HIS 335 Colonial America
University of North Carolina Greensboro, Fall 2010, T R 11:00-12:15, Bryan 216
Instructor: Keri T. Petersen, Ph.D. Candidate

Instructor Contact Information:
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Course Description:
Colonial America will explore the creation, development, and consolidation of colonial North America from the first founders through the French and Indian War. This course will employ an Atlantic World approach to expand students’ understanding of colonial North American history beyond the traditional geographical, temporal, and cultural boundaries of the history of the original thirteen British colonies. We will explore the founding and development of colonial America with a wide, transnational lens of empire, trade, and cultural exchange to study the ways in which Indians, Europeans, and Africans responded to and negotiated within their new circumstances in ways that continue to inform our lives today.

Course Objectives:
• To combine the approaches of Atlantic history, environmental history, and ethnohistory to understand colonial North America within a greater context, one that extends beyond the national boundaries of the United States, to see more clearly a colonial past in which those limits did not yet exist.
• To develop critical and analytical thinking skills by evaluating primary and secondary historical sources.
• To use historical evidence to synthesize scholarly interpretations regarding the major themes of colonial history to produce a larger analytical conclusion.

Required Texts:


E-Reserves and Documents: these readings are pdf files which will be located on the course’s Blackboard site. Before each section, you must read and print all of the assigned articles and documents for the week and highlight the important passages. Bring the readings to class and come prepared to participate in a discussion. You will be graded on your preparation and on the quality and frequency of your contributions.

Course Requirements:

- **Attendance, Participation, and Class Citizenship (20%)** Attendance in class is mandatory. Students are allowed to miss one class period without penalty, but will have 2 points removed from their final grade for every subsequent absence. Excused absences will be considered on a case-by-case basis. Active participation in class discussions is a vital part of the learning process, and will be worth 20% of your final grade. Participation will be evaluated according to the following broad guidelines: if you come to class but never open your mouth, your participation grade will be no better than a C. If you speak infrequently, but offer strong comments when you do speak (or if you speak a lot, but with only occasional insight), your participation grade will be in the B range. If you participate frequently and with insight, your participation grade will be in the A range.

- **Quizzes (15%)**: BRIEF pop-quizzes will be given at the beginning of selected class periods. At the end of the semester I will drop the two lowest quiz grades.

- **Take Home Midterm Exam (30%)**: The exam will include several short responses and one longer, synthetic essay. The goal of the longer essay will be to have you evaluate and synthesize (that is, pull together) material from the readings and discussions. The exam questions will be provided in class on October 4 and your responses are due in class on October 14th. Your responses must be drawn from the lectures, films, primary, and secondary sources assigned as part of this course only. Appropriate citations required. No internet sources allowed.

- **Take Home Final Exam (35%)**: Questions will be distributed in class on December 2 and your responses are due December 14 at 12 pm, location TBA. The format of this exam will be similar to that of the midterm with one important exception; the essay will require you to reference materials from both sections of the course. Your responses must be drawn from the lectures, films, primary, and secondary sources assigned as part of this course only. Appropriate citations required. No internet sources allowed.

Grading:

- Attendance, Participation, Class Citizenship: 20%
- Quizzes: 15%
- Midterm: 30%
- Final Exam: 35%
- Total: 100%

We will use the following grading scale: 99 and above A+, 93 and above A, 90-92 A-, 88-89 B+, 83-87 B, 80-82 B-, 78-79 C+, 73-77 C, 70-72 C-, 68-69 D+, 63-67 D, 60-62 D-, 59 and below F.
Class Rules:

- **Technology: E-mail Policy, Blackboard, Power Point, Laptops, and Cell Phones**
  
  E-mail is the best way to reach me. I will always confirm receipt of messages and try to respond quickly. If you do not receive a response from me within 48 hours, you should assume that I did not receive your message and try again. If you do not receive confirmation of your message, it means that I did not receive it and you will not be credited for any information that you communicated.

  I will use e-mail to contact you, so you must check your UNCG email account regularly. All messages will be sent to UNCG accounts.

  You must hand in hard copies of all papers and assignments. I will not accept e-mailed written work.

  The course will have a Blackboard website, which will have a copy of the syllabus and links to additional readings, and frequent announcements.

  I will use PowerPoint slides in lecture. The slides are intended to help guide your note taking. They will not provide a complete set of notes. It is imperative that you take notes to supplement the power point in order to succeed in the course.

  This is an interactive class that requires your engaged attention. You may **not** use laptops in the classroom. Cell phones and any other electronic equipment must also be turned off at all times.

- **Plagiarism:**
  
  Plagiarism is presenting the words or ideas of others without giving them credit. Any source that you use in your work (i.e. books, documents, articles, internet sites) must be properly cited. If you use someone else’s exact words they must be enclosed in quotation marks and be followed by a citation. If you put someone else’s ideas into your own words, you must also use a citation. NOTE: Plagiarism includes copying and pasting any text from the internet without using quotation marks and a citation.

  Anyone who commits plagiarism will be penalized severely. For more information, see UNCG’s academic integrity policy: [http://academicintegrity.uncg.edu/complete/](http://academicintegrity.uncg.edu/complete/)

  I report all cases of plagiarism to the Dean of Students.

- **Citations:**
  
  Formal footnotes in the Chicago-Style for humanities must be used in all take home exam responses. A Citation Guide may be found at [http://uncg.libguides.com/content.php?pid=100907&sid=1040906](http://uncg.libguides.com/content.php?pid=100907&sid=1040906)

Tentative Class Schedule:

**August 24-26: Introduction to the Course**

  **The First Founders: North American Indian Peoples and Civilizations**

  Required Readings:
Taylor, *American Colonies*, x-xvii, Chapter 1

**Tues., Aug. 31: European Exploration and the Columbian Exchange**
Taylor, *American Colonies*, Chapter 2
Crosby, “The Discovery of the Atlantic” on e-reserve

**Thurs., Sept. 2: Discussion: European Exploration & the Columbian Exchange**
Document: “Christopher Columbus, Letter to Luis de Sant’ Angel (1493)” on e-reserve
Document: “Joseph Dupuis Complains About Fevers of the Gold Coast, 1824” on e-reserve

**Tues., Sept. 7: Old World Slavery, The Transatlantic Slave Trade, & The Origins of the Plantation Complex**
Lindsay, *Captives As Commodities*, pp. 1-77

**Thurs., Sept. 9: Discussion: The Origins of Racism**
Williams, “Economics, Not Racism, as the Root of Slavery” on e-reserve
Jordan, “The Simultaneous Invention of Slavery and Racism” on e-reserve
Davis, “Sugar and Slavery from the Old World to the New” on e-reserve
Eltis, “The Cultural Roots of African Slavery” on e-reserve

**Tues., Sept. 14: Invasion of the Americas I: New Spain and the Spanish Frontier**
Taylor, *American Colonies*, Chapters 3 & 4

**Thurs., Sept. 16: Discussion: New Spain and the Spanish Frontier**
Document: “The Requirement”
Document: “A Spanish Jurist Explains the Legitimacy of Conquest, 1510” on e-reserve

**Tues., Sept. 21: Invasion of the Americas II: French, Dutch, and Indian Encounters**
Taylor, *American Colonies*, Chapter 5

**Thurs., Sept. 23: Discussion: French and Indian Encounters**
Document: “Jacques Cartier Observes the St. Lawrence and Its People, 1635-1636” on e-reserve
Document: “Montaigne Reflects on the Meaning of Barbarism, 1580” on e-reserve

**Tues., Sept. 28: Invasion of the Americas III: The English: Chesapeake**
Taylor, *American Colonies*, Chapters 6 & 7
Thurs., Sept. 30: Discussion: English and Indian Encounters
Document: “Walter Ralegh Justifies the Voyage to Guiana, 1596” on e-reserve
Document: “Richard Frethorne begs His Parents for Support, 1623” on e-reserve

Taylor, American Colonies, Chapters 8 & 9

Thurs., Oct. 6: Puritan and Indian Encounters in New England
Movie: “We Shall Remain” (there will be a quiz/writing assignment following this in-class film)

Oct. 12: Fall Break/No Class (begin reading Black Majority)

Thurs., Oct. 14: The Carolina-Caribbean Connection
Taylor, American Colonies, Chapters 10 & 11

Tues., Oct 19: The Carolina Colony: From Frontier to Slave Society
Wood, Black Majority, Introduction, Prologue, Parts One and Two

Thurs., Oct 21: Discussion: The Consolidation of a Plantation Society
Wood, Black Majority, Parts Three and Four
Document: “The Carolina Chronicle of Dr. Francis Le Jau, 1706-1717” on e-reserve
Document: “Richard Ligon Describes the Beginnings of Sugar Cultivation and Planters’ Adaptation to the Climate in Barbados, 1654” on e-reserve.

Tues., Oct. 26: Atlantic Revolutions and the Middle Colonies
Taylor, American Colonies, Chapters 12 & 13

Thurs., Oct 28: Discussion: Diversity in the Middle Colonies
Moore, “Slavery and Freedom in Dutch New Amsterdam” on e-reserve
Games, “Adaptation and Survival” on e-reserve
Document: “Francis Daniel Pastorius Recalls the Founding of Germantown, 1685” on e-reserve
Document: “Per Kalm Offers Impressions of New Jersey and New York, 1750” on e-reserve

Tues., Nov. 2: Colonial Slavery and the 18th-Century Atlantic
Taylor, American Colonies, Chapters 14 & 16
Lindsay, Chapter 3
Thurs., Nov. 4: 18th Century Slavery and the North American Slave Trade
   Rappleye, “The Sally” on e-reserve
   Document: “Virginia Slave Codes, 1661-1705” on e-reserve
   Document: “Castilian Law Incorporates Slaves and Others Before 1492” on e-reserve

Tues., Nov. 9: Enlightenment & Awakening
   Taylor, American Colonies, Chapter 15
   Document: “Benjamin Franklin Listens to His Friend George Whitefield, 1739” on e-reserve
   Document: “On God and Earthquakes: A Puritan discussion after the Boston earthquakes of 1727 and 1755” on e-reserve

Thurs., Nov. 11: Imperial Warfare 1739-1763
   Taylor, American Colonies, Chapter 18

Tues., Nov. 16: Imperial Warfare 1739-1763
   Saunt, “‘Our Indians’: European Empires and the History of the Native American South” on e-reserve
   Greene, “Preconditions of the American Revolution” on e-reserve

Thurs., Nov. 18: Backcountry Worlds and Borderlands Societies
   Calloway, “New Worlds For All: Indian America by 1775”

Tues., Nov. 23: Road to Revolution:
   Breen, “Consumption, Anglicanization, and the Formation of American Identity” on e-reserve
   Nash, “The Revolutions Roots in Urban Radicalism and Social Change” on e-reserve

Thurs., Nov. 25: Thanksgiving Break/No Class

Tues., Nov. 30: Legacies & Identities:
   Lindsay, Epilogue—Legacies of the Atlantic Slave Trade
   Axtell, “Did Europeans Commit Genocide in the Americas” on e-reserve

Thurs., Dec. 2: Legacies & Identities
   Fernandez-Armesto, “Empires in Their Global Context, ca. 1500 to ca. 1800” on e-reserve
   Murrin, “The Dilemma of American National Identity” on e-reserve

Dec. 14: Final Exam Due 12 pm