

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:

Lindsay, Lisa A. *Captives as Commodities: The Transatlantic Slave Trade*. Pearson, Prentice Hall, 2008. ISBN: 0131942158

Seed, Patricia. *Ceremonies of Possession in Europe's Conquest of the New World, 1492-1640*. Cambridge University Press, 1995. ISBN: 0521497574

Taylor, Alan. *American Colonies: The Settling of North America*. Penguin Books, 2001. ISBN: 0142002100

Wood, Peter H. *Black Majority: Negroes in Colonial South Carolina From 1670 through the Stono Rebellion*. W. W. Norton & Company, 1974. ISBN: 0393314820

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/>
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>

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

Seed, pp. 1-15, and "'A New Sky and New Stars': Arabic and Hebrew Science, Portuguese Seamanship, and the Discovery of America," pp. 100-148

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

Seed, "The Requirement: A Protocol for Conquest," pp. 69-99.

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

Seed, "Ceremonies: The Theatrical Rituals of French Political Possession," pp. 41-68.

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

Seed, "Houses, Gardens, and Fences: Signs of English Possession in the New World," pp. 16-40.

Document: "Walter Raleigh Justifies the Voyage to Guiana, 1596" on e-reserve

Document: "Richard Frethorne Begg His Parents for Support, 1623" on e-reserve

Tues., Oct. 4: Invasion of the Americas IV: The English: New England

Taylor, *American Colonies*, Chapters 8 & 9

Document: "William Wood Describes Indian Responses to the English Presence in New England, and Predicts Future Relationships, 1634" on e-reserve

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”

Document: “The Carolina Backcountry on the Eve of the Revolution: The Journal and
other writings of Charles Woodmason, Anglican Itinerant” on e-reserve

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