2013

HIST 301-01 Colonial America

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Recommended Citation
Browne, Randy,"HIST 301-01 Colonial America" (2013). History Syllabi Fall 2013. 4.
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Overview

This course examines the complex interactions among Natives, Europeans, and Africans—peoples previously unknown to each other—in colonial North America. Together they produced new societies, new cultures, even new peoples. They also laid the foundations for modern America. This course begins with the dynamics that brought Natives, Europeans, and Africans together in the early sixteenth century, and then focuses on the development of distinct colonial regions in the seventeenth and early eighteenth centuries. Along the way, we will consider how the encounters and conflicts of various groups created dynamic “new worlds” for everyone in colonial America. Key questions include: Why did Africans, Natives, and Europeans come together in the Americas? How did native societies respond to European traders and settlers, enslaved Africans, and the technologies and diseases that crossed the Atlantic? What were the goals and strategies of different European colonizers? Why did slave societies emerge in some parts of North America and the West Indies? How did colonial regions differ from one another?

Additional information: I have set up a website for this course on Blackboard (www.blackboard.xavier.edu). The site contains the syllabus, information about assignments, assigned readings, links to useful resources, your grades, and up-to-the minute announcements. Please check the course Blackboard page regularly.

Goals

This course has two basic goals. The first is to help develop your knowledge about important developments in the history of colonial America, from the sixteenth century through the middle of the eighteenth century. By the end of the semester, you should be able to:

- identify and describe the significance of important events, individuals, and ideas from readings, discussions, and lectures;
- explain how and why colonial societies in North America developed differently, with reference to modes of colonization, labor regimes, culture, and social relations; AND
- reflect on the differences—and similarities—in the experiences and points of view of different social, economic, and ethnic groups (such as men and women, or Africans and Europeans) across time and place.

The second major goal is to practice and refine the basic skills of historical analysis by (a) engaging directly with primary sources and (b) evaluating historical interpretations. You will have regular opportunities to explore how scholars have debated what “colonial American” history is and how it should be studied, and you will regularly be asked to analyze the relationship between historical interpretations and primary sources. By the end of the semester, you should be able to:

- analyze primary sources and competing perspectives of the same event;
• reflect on what a specific document can—and cannot—tell us;
• identify an historian's argument;
• critically evaluate an historian's reasoning, interpretive method, and use of evidence; AND
• develop your own interpretation of historical events and change over time.

Student Responsibilities and Course Policies

I am glad you are in this course and I will do everything I can to help you do well. To succeed, you will also have to do your part and accept certain responsibilities. First, you need to show up to all class meetings on time, prepared to participate (this means you need to have the assigned reading completed before coming to class and come prepared to ask and answer questions, take notes, and contribute your thoughts). Attendance and active participation are expected and required (see below for details), particularly given the interactive format of this class. Second, you need to keep up with readings, take careful notes, and submit all assignments on time. Finally, don’t hesitate to speak up in class or come talk to me when you are confused or have questions or concerns. Feel free to send me an email, give me a call, or visit me in my office at any point in the semester. If you cannot commit to meeting these expectations, I suggest you register for a different course.

Attendance
Attending class is crucial, especially in a small class such as ours. You can’t participate if you don’t show up, and lectures, discussions, and other in-class activities are designed to be interactive. Moreover, your voice and your contributions are important. Please note, however, that attending class is not the same as participating. At the same time, I understand that you have busy lives and that there may be the occasional emergency, scheduling conflict, or illness that prevents you from attending class. So, you can miss up to four class meetings with no direct adverse effect on your grade, though you are still responsible for turning in any assignments due in class before the due date and for anything that you miss while absent (if you miss class on a quiz day, however, you will not be able to make up the quiz and you will earn a zero for that quiz). If you miss more than four classes for whatever reason, I will reduce your final grade by one full letter (e.g., if your final grade is a “B,” but you missed class five times, you will instead earn a “C” for the course). Period. So, I suggest you carefully keep track of your absences and avoid missing class unless absolutely necessary. Please also note that repeatedly arriving late—which is disruptive—will cause me to mark you as absent.

Deadlines
I will not accept any late Reading Response Questions (RRQs)—short written assignments due in class at various points throughout the semester and indicated by “RRQ” on the schedule below—under any circumstances. All other assignments submitted late will generally be marked down one letter grade per day late (e.g., an “A” essay due in class on Wednesday but submitted on Thursday morning will be marked as a “B” essay; a “C” essay submitted a day late will be marked as a “D” essay, etc.). However, if you run into a scheduling problem, you may request an extension. I will consider requests for extensions on a case by case basis and only if you contact me at least 24 hours before the due date to discuss your situation. Don’t wait until the last minute.

Classroom Etiquette
Please be courteous to your fellow students and help us avoid disruptions. If you must arrive late to class (which I discourage), please try to be unobtrusive. Also, turn off your cell phone and put it somewhere you won’t be tempted to look at it and do not open your laptop during class. The same goes for iPads and other gadgets. It’s impossible for your classmates—not to mention you—to pay attention and participate while people are texting, emailing, tweeting, checking out Facebook or
Instagram, etc. Finally, please be respectful when discussing and disagreeing with the ideas and opinions of others. Argument is an important part of intellectual discussion and the practice of history, so I expect and encourage lively debates that will give you opportunities to work through problems, ask questions, and evaluate answers and interpretations together. I also expect you to show respect toward others and their views, even if they are very different than your own.

**Academic Integrity**

I take plagiarism—presenting someone else's work or ideas as your own—very seriously, even when done unintentionally. Please carefully study Xavier's policy on academic honesty ([http://www.xavier.edu/library/help/academic_honesty.cfm](http://www.xavier.edu/library/help/academic_honesty.cfm)) and note that penalties generally begin with failure of the course. I will refer all instances of plagiarism to the appropriate dean, who will document the infraction in your student file. So, the best defense is prevention: learn to recognize what plagiarism is and how to properly cite the documents or sources you use, whether you are directly quoting someone else's words or paraphrasing their thoughts or ideas. For advice on recognizing and avoiding plagiarism, see [www.xavier.edu/library/xututor/plagiarism/definition.cfm](http://www.xavier.edu/library/xututor/plagiarism/definition.cfm). For information about how to cite and footnote your sources, consult the *Chicago Manual of Style*—the most commonly used style guide for historians and the format you will use in your written assignments this semester. For the basics of Chicago Style, see [http://owl.english.purdue.edu/owl/resource/717/01/](http://owl.english.purdue.edu/owl/resource/717/01/). Finally, if you have any questions about plagiarism or proper citation, just ASK! I am happy to answer your questions and it's better to prevent problems ahead of time.

**Academic Support Services**

If you think you may need an accommodation based on the impact of a documented disability, please contact the Learning Assistance Center (745-3280), located on the fifth floor of the Conaton Learning Commons, Room 514, to discuss your situation. Please also schedule a time to talk with me about your needs as soon as possible. I also encourage you to take advantage of the Writing Center (745-2875), located on the fourth floor of the Conaton Learning Commons, Room 400, for help with written assignments of any kind. For more information or to schedule an appointment with a writing tutor, see [www.xavier.edu/writing_center/](http://www.xavier.edu/writing_center/)

**Readings**

There are three required textbooks for this course:


We will also read a variety of other documents, which will be available on the course Blackboard site (identified with “BB” on the schedule below) or elsewhere online.
Assignments and Evaluation

Your final grade will be based on several factors, including in-class participation, reading comprehension quizzes, writing assignments, and in-class examinations. The breakdown is as follows:

• **Participation** = 10% of your grade. Your participation grade will be based on the quality and frequency of your contributions to class. To receive an excellent participation grade you should: attend all class meetings; make regular, thoughtful contributions to class discussions; ask and answer questions during lectures and discussions; and contribute to small group discussions and team quizzes.

• **Ten reading quizzes** = 20% of your grade (2% per quiz). There will be ten unannounced reading comprehension quizzes throughout the semester. You will first complete the quiz individually, then work together in teams on the same quiz. Your personal grade for the quiz will be an average of your individual and your team scores (unless you score lower than 60% on the individual quiz, in which case that will be your personal grade). I will drop your two lowest quiz scores at the end of the semester. Note, however, that if you miss a quiz, that will count as one of your two “drops.” I will not schedule any make up quizzes for any reason.

• **Five short (2 pages, double spaced) answers to the Reading Response Questions (RRQs) due at various points in the semester (see the schedule below)** = 25% of your grade (5% per RRQ). Provide a thoughtful, coherent narrative answer to the question(s), based on the reading for that day as well as your own analysis. Printed RRQ responses are due in class—not via email, not after class. Your answer should be in the form of paragraphs, typed, and submitted by the start of the relevant class. Your responses will be graded on a scale of 1-10. Please note that there are ten possible RRQs, so you may choose which five you would like to answer.

• **Mid-term exam** = 10% of the course grade. Your exam grade will be based on your ability to identify key events, individuals, and ideas from readings, discussions, and lectures AND on your ability to use sources to make a thoughtful interpretation or analysis of major historical ideas, change or events. I will provide more information—including a study guide—before the exam and we will review together.

• **Two interpretive essays** = 20% of your grade (10% per essay). Essay #1 is due Fri., Sept. 20; essay #2 is due Fri, Nov. 1. I will post specific instructions for each essay as well as a grading rubric on Blackboard. I am happy to look at drafts of your essays if you bring them to my office during office hours or by appointment. Note that you will need to submit your essays electronically to www.turnitin.com via the Blackboard site in addition to the hard copy due in class. (Turnitin.com checks all essays for possible plagiarism. All submitted essays become a permanent part of the database and will be used to check future submissions by other students.)

• **Final exam** = 15% of the course grade. Your exam grade will be based on your ability to identify key events, individuals, and ideas from readings, discussions, and lectures AND on your ability to use sources to make a thoughtful interpretation or analysis of major historical ideas, change or events. I will provide more information—including a study guide—before the exam and we will review together.
Course Schedule

*Please note that I reserve the right to change the following schedule as necessary. Any changes will be announced in class, via email, and on Blackboard as far in advance as possible.

Week 1

Introduction: Colonial America

Mon., Aug. 26
Orientation

Wed., Aug. 28
When—and where—does colonial America begin? (Part I)

Fri., Aug. 30
When—and where—does colonial America begin? (Part II)
--RRQ: How, if at all, does the discovery of a sixteenth-century Spanish fort in what is now western North Carolina challenge conventional assumptions about colonial American history? What questions does this discovery raise for you?

Week 2

Old Worlds: North America, Europe, and Africa before 1492

Mon., Sept. 2
Labor Day: no class

Wed., Sept. 4
North America Before 1492
--Taylor, pp. 1-15

Fri., Sept. 6
Europe and Africa Before 1492
--Kupperman, pp. 1-24

Week 3

When Old Worlds Collide: Encounters and Invasions

Mon., Sept. 9
Iberian Expansion
--Taylor, pp. 16-21
--BB: Excerpts from the Diario of Christopher Columbus’s first voyage to America (1492-93)

Wed., Sept. 11
New Spain
--Taylor, pp. 22-34
--BB: Excerpts from Hernán Cortés to Charles V, Oct. 30, 1520
--BB: “The Story of the Conquest as Told by the Anonymous Authors of Tlatelolco” (1528)
--RRQ: These two narratives (Cortés and the anonymous authors of Tlatelolco) describe the same basic event, but they differ in their attitudes and assumptions and in the actions they describe. If historical sources like these are all biased in one way or another, how can we know what actually happened in the past?
Fri., Sept. 13  The Columbian Exchange and Demographic Catastrophe  
--RRQ: What is the major difference between Crosby’s and Kelton’s interpretations?  

**Week 4**  
**Early Colonization**  

Mon., Sept. 16  Writing Workshop  
--Come to class with a draft (at least four pages) of Essay #1 for peer editing. The rough draft is mandatory. You must attach your rough draft and peer edits to your final draft when you turn it in at the end of the week.  

Wed., Sept. 18  Spain’s North American Frontier and the Colonial Sunbelt  
--Kupperman, pp. 60-64 (including documents 1 and 2), 75-80  

Fri., Sept. 20  New France  
--Taylor, pp. 35-50  
--BB: “French Explorer Jacques Cartier Encounters an Iroquoian Village” (1545)  
--Kupperman, pp. 31-32 (document 4)  
--Essay #1 due in class and via Turnitin  

**Week 5**  
**English Ambitions**  

Mon., Sept. 23  Powhatan Country Invaded  
--Taylor, pp. 51-65  
--Kupperman, p. 72 (document 9)  

Wed., Sept. 25  The Jamestown Fiasco  
--Kupperman, pp. 70-74 (documents 6-10), 80-87  
--RRQ: Why does Jill Lepore conclude that “what happened at Jamestown is a story of vaunting ambition and staggering success in the face of surpassing cruelty and rank catastrophe”? To what extent does the evidence from the primary documents and Horn’s essay support or contradict this statement?  

Fri., Sept. 27  Servants, Slaves, and Sugar: the West Indies  
--Kupperman, pp. 208-17  
--Taylor, pp. 77-81  
--BB: Excerpts from Richard Ligon, *A True and Exact History of the Island of Barbados* (1657)
Week 6

**Slavery in Colonial America**

Mon., Sept. 30  
Slavery and the Plantation Complex in the Atlantic World  

Wed., Oct. 2  
From Societies with Slaves to Slave Societies  
--Kupperman, pp. 225, 238-52

Fri., Oct. 4  
The Predicament of Enslavement  
--Kupperman, pp. 231-33, 237-8 (documents 2 and 6)  
--BB: Excerpts from Virginia laws regulating slavery and servitude (1642-1705)  
--BB: Excerpts from Venture Smith, *A Narrative of the Life and Adventures of Venture...* (1798)  
--RRQ: How, according to these documents, did enslaved people react to enslavement? What obstacles did they face in North American slave societies and what strategies did they develop to meet those challenges?

Week 7

**Early New England**

Mon., Oct. 7  
Fall break: no class

Wed., Oct. 9  
The Puritan Vision  
--Taylor, pp. 66-76  
--Kupperman, pp. 88-96 (documents 1-4)

Fri., Oct. 11  
Salem Possessed  
--RRQ: What is the most convincing explanation of the reasons for the witchcraft trials in Salem? Why?

Week 8

**Native-European Conflicts**

Mon., Oct. 14  
Puritans and Indians: King Philip's War (a.k.a. Metacom's Rebellion)  
--Kupperman, pp. 119-127 (documents 1-3), 137-48
<table>
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| Wed., Oct. 16 | Conflict on the Spanish Frontier: The Pueblo Revolt  
--Kupperman, pp. 132-37 (documents 7 and 8)  
--RRQ: King Philip’s War and the Pueblo Revolt happened at about the same time, and both involved conflicts between European colonists and Natives. In what other ways were these conflicts similar? In what ways were they different? |
| Fri., Oct. 18 | Mid-term exam review                                                                        |
| **Week 9** |                                                                                           |
| Mon., Oct. 21 | Mid-term exam                                                                              |
| Wed., Oct. 23 | Middle Ground or Native Ground?  
| Fri., Oct. 25 | The Indians’ New Worlds  
--RRQ: Both the Iroquois and the Catawba adapted to changing circumstances, but each group did so in their own way. Explain some of the factors that shaped how the Iroquois and Catawba followed the paths they did in the late seventeenth and early eighteenth centuries. |
| **Week 10** |                                                                                           |
| Mon., Oct. 28 | Writing Workshop  
--Come to class with a draft (at least four pages) of Essay #2 for peer editing. The rough draft is mandatory. You must attach your rough draft and peer edits to your final draft when you turn it in at the end of the week. |
--Excerpts from Alan Taylor, *American Colonies*  
--Kupperman, pp. 156-59 (documents 1 and 2) |
| Fri., Nov. 1  | Pennsylvania and the Quakers  
--Excerpts from Alan Taylor, *American Colonies*  
--Kupperman, pp. 160-64 (documents 3 and 4)  
--Essay #2 due in class and via Turnitin |
Week 11  Slavery and Rebellion in the Lowcountry South

Mon., Nov. 4  The Plantation Generations

Wed., Nov. 6  Documenting the Stono Rebellion
--Smith, *Stono*, pp. xi-29

Fri., Nov. 8  Interpreting the Stono Rebellion
--Smith, *Stono*, pp. 59-123
--RRQ: What caused the Stono Rebellion? Which of the four historical interpretations (Wood, Thornton, Pearson, or Smith) is most convincing and why?

Week 12  Great Awakenings

Mon., Nov. 11  George Whitefield and the Great Awakening as a Transatlantic Movement
--Kupperman, pp. 265-72 (including documents 1-4), 278-82
--BB: Jonathan Edwards, “Sinners in the Hands of an Angry God” (1741)

Wed., Nov. 13  Whose Great Awakening?
--Kupperman, pp. 282-96

Fri., Nov. 15  Debating the Great Awakening
--RRQ: Was there really a “Great Awakening,” or is it just a convenient label for historians? How do you know?

Week 13  Commerce, Culture, and Labor in the 18th Century British Atlantic

Mon., Nov. 18  The Market Economy and the Commercial Revolution
--Taylor, pp. 90-107
--Kupperman, pp. 377-83 (including documents 1-3), 455-62

Wed., Nov. 20  Urban Life in Northern Port Cities
--Kupperman, pp. 393-400

Fri., Nov. 22  The Atlantic Working Class
Week 14  French America and the Contested Interior
Mon., Nov. 25  Indians and French Settlers
              --BB: Peter N. Moogk, “Reluctant Exiles: Emigrants from France in
              Canada before 1760,” *William and Mary Quarterly* 46, no. 3 (1989): 463-505.
              --BB: “A French Explorer Describes His Interactions with Plains
              Indians” (1738)
Wed., Nov. 27  Thanksgiving break: no class
Fri., Nov. 29  Thanksgiving break: no class

Week 15  Imperial Crisis and the Battle for a Continent
Mon., Dec. 2  The Seven Years’ War (a.k.a. The French and Indian War)
              --Kupperman, pp. 415-20 (documents 3 and 4), 425-432
              --BB: “Louis-Antoine de Bougainville’s Journal of the Seven Years’ War,
              1756”
Wed., Dec. 4  Peace and Consequences
              --Kupperman, pp. 414-15, 420-24 (documents 2 and 5), 432-40
Fri., Dec. 6  Colonial America circa 1760
              --Kupperman, pp. 462-67

Week 16  Colonial America
Mon., Dec. 9  Roundtable: the contours and meaning of colonial American history
Wed., Dec. 11 Wrapping up: final exam review

FINAL EXAM: Mon., Dec. 16, 10am-11:50am