Nature of the course

New England is often perceived as the least ethnically diverse section of the United States, populated primarily by white, Anglo-Saxon Protestants, descendants of early English settlers. But that reputation is undeserved. New England was not homogeneous even during the colonial period and has long been one of the most diverse regions in the country. This class is intended to help students develop an appreciation for the different groups who have populated New England over time and how they have shaped the region.

Organization and approach

The class will be organized historically, but will also be strongly geographic, examining who settled where and why, and how they have impacted the region and its places. The course will be reading based and discussion oriented.

The class will be divided into seven sections coinciding with identifiable periods in the migration history of New England. In each section, we will read several article-length studies about major groups who settled in the region, and other short readings. We will discuss those readings in class. Students are expected to read all material before we discuss it and come to class prepared to discuss readings and related subjects. Students will be graded on how well they contribute to discussions. All students are expected to be active participants. If you are uncomfortable speaking in class or unwilling to participate, you may want to reconsider your enrollment in this course.

The course will blend the past with the present. We will talk about the major groups who populated the region in the section that corresponds to the time period when their migration was greatest, but we will also consider the long-term legacy of each group and their geography today.

Quizzes and assignments

Students will take six short quizzes, each approximately 15 minutes in length. There will not be any exams. Quizzes are intended to measure your general understanding of readings and what we discuss in class. Quizzes will be given at the end of each section, except section 3. A single quiz will be given for sections 3 and 4, and will be given at the end of section 4.

Students are required to complete six short assignments. Assignments will require students to examine some aspect of the migration history of a city or region of their choice that they choose at the beginning of the semester. Students should pick a place about which they are curious or have knowledge. Students must obtain approval for their study area by Thursday, January 28. Each area can be chosen by only one student.
Grading

There will be three components of student grades — discussion contributions, quizzes, and assignments. Each will be worth one-third of a student’s semester grade.

Semester grades will be assigned based on the traditional scale in which an A represents work of exceptional quality (90% or better), a B is considered good (80-89%), a C is satisfactory (70-79%), a D is poor (60-69%), and an F is unsatisfactory (below 60%). Plus grades will be awarded to any student in the B, C, or D ranges whose semester average is within two percentage points of the minimum score for the next highest letter grade. Minus grades will be awarded to any student in the A, B, C, or D ranges whose semester average is within two percentage points of the next lowest letter grade. No extra credit is available.

Grading in a course such as this is inherently subjective. I strive to be fair to all students. If you don’t understand why you received a grade, disagree with how you were graded, or want to know how you can do better in the class, please come speak with me.

Students are required to complete a personal information card that will be supplied on the first day of class. Any student who fails to turn in their card by Tuesday, February 2 will be docked one percentage point from their semester average.

Attendance, missed quizzes, late assignments

Attendance in this class is critical because of the nature of the course. Since it isn’t a conventional lecture course, borrowing notes from classmates for classes you miss will be a poor substitute for being there. Your discussion grade will also suffer if you miss class. The instructor may lower the semester grade for any student who is absent excessively.

Makeup quizzes will only be permitted when circumstances beyond a student’s control prevent them from taking a quiz during the scheduled time. If you think you have a legitimate excuse, you must notify me by e-mail or telephone before the class in which the quiz is given, or, when that is logistically impossible, very soon afterward on the same day. You must also be able to prove your excuse in writing.

Any assignment turned in after the due date will be docked one letter grade for each school day it is late. Lateness will be excused only when circumstances beyond a student’s control prevent them from submitting an assignment on time, the student notifies the instructor before the assignment is due, and can prove their excuse.

Readings

There is no textbook for this course. All readings will be made available on Blackboard in Adobe Acrobat format.

Blackboard

The university’s Blackboard computer system (http://blackboard.unh.edu/) will serve as an archive for course materials, will provide students access to their grades, and may be used as a method for
distributing information between class meetings. I will assume that the e-mail address linked to your Blackboard account is your primary e-mail address and that you check it regularly.

**Academic honesty**

Plagiarism and other forms of academic misconduct will not be tolerated and will be severely punished when discovered. If you have questions about what constitutes academic misconduct, ask me or see UNH’s *Students Rights, Rules and Responsibilities* handbook, available at http://unh.edu/vpsas/sites/unh.edu.vpsas/files/media/srrr1516.pdf

**Academic assistance**

UNH’s Center for Academic Resources (201 Smith Hall; 862-3698; http://www.cfar.unh.edu/) offers study skills assistance, help with computer applications, drop-in tutoring, and other resources to help undergraduates fulfill their academic potential.

Connors Writing Center (329 Dimond Library; 862-3272; http://www.unh.edu/writing/cwc/) provides students assistance with any kind of writing and offers individual writing conferences. Center staff can help you understand assignments, develop topics, create research plans, organize your work, improve clarity, and learn grammar, punctuation, and formal writing conventions.

**Students with disabilities**

The University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you must register with Disability Services for Students (http://www.unh.edu/disabilityservices/). Contact DSS at 862-2607 or disability.office@unh.edu. If you have received accommodation letters for this course from DSS, please provide me with that information privately in my office.

**Tentative schedule and readings**

January 26: Introduction to the course

1. January 28-February 9 (4 classes): Before 1620

   Groups covered: American Indians, including Mashpee, Narragansett, Penobscot


2. February 11-23 (4 classes): 1620 to 1775

Groups covered: Africans, English, Huguenots, Scots-Irish


3. February 25-March 1 (2 classes): 1775 to 1820

Groups covered: Acadians, outmigrants from New England


4. March 3-22 (4 classes): 1820 to 1870

Groups covered: British, Cape Verdeans, Irish, Portuguese


5. March 24-April 7 (5 classes): 1870 to 1920

Groups covered: Anglo-Canadians, French-Canadians, Italians, Jews, Polish


6. April 12-19 (3 classes): 1920 to 1965

Groups covered: African-Americans, Puerto Ricans


7. April 21-May 5 (5 classes): 1965 to present

Groups covered: Brazilians, Chinese, Dominicans, refugees.


