

History 335
Spring, 2010

AMERICAN COLONIAL PERIOD, 1607 – 1763

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Office Hours: Tuesday and Thursday, 2:00 – 3:00, or by appointment

Class Meets Tuesday and Thursday, 12:30 – 1:45, Graham 424

Course Description:

This course serves as an introduction to early American history at the college level. We will examine the interaction of American Indians, Europeans, and Africans in colonial North America and the creation of a unique "American" society. Emphasis will be placed on cultural and intellectual trends, economic development, and political and social evolution; throughout, we will endeavor to analyze the necessarily intimate interrelationships between each of these. Class time will be split between lectures, discussions of readings, films, and student project presentations.

Goals and Objectives:

This course will:

- familiarize students with the cultures of the diverse groups that inhabited North America before the American Revolution
- examine the society and culture of these various peoples
- provide an opportunity to read and discuss a variety of historical interpretations and approaches
- develop the student's ability to read and think critically about history
- develop the student's ability to express ideas in a logical, clear, and concise manner
- develop the student's ability to present information to others in an understandable manner

Readings (reading assignments are mandatory, unless stated otherwise):

Mancall, Peter C., ed. *Envisioning America: English Plans for the Colonization of North America, 1580 – 1640*. Bedford/St. Martins, 1995. ISBN: 0312096704

Nash, Gary B. *Red, White, and Black: The Peoples of Early North America*. 5th edition. Pearson/Prentice Hall, 2006. ISBN: 013193550X

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

Course Requirements:

1. CLASS PARTICIPATION:

The most important requirement for this course is a careful reading of the assignments and thoughtful participation in class discussion, group exercises, and presentations. **The assigned reading must be done before coming to class.** When you read, take notes, write down questions, and “talk” to the text as you read along. 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. You will be graded on class attendance and participation.

“Attendance” means more than just being present bodily in the classroom. I expect you to pay attention to any learning experience, taking notes that will help you learn and assimilate the material. To this end, those students who choose to skip class, sleep during class, surf the internet, send text messages, or habitually leave class early (or enter class late) will be penalized.

“Participation” means that one is actively engaged in the task of learning. During lecture, this means taking notes and asking questions if you have them. During discussion, this means taking an active role in the class discussion and making meaningful contributions to it. The quality of your participation in discussions is much more important than quantity.

Attendance is required and more than three (3) absences may adversely affect your grade. Please bring the appropriate text, reading notes, and any relevant handouts to class with you.

2. EXAMS:

There will be two exams (a Midterm and a Final) in this course. The exams will be primarily essay questions with some identification, short answers, and/or map questions. More details will be provided nearer to the exam time.

3. BOOK REPORT:

For this assignment, students will choose and read carefully a book from the list provided (or another book with instructor approval). Then, students will write an essay of about four to five (4-5) pages briefly summarizing the author's thesis, evidence, and use of the evidence, as well as your reaction to the book. Detailed instructions will be provided later in the semester.

4. FINAL PROJECT:

For this project, students will form groups of about five (5) people and use various sources and the understanding of developments in colonial American history gained during the course to study a place, a group of people, or a cultural practice in early America. The hope is that you will choose something that relates to your own life -- you might want to research the history of your favorite sport or craft, a colonial-era town you have visited with family or friends, or an aspect of culture such as the "food ways" of a particular group. Another possibility is to follow up on something in the reading that you find particularly intriguing. Please consult the instructor before making a final decision on selecting a topic.

Each group will do a 10 minute presentation of your final project to the class. Each group will also turn in a written paper. Both elements will be part of your grade. The length of the paper should be about five to seven (5-7) pages, covering the material presented, with at least three (3) additional pages of a bibliography and other supplementary materials such as copies of inventories, letters, maps, deeds, visual images, or other sources. Assign tasks within the group according to each person's strengths; the entire group will receive the same grade. Detailed instructions will be provided later in the semester.

Grading:

There will be no grading curve in this course. The following grading scale will be used to evaluate student performance:

100-98 A+, 93-97 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.

If you must miss an exam, please arrange to make it up with me **ahead of time**. Except in extenuating circumstances, I do **not** accept late assignments; if you know you will be absent on the due date, submit the assignment early.

The final grade will be based on the performance of the following activities:

Attendance and Participation	= 25%
Midterm Exam	= 15%
Final Exam	= 15%
Book Report	= 15%
Final Project	= 30%

Summary of “Important” Dates:

February 4: Deadline to select text for the Book Report

March 2: Midterm Exam

March 4: Select groups and topic for Final Project

March 16: Book Report Due

April 20, 22, or 27: Final Project Due

May 8: Final Exam

All assignments and exams in this course shall be completed under the tenets of the university’s Academic Integrity Policy, found at <http://academicintegrity.uncg.edu/complete/>

Please note that any violations will be handled in the manner prescribed by the Policy.

Class Schedule:

I will make every effort to adhere to the schedule below. However, as we live in a world of uncertainty and imperfection, I may announce the occasional change to this schedule. Again, please complete the readings BEFORE coming to class.

Note: Please set cell phones to VIBRATE before class starts. During exam periods, cell phones must be TURNED OFF. In addition, you should plan to be in class for the entire period each day.

Week One:

Tuesday, January 19	Course Introduction
Thursday, January 21	Reading: Taylor, pp. 3-49 Lecture: The “New” World and Native Americans Reasons for European Conquest

Week Two:

Tuesday, January 26 Reading: Nash, pp. 19-43
 Taylor, pp. 92-113

Activity: View part of the film *Black Robe*

Thursday, January 28 Reading: Nash, pp. 43-49

Discussion: Analysis of *Black Robe*

Lecture: Non-English Settlements

Week Three:

Tuesday, February 2 Reading: *Envisioning America*, entire text

Discussion: Group Activity with *Envisioning America*

Thursday, February 4 Reading: Nash, pp. 50-72
 Taylor, pp. 117-129

Lecture: Queen Elizabeth I and Exploration
 Roanoke – “The Lost Colony”

Note: You should have selected the text for your Book Report by this date. See the instructor if you have not done so.

Week Four:

Tuesday, February 7 Reading: Taylor, pp. 129-157

Lecture: Jamestown and the Chesapeake

Thursday, February 9 Reading: Taylor, pp. 158-186
 Nash, pp. 73-98

Lecture: New England and the Puritans
 The Puritan Family
 New England: The “Cradle” of America?

Week 5:

Tuesday, February 14 (Singles Awareness Day)

Reading: Taylor, pp. 187-203

Lecture: Relations between Puritans and Natives
Wars with the Natives

Thursday, February 16

Activities: View "In Search of History: The Salem Witch Trials"

Discussion: Group activity analyzing the program

Week 6:

Tuesday, February 21

Reading: Nash, pp. 99-122
Taylor, pp. 222-244

Lecture: The colony of Carolina
Rice and Slaves

Thursday, February 23

Reading: Nash, pp. 146-194

Lecture: The Atlantic Slave Trade
Slavery and the Slave System

Week 7:

Tuesday, March 2

MIDTERM EXAM

Bring a "blue book" and writing utensils

Thursday, March 4

Activities: Select Final Project Groups
Select Final Project Topic
Introduction to Library Resources

Reminder: Class will not meet March 9 and March 11 due to Spring Break.

WEEK 8:

Tuesday, March 16

Due: Book ReportActivity: Discussion of Books and Approaches to
History Research and Writing

Thursday, March 18

Reading: Taylor, pp. 245-272

Lecture: The Middle Colonies
Quakerism
New Amsterdam to New York**WEEK 9:**

Tuesday, March 23

Reading: Taylor, pp. 276-300, 338-362

Lecture: Uprisings and Awakenings, Political and
Spiritual

Thursday, March 25

Reading: Taylor, pp. 301-337

Lecture: Becoming "American"
"New" Immigrants**WEEK 10:**

Tuesday, March 30

Reading: Nash, pp. 195-217

Activity: View the film *A Midwife's Tale*

Thursday, April 1

Reading: Explore the Martha Ballard website at
<http://dohistory.org/>Activity: Discuss the film *A Midwife's Tale*, the Martha
Ballard website, and the advantages and
disadvantages of writing history by
examining the life of one person.

WEEK 11:

Tuesday, April 6

Reading: Nash, pp. 218-241
Taylor, pp. 364-395

Lecture: Native American Accommodation and
Resistance
The French in America, and Rising Tension
with the British Colonies

Thursday, April 8

Reading: Taylor, pp. 420-443
Nash, pp. 242-264

Lecture: Salutary Neglect
The French and Indian War

WEEK 12:

Tuesday, April 13

Lecture: The Treaty of Paris of 1763 – Outcomes and
Reactions

Activity: View the film *Pontiac's Rebellion*

Thursday, April 15

Reading: Nash, pp. 288-316 (*The Mixing of Peoples*)

Activity: Discuss *The Mixing of Peoples*

WEEK 13:

Tuesday, April 20

Project Presentations

Thursday, April 22

Project Presentations

WEEK 14:

Tuesday, April 27

Project Presentations

Thursday, April 29

Activities: Q&A for Final Exam
"Wrapping Up"
Course Evaluations

Reminder: Class with NOT meet Tuesday, May 4. Follow your Friday schedule.

Final Exam: Saturday, May 8, 12 noon – 3 pm
Bring a blue-book and writing utensils

Note: I will post your final grades on Blackboard as soon as I have them ready; please allow me adequate grading time by NOT deluging me with e-mails or phone calls regarding final grades.

I hope you have a pleasant and refreshing Summer Break!