will not be tolerated. Plagiarism, which is presenting the words or ideas of another person as one's own without giving credit to the original author, is a form of lying, cheating, and stealing. Do not be tempted to copy someone else's work or paraphrase their ideas; it is wrong. All work for this course is done in accordance with the Mary Baldwin Honor Code.

Accessibility Services: Any student with documented accessibility needs who feels they may need academic accommodations while taking this course, should first contact Dr. Carey Usher, Associate Provost (cusher@marybaldwin.edu, 540-887-7064) or Accessibility@marybaldwin.edu.

The Academic Resource Center: The ARC is your one-stop-shop for writing, math, and all other subject and studentship tutoring. Residential students can meet with tutors virtually or face-to-face in the Center for Student Success, on the first floor of Grafton Library. Online and remote students can work virtually with tutors on papers, assignments, and test-taking strategies. Appointments are scheduled through TutorTrac (tutortrac.marybaldwin.edu). For more information, contact Dr. Carey Usher, Associate Provost (cusher@marybaldwin.edu, 540-887-7064) or ARC@marybaldwin.edu.

Weekly Schedule:

	Reading	Assignment
Part I: 1607-1763		
Week 1: January 11-17:	<ul style="list-style-type: none"> • Wallenstein, Prologue-1 • Pagen, Introduction-Chapter 2 • Article: James Horn, "The Founding of English America: Jamestown" 	<ul style="list-style-type: none"> • Class Discussion #1
Week 2: January 18-24:	<ul style="list-style-type: none"> • Wallenstein, Chapter 2 • Pagen, Chapter 3-5 • Article: Sandra Scham, "A Native Take of Jamestown" • Movie: The New World, 2005 (for Discussion 2) 	<ul style="list-style-type: none"> • Paper Project: Submit topic idea • Collaborate Meeting #1: Monday, September 18th 8:00 P.M
Week 3: January 25-31:	<ul style="list-style-type: none"> • Wallenstein, Chapters 3-4 • Pagen, Chapters 6-conclusion 	<ul style="list-style-type: none"> • Quiz #1 • Essay Questions Set #1 • Class Discussion 2
Part II: 1763-1830		
Week 4: February 1-7:	<ul style="list-style-type: none"> • Wallenstein, Chapters 5-7 	<ul style="list-style-type: none"> • Collaborate Meeting #2: Monday, September 23rd 7:00 P.M.

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Week 5: February 8-14:	<ul style="list-style-type: none"> • Wallenstein, Chapters 7-9 	<ul style="list-style-type: none"> • Quiz #2 • Paper Project: Outline & Preliminary Bibliography
Part III: 1830-1890		
Week 6: February 15-21:	<ul style="list-style-type: none"> • Oates, Prologue-Part 3 • Wallenstein, 10-11 • Article: Elizabeth Varon, "Tippecanoe and the Ladies too" • Movie: The Birth of a Nation, 2016 	<ul style="list-style-type: none"> • Class Discussion 3
Week 7: February 22-28:	<ul style="list-style-type: none"> • Oates, Part 4-Epilogue • Wallenstein, 12-13 • Primary Source: The Confessions of Nat Turner 	
Week 8: March 1-7:	<ul style="list-style-type: none"> • Wallenstein, 14-16 • Article: Michael Chesson, "Harlots or Heroines?" • Article: Daniel Thorp, "Soldiers, Servants, and Very Interested Bystanders" 	<ul style="list-style-type: none"> • Quiz #3 • Essay Questions Set #2 • Collaborate Meeting #3: Monday, March 1st 7:00 P.M.
Part IV: 1890-1941		
Week 9: March 8-14:	<ul style="list-style-type: none"> • Wallenstein, 17-18 • Brooks, <i>Uplift Generation</i>, Introduction-Chapter 2 (available on Blackboard) 	<ul style="list-style-type: none"> • Paper Project: 5-page research paper draft • Class Discussion 4
Week 10: March 15-21:	<ul style="list-style-type: none"> • Fred Bailey, "Free Speech and the Lost Cause in the Old Dominion" • Wallenstein, 19-21 • Movie: Loving, 2016 (for Class Discussion 5) 	<ul style="list-style-type: none"> • Quiz #4 • Essay Questions Set #3
Part V: 1941-Present		
Week 11: March 22-28:	<ul style="list-style-type: none"> • Wallenstein, 22-25 • Article: Peter Wallenstein, "The Right to Marry" • Article: Simon Hall, "Civil Rights Activism in 1960s Virginia" 	<ul style="list-style-type: none"> • Class Discussion #5
Week 12: March 29-April 4:	<ul style="list-style-type: none"> • Wallenstein, 26-Conclusion 	<ul style="list-style-type: none"> • Quiz #5 • Paper Project: Final paper due April 4th

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Week 13: April 5-11:	No reading. Review for Exam.	
Week 14: April 12-18: Final Exam Week		Final Exam due midnight, Wednesday April 14 th

Syllabus is subject to revision.