**AP U.S. HISTORY – DR. NEAL—SEMINAR #2**

**From Authority to Individualism**

**DUE: Tuesday/Wednesday, September 20/21**

*Seminars provide us an opportunity to discuss historical information, form and share opinions, analyze different perspectives, and hopefully come up with new insights into challenging questions and controversial issues. The discussion is to be entirely student-centered with the instructor acting only as an observer. Students are encouraged to express opinions, respectfully challenge others, and ask questions to help us understand the past, present issues, and cultural differences.*

**FOCUS QUESTION:**

* **From Authority to Individualism: Puritanism, Enlightenment & the Great Awakening. Compare and contrast each of these three movements to analyze how colonists shifted from royal subjects to become individuals who believed they were “created equal”?**
* **How did the change occur differently between colonial regions (New England, Middle Colonies, Chesapeake area, and the Carolinas and Georgia)?**
* **What types of people remained “unequal,” where, and why?**

*Your grade for the seminar is dependent on two parts: 1) preparing a written component and 2) attending and participating in a formal class discussion. Each is worth 50 points for a total of 100 points for the seminar. You must do both parts in order to earn a passing grade.* **Dress up in business casual for the seminar and presentations to establish a more formal atmosphere for the activity.**

**Written Component (50 points):** The written part of your seminar is intended to help you formally prepare for the seminar and demonstrate clear evidence of the depth and breadth of your research and preparation. The written component is to be **turned in immediately after** the seminar. It is composed of three parts and should be stapled or clipped together in the following order:

* **Introduction** (10 points): Your introduction should include an arguable thesis statement, which **expresses your opinion of how you intend to answer the focus questions**. You should also briefly explain how you arrived at this opinion and support it with a few of your best examples. This should be one to two paragraphs and no more than one page (typed, double-spaced). Note: I will not read or count any lines of the introduction that go beyond the first page.
* **Documentation** (30 points): A **collection of facts, excerpts, political cartoons, pictures, graphs, and other information, similar to documents in a DBQ,** should be used to support your discussion and help you fit into the discussion no matter which direction it may go. This section should be typed, single-spaced with double or triple spacing between source material. Be sure to **cite where each document** comes from.
  + A = 17-20+ insightful excerpts/docs from variety of identified sources
  + B = 12-15 quality entries with variety—beyond attached handouts
  + C = 8-10 adequate entries—beyond those in attached handouts
* **Bibliography** (10 points): Include a bibliography, properly formatted of all the sources you used to prepare for this seminar. Use Chicago Style. URLs alone are NOT acceptable.

**Oral Component (50 points):** Be prepared to share, debate, agree, question, and challenge other members of the class during the seminar. A quality response generally consists of **PEA. State your point, support with evidence, and analyze how the evidence proves the point**. Your grade for the oral part will be based on the following:

* **A = Outstanding participation**
  + Speak when called on, two or more times
  + Dress professionally (business casual) for seminar
  + Comment with clear, concise, and insightful observations
  + Demonstrate attentive listening skills and connect to others’ comments with additional supporting points and/or examples, or respectfully disagree with effective counterpoints and examples
  + Provide effective PEA in your comments:
    - Point reveals an arguable thesis
    - Evidence supports point with well chosen historical detail and multiple examples
    - Analysis is insightful and clearly stated
* **B = Effective participation**
  + Speak when called on, two or more times
  + Dress professionally (business casual) for seminar
  + Comment with clear, significant observations
  + Demonstrate listening skills and attempt to connect to others with supporting evidence, or bring up counterpoints and examples
  + Generally provide PEA in your comments:
    - Point reveals a thesis
    - Evidence supports your point with historical detail and more than one example
    - Analysis is valid and clearly stated
* **C = Adequate participation**
  + Speak when called on one or more times
  + Dress appropriately for seminar
  + Share your observations on the focus question
  + Demonstrate good listening skills and try to relate to others’ comments
  + Include point, evidence, analysis
* **D = Attendance which demonstrates clear effort to listen, learn, and share, but was unprepared**
* **Half Credit received if you attend the seminar, listen, but fail to speak up.**
* **NOTE: Students must raise their hands and wait to be called on by the student moderator. The moderator will follow Dr. Neal’s rule of precedence in which the order of preference will go first to students who have spoken the least and then according to who has been waiting the longest to speak. This is sometimes difficult to determine, but the moderator will be as fair as possible. Please be courteous and patient in waiting for your turn to speak.**

**Sample Documentation:**

“And in that place was the box opened wherein the Council for Virginia was nominated, and arriving at the place [Jamestown] where we are now seated, the Council was sworn and the President elected, which for that year was Master Edmund Maria Wingfield, where was made choice for our situation, a very fit place for the erecting of a great city, about which some contention passed betwixt Captain Wingfield and Captain Gosnold.”

~John Smith, “A True Relation of Virginia” (1608)

“Williams, a religious zealot, was banished because he attacked the idea of royal authority over the colonies. He also believed that land in America belonged to native inhabitants. This idea was in direct opposition to an English policy proclaiming that land belonged to the King. Governor John Winthrop stated that Williams was guilty of "great contempt for authority.

“After leaving Massachusetts, Williams established a new colony in Providence, Rhode Island. He hoped to create a colony protecting the liberty of conscience. Rhode Island therefore became the first colony in New England to grant religious freedom. Williams also established peace between English settlers and Indians. He even learned the language of the Indians and protected them from having their land taken away. Williams believed that Rhode Island should protect an individual's religious freedom as long as civil laws were obeyed. In the 1670s, however, Williams found himself at odds with Rhode Island Quakers. He was disturbed by the Quaker assertion that they possessed the only means of salvation.”

~James L. Smith, *Ideas that Shape a Nation,* 11

“Whosoever therefore out of a state of nature unite into a *community*, must be understood to give up all the power, necessary to the ends for which they unite into society, to the *majority* of the community, unless they expressly agreed in any number greater than the majority. And this is done by barely agreeing to *unite into one political society,* which is *all the compact* that is, or needs be, between the individuals, that enter into, or make up a *commonwealth*. And thus that, which begins and actually *constitutes any political society*, is nothing but the consent of any number of freemen capable of a majority to unite and incorporate into such a society. And this is that, and that only, which did, or could give beginning to any *lawful government* in the world.”

~John Locke, *Second Treatise of Government*, 1690, Chapt. VIII, Sec. 99.

“This Unhappy State of her Maj’t’s Subjects [Queen Anne] in my Neighbourhood [Virginia] is ye more Affecting to me because I have very little hopes of being enabled to relieve them by our Assembly, which I have called to meet next Week; for the Mob of this Country, having tried their Strength in the late Election and finding themselves able to carry whom they please, have generally chosen representatives of their own Class, who as their principal Recommendation have declared their resolution to raise no Tax on the people, let the occasion be what it will. This is owing to a defect in the Constitution, which allows to every one, tho’ but just out of the Condition of a Servant, and that can be purchase half an acre of Land, an equal Vote with the Man of the best Estate in the Country.”

~Alexander Spotwood, “Confronting the House of Burgesses,” October 15, 1712.

**Sample Bibliography (Chicago Style):**

Leach, Roberta J. and Augustine Caliguire. *Advanced Placement U.S. History 1: The Evolving American Nation-State, 1607-1914.* Villa Maria, PA: The Center for Learning, 2008. 11-13.

Locke, John. *Second Treatise of Government*, 1690. *Liberty Online.* “The Works of John Locke,” 1999 <http://libertyonline.hypermall.com/Locke/second/second-frame.html> (accessed Sept. 11, 2010).

Smith, James S. *Ideas that Shape a Nation: Lessons on Ideas Important to the Study of United States History.* Old Greenwich, CT: Devin-Adair Publishers, 1998. 11-18.

Smith, John. “A True Relation of Virginia,” 1608. In Yazawa, Melvin, ed. *Documents to Accompany America’s History: Volume 1: To 1877.* 6th Ed. Boston: Bedford/St. Martin’s, 2008, 26-28.

Spotswood, Alexander. “Confronting the House of Burgesses,” 1712. In Henretta, James A., David Brody, and Lynn Dumenil. *America’s History*. 6th Ed. Boston: Bedford/St. Martin’s, 2008. 98-99.

**Format Rules for Bibliographies**:

* Bibliographies are not numbered and are listed in alphabetical order according to author’s last name, if known, or first word of title (ignoring the articles *a, an,* and *the*) if author is unknown.
* Use hanging indent style. In Microsoft Word, go to ***Format*** in your toolbar, then select Paragraph. In the center of the small window that appears (above where you go to change line spacing from single to double) is the option ***Special.*** Click on the little arrow and select ***Hanging***. Then complete with the ***Okay*** button. If you have already typed your bibliography, simply highlight all your entries before going to the Format option.
* Capitalize all significant words (except articles *a,* *an, the* and prepositions such as *in, around, for,* etc.) even if the original source did not.
* Italicize titles of books, magazines, journals, and all full length work. Use quotation marks for titles of poems, songs, essay, articles or chapters within books, and most any other work found within a larger publication.

For more on proper formatting of bibliographies for history, see Owl at Purdue on Chicago Documentation Style



