



## *History 335* **The American Colonial Period**

**Spring Semester 2009**  
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**Office Hours: Monday &  
Wednesday 10am-12pm and/or  
by appointment**

### **ABOUT THE COURSE**

**Course description:** This course will examine the interaction of American Indians, Europeans, and Africans in colonial North America and the creation of a unique "American" society. The course has three goals for students: to become familiar with the cultures of diverse groups that inhabited North America before the American Revolution, to examine the society and culture of these various peoples, and to practice using a variety of primary and secondary sources to develop historical interpretations. Students will work with both primary and secondary sources. As a "Research Intensive" course, the class will provide a background for exploring the colonial period in greater depth and for learning to do historical research and interpretation.

### **Required Textbooks:**

Alan Taylor, *American Colonies* (Penguin, 2001)

Kirsten Fischer and Eric Hinderaker, eds., *Colonial American History* (Blackwell, 2002)

Jenny L. Presnell, *The Information-Literate Historian: A Guide to Research for History Students* (Oxford, 2007)

### **Attendance and related issues:**

You are expected to attend every class. The class only meets twice a week and participation in class discussions is a key component of your course grade (see below), so failure to attend class will automatically decrease your course grade.

**Course Requirements:**

CLASS PARTICIPATION:

The most important requirement for this course is a careful reading of the assignments and thoughtful participation in class discussion. Pay close attention to the schedule of readings listed below and be ready to discuss them in class. The assigned reading must be done before coming to class. When you read, take notes and write down questions. Become an active reader, imagine you are looking at the same evidence and having a conversation with the author about it. Then share your ideas and questions in class. Generally, our Wednesday meetings will always be devoted to discussion of readings and other material for that week, whereas Mondays will be used for films, lectures, library visits, or discussions.

RESPONSE PAPERS BASED ON FISCHER AND HINDERAKER, eds., COLONIAL AMERICAN HISTORY

Throughout the semester, you will read the eight chapters of Fischer and Hinderaker, eds., *Colonial American History*. These sections of one article or essay written by a historian and three related primary documents will provide the material for our discussions on eight of the weeks we meet. In addition, you will write a paper on four of the chapters by using the primary sources to analyze the scholarly article and answering the questions listed below for each chapter. You choose which papers to write, but two of them are due before spring break and two afterward. The papers are due in class the day we discuss that particular chapter. Each paper should be 4-5 pages, double-spaced and should be your original work. You may write a fifth response paper, if you wish, and then the lowest response paper grade will be dropped.

DESIGNING A RESEARCH PROJECT ON A COLONIAL AMERICAN TOPIC

This assignment satisfies the “Research Intensive” marker on this course, and it will enable you to explore a topic in colonial American history in more depth. Identify a person or group of people from colonial North America that you want to know more about, then locate secondary and primary sources on that person/people that provide context on their lives, and finally put all of your material together in a research portfolio. See the appendix to the syllabus for further information about this assignment, and the schedule for due dates of key components of your project.

EXAMS

You will take a mid-term and a final exam that will be based on the readings, films, and discussions you have encountered in class to that point. The final exam is not cumulative.

**Grading Summary:**

Discussion Participation	= 10%
Response Papers	10% each x 4 = 40%
Mid-term Exam	= 15%
Final Exam	= 15%
Research Portfolio	<u>= 20%</u>
	= 100%

## ADDITIONAL RESOURCES

UNCG Writing Center

Location: 3211 MHRA

<http://www.uncg.edu/eng/writingcenter/>

From the Writing Center website: “The purpose of the Writing Center is to enhance the confidence and competence of student writers by providing free, individual assistance at any stage of any writing project. Staff consultants are experienced writers and alert readers, prepared to offer feedback and suggestions on drafts of papers, help students find answers to their questions about writing, and provide one-on-one instruction as needed.”

### Schedule:

- 1/21 Introduction
- 1/26 Lecture and Discussion: What is Colonial American History?  
Reading: Taylor, Introduction & 3-22
- 1/28 Discussion: Spanish Encounters in North America  
Reading: Taylor, 23-90
- 2/2 Film: *NOVA: Pocahontas Revealed*  
Reading: Taylor, 91-113
- 2/4 Discussion: Virginia and the Chesapeake  
Reading: Taylor, 117-157
- 2/9 Film: *Massacre at Mystic*  
Reading: Taylor, 158-203
- 2/11 Discussion: Indian-European Contact in New England  
Reading: Fischer and Hinderaker, chapter 1  
Question: How did English perceptions of property rights differ from American Indian notions and what impact did these disagreements over property have on English-Indian relations?
- 2/16 Film: *Days of Judgment: The Salem Witch Trials of 1692*
- 2/18 Discussion: Puritan Culture  
Reading: Fischer and Hinderaker, chapter 2  
Question: How did Puritan beliefs in the supernatural impact their society in colonial New England?
- 2/23 Film: *Slavery and the Making of America*, volume 1  
Reading: Taylor, 204-221

- 2/25 Discussion: Making Race  
Reading: Fischer and Hinderaker, chapter 3  
Question: How and why were racial categories established in colonial Virginia and what did sex have to do with it?
- 3/2 Library Visit with Dr. Stephen Dew, CITI Lab in Jackson Library  
Reading: Taylor, 222-244
- 3/4 Discussion: African Diaspora  
Reading: Fischer and Hinderaker, chapter 4  
Question: What factors determined the sorts of experiences and life that a person seized in Africa and transported to colonial North America would have?
- Topic for Research Project due – turn in a list of three names and/or groups of people that you wish to study in ranked order and include 1-2 sentences for each explaining why you want to research that topic.**
- 3/9 – 3/11 **Spring Break – no class**
- 3/16 Review for mid-term exam – come to class prepared with questions
- 3/18 **Mid-term Exam** – bring blue books
- 3/23 Film: *A Midwife's Tale*  
Reading: Taylor, 245-272
- 3/25 Discussion: *A Midwife's Tale*  
Reading: Taylor, 275-300
- 3/30 Lecture and Discussion: Economic Trends in Colonial America  
Reading: Taylor, 301-337
- 4/1 Discussion: European Immigration  
Reading: Fischer and Hinderaker, chapter 5  
Question: What sorts of Europeans came to colonial North America in the 18<sup>th</sup> century and why did they do so?
- 4/6 Lecture and Discussion: Religion in Colonial America  
Reading: Taylor, 338-362
- 4/8 Discussion: Awakening  
Reading: Fischer and Hinderaker, chapter 6  
Question: Why did Anglican evangelist George Whitefield have such a dramatic impact in the mid-18<sup>th</sup> century North American colonies?
- 4/13 Film: *Benjamin Franklin*, episode 1

- Reading: Taylor, 396-419
- 4/15 Discussion: Creating Gentility  
Reading: Fischer and Hinderaker, chapter 7  
Question: What did it mean to be “genteel” in 18<sup>th</sup> century North America?
- 4/20 Film: *French and Indian War*  
Reading: Taylor, 363-395
- 4/22 Discussion: French and Indian War  
Reading: Taylor, 420-443
- 4/27 Film: *Pontiac’s Rebellion*  
Reading: Taylor, 444-477
- 4/29 Discussion: The Late Colonial Backcountry  
Reading: Fischer and Hinderaker, chapter 8  
Question: What was backcountry life like in the mid-18<sup>th</sup> century and what sorts of intercultural melding had occurred?
- 5/4 **Research Portfolio due in class**
- 5/13 **Final Exam @ 12:00 noon – bring blue books**

## **Appendix:**

### **DESIGNING A RESEARCH PROJECT ON A COLONIAL AMERICAN TOPIC**

Of the thousands of different Indian, European, and African peoples in colonial North America, identify an individual or group of people who you wish to learn more about. Your selection can be a well-known or largely unknown person or group. You might want to choose an ancestor, for example. If you choose a group of people, you will need to be specific. You cannot study “Indians,” for example, but you could study Shawnees or even a particular Shawnee person or a subset of the Shawnees. Whomever you choose, they must have lived in the colonial era (born in the 1760s or earlier). Using the Presnell, *The Information-Literate Historian* book as your guide, find secondary and primary sources that will enable you to know more about your person/people. You will need to use the UNCG library’s resources and the internet to complete your project. The types of sources you will need to find and analyze are described below. Finally, compile all of your information, copies and descriptions of sources, and a brief (2-3 page) essay explaining the role of this person or group of people in colonial American history in your final portfolio. You should package your portfolio into some sort of binder/folder – what type of binder is up to you but aim for a professional, polished appearance.

Components of portfolio:

Page 1: Title page which identifies the name of your person/group and your information.

Page 2: One paragraph explanation of why you chose this person/group.

Page 3: A detailed, single-spaced, description/analysis of one key secondary source/book monograph. Explain what the book is about, what the author’s interpretation and purpose is, and why this book is the most important for studying your topic. The source analyzed here should be the most (or one of the most) crucial scholarly book(s) written about your topic. If there is no book written about your person or group, identify and analyze a secondary source that provides vital context and background information to your topic. Give the full citation information for your secondary source at the top of the page.

Page 4: Same as page 3, except using a scholarly article as your secondary source.

Pages 5-8 (use more pages if needed): Copies or transcriptions of the following types of primary sources that discuss your topic or provide context for understanding your topic: a newspaper article, a letter or diary entry, a map, and at least one primary source found on the internet (the previous primary sources will have been found via the UNCG library). In 50-100 words each, explain the significance of each source to understanding your topic.

Pages 9-10 (use more pages if needed): The full bibliography, listing all primary sources first and then all secondary sources. You should have at least seven secondary and seven primary sources listed. See the citation guide mentioned below.

Last 2-3 pages: An essay, double-spaced, explaining the role of this person or group of people in colonial American history. Use footnotes and/or endnotes when citing specific sources in your essay.

\*Historians usually follow the *Chicago Manual of Style* when formatting source citations (see Presnell, *The Information-Literate Historian*, pp. 13-14). A handy online citation guide for your bibliography and pages 3-4 analysis of a secondary source can be found here: <http://library.osu.edu/sites/guides/chicagogd.php>