History 335

Colonial America

University of North Carolina at Greensboro • Spring 2014
MWF: 12:00-12:50 • SOEB 108

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COURSE DESCRIPTION • This course investigates the “New World” and “America” as a joint creation of Native American, African, and European peoples, during a period ranging from Precolumbian times until the Eighteenth Century. Crucially, students will discover Colonial America beyond the traditional focus of British America, including New Spain, New France, Iroquoia, the Great Plains, and the Pacific Slope. Discussion will address major themes such as transculturation, systems of knowledge, globalization, ecology, conflicts and negotiation. Moreover, students will engage in a variety of historical simulations, including the Valladolid Debate, Atlantic Piracy, the Salem Witch Trials, and the Pueblo Revolt. Finally, this course challenges students to synthesize a number of primary and secondary sources for purposes of developing historical research skills.

CENTRAL QUESTIONS & STUDENT LEARNING GOALS • This course addresses three central questions concerning the development and contours of Colonial America. Each question investigates a specific concern of the colonial period: the creation of a “New World”, imperialism in the Americas, and the “Colonial Experience”. Each question inspires a specific student learning goal intended to cultivate critical thinking.

• How did diverse peoples jointly create a “New World”? Upon completing this course, students will be able to explain how Indians, Europeans, and Africans forged new societies in the Americas.
• How did imperial powers establish, develop, and maintain their domains in the “New World”? Upon completing this course, students will be able to evaluate the continuities and differences between the various European and Indian empires of the Americas.
• How did diverse peoples visualize the “New World”? Upon completing this course, students will be able to assess how inhabitants of the Americas understood the “Colonial Experience”.

Furthermore, two additional learning goals address transferrable skills, including oral communication, written communication, and analytical thinking.

• Students will be able to interpret primary and secondary sources in order to propose a historical research paper concerning the colonial experience.
• Students will be able to interpret Colonial America within an analytical-historical framework, both in written and discussion formats.
COURSE MATERIALS • The following materials are required for optimal participation and learning during this course.

- Colonial America: Primary Source Excerpts (Blackboard)
- Articles & Book Chapters (Blackboard)
- Additional Primary & Secondary Sources (Dependent upon Student’s Research Topic)
- Film Clips (“Colonial America” Course Channel on Youtube)

ASSIGNMENTS & EVALUATION • This course evaluates students on the successful integration of lecture content, primary sources, secondary sources, and film. Broad categories of assessment are weighted in the following manner:

- **COLONY LABS**: Colony Labs are constructed thematically around turning points in the history of Colonial America. These six “labs” require you to synthesize short primary sources, secondary source excerpts, and lecture content in order to theorize about the dynamics of historical change. For each lab, students must respond in the form of a one-two page “solution” to the problem posed.
  (6 Labs) 25%

- **RESEARCH PROPOSAL**: Throughout the semester, students will complete five short assignments that develop the foundational skills necessary to develop a research paper in the discipline of history. Upon completing the course, students will generate a final research “proposal” that incorporates revisions and conclusions from each small assignment. Students may select any topic of interest relating to Colonial America.
  (5 Parts) 25%

- **PARTICIPATION**: Students are expected to participate in discussion of readings, each of which expands upon a scheduled lecture topic. Additionally, students will engage in a number of role-playing “simulations” in colonial history.
  25%

- **FINAL EXAM**: The final exam will require students to complete written responses about critical concerns, problems, and questions relating to the colonial experience. (Friday, 2 May, 12:00 Noon)
  25%

Grading Scale

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<th>Grade</th>
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Course Policies

ATTENDANCE POLICY • Students are each granted three absences (no documentation or other excuses are required, or desired). Thereafter, upon accruing a fourth absence, the student automatically fails the course. Regular tardiness is also unacceptable—two tardies will count as one absence.

LATE ASSIGNMENTS & FINAL EXAM • Late assignments will not be accepted—no exceptions. If for any reason you cannot take the final examination on the scheduled date, you must contact me more than 48 hours prior to the exam to schedule a makeup. To receive a make-up exam, you will also need to document your reasons for the request.

INCOMPLETE GRADES • No incompletes will be allowed as final grades for this course, except in the most dire, unavoidable, and tragic of circumstances.

COURTESY • Students are expected to maintain a high level of courtesy toward the instructor and other students. Please do not repeatedly come and go during class as this distracts the instructor and other students. Also, please deactivate all cell phones or other devices that make noise before entering the classroom. During discussion, positive and respectful discourse with all individuals is expected. Violations of these principles may result in being asked to leave, with a corresponding absence recorded for the day.

COMPUTERS • Students are allowed to use computers during class for purposes of taking notes, accessing blackboard, and other appropriate academic purposes. Anyone caught violating this policy will have the privilege of bringing a laptop to class revoked for the remainder of the semester. Persons using computers are asked to sit in the rear third of the classroom in order to avoid distracting other students.

CLASS NOTES • Selling class notes for commercial gain, or purchasing such class notes in this or any other course at UNCG, is a violation of the University’s Copyright Policy and of the Student Code of Conduct. Sharing notes for studying purposes, or borrowing notes to make up for absences, without commercial gain, are not violations.

WRITING & CITATIONS • Your assignments should be based on your own ideas and written in your own words. Whenever you are referencing or quoting from a source, you must properly and consistently cite that sources using either MLA or Chicago Style. Failure to properly attribute your work is ALWAYS considered plagiarism.

ACADEMIC INTEGRITY • Students are expected to read and understand the UNCG standards for academic integrity. This includes sections concerning cheating, plagiarism, falsification, and other forms of academic dishonesty. IGNORANCE IS NO EXCUSE! Violations will result in penalties up to, and including, an automatic grade of “F” for the course. Please see: http://academicintegrity.uncg.edu/complete/

PRIDE IN YOUR EDUCATION • Students should remember that the university exists for purposes of academic education. Because you are spending resources and time in this setting, please take your education seriously. Unlike high school, nobody else is forcing you to attend the university. Therefore, please take pride in pursuing your education. Be respectful toward your peers. Keep an open mind toward unfamiliar or threatening ideas. Pace yourself with regard to coursework and manage your time appropriately. Turn in work that is thoughtful, polished, clean, and excellent. Pride in your education will translate into academic success, better professional opportunities, and positive civic participation.
Course Schedule

Unit One: Continental Roundabout
Thinking about North America

M 13 JAN: Course Introduction

W 15 JAN: Terra Incognita: Lands Beyond the Horizon
Michael Witgen: “Rethinking Colonial History as Continental History”

F 17 JAN: First Nations: Populating the Americas

Unit Two: A World in Motion
Ancient America

M 20 JAN: Martin Luther King, Jr. Holiday

W 22 JAN: Simulation 1: “Ice Age”

F 24 JAN: Made in America: Indian Ecologies
Timothy Silver, A New Face on the Countryside, Chapter 2: “Perspectives on the Land”

Unit Three: The Indians’ Old World
Indian Societies on the Eve of Contact, 1000-1492

M 27 JAN: Dawnlands: Eastern Woodland Cultures
Neil Salisbury, “The Indians’ Old World: Native Americans and the Coming of Europeans” (Blackboard)

W 29 JAN: River Lords: Mississippian Cultures
Charles C. Mann, 1491, Chapter 8, “Made in America”

F 31 JAN: Sun & Maize: Southwestern Cultures
Children of Maize: Mythology as Indian Oral Tradition (Primary Source Excerpts)
Research Activity 1: Primary Source Selection (Due)
Unit Four: The Columbian Exchange
Contact and Cataclysm, 1492-1600

M 3 FEB: Sailing West: European Encounters in America
- Christopher Columbus, The Journal (1492-93, Primary Source Excerpts)

W 5 FEB: “Weeds”: Invasive Biota
- Alfred Crosby, The Columbian Exchange, Chapter 3: “Old World Plants and Animals in the New World”

F 7 FEB: Simulation 2: “Pandemic”
- Diamond, Guns, Germs, and Steel, Chapter 11 “Lethal Gift of Livestock”
  • Colony Lab 1 (Due)

Unit Five: Glittering Prizes
New Spain, 1519-1650

M 10 FEB: Conquistadors: The Conquest of America
- Patricia Seed, Ceremonies of Possession…, Chapter 3: “The Requirement: A Protocol for Conquest”

W 12 FEB: Simulation 3: “Decision at Valladolid”
- Las Casas and Sepúlveda, The Debate on the Indians (1542/1547, Primary Source Excerpts)
  • Film Clips: The Mission

F 14 FEB: Mestizaje: Culture and Society in New Spain
- Ida Altman, “Reconsidering the Center: Puebla and Mexico City, 1550-1650”
  • Colony Lab 2 (Due)

Unit Six: The Ocean Sea
America and the Atlantic World, 1500-1700

M 17 FEB: Neptune’s Highway: Atlantic Commerce
- Sidney Mintz, Sweetness and Power, Chapter 2: “Production”

W 19 FEB: Middle Passage: Slavery and the Slave Trade
- Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano (Primary Source Excerpts)
  • Film Clips: Amistad

F 21 FEB: Simulation 4: “Hoist the Jolly Roger!”
- Marcus Rediker, Between the Devil and the Deep Blue Sea, Chapter 6: “The Seaman as Pirate”
  • Research Activity 2: Combining Primary Sources (Due)
Unit Seven: Flower in the Forest
New France, 1534-1700

M 24 FEB:  
- *Voyageurs*: Missionary Commerce
  - Jacques Marquette and Louis Jolliet, *Journey in the Pays d'en Haut* (1673-74, Primary Source Excerpts)

M 26 FEB:  
- Simulation 5: “Furry Gold”
  - Colin Calloway, *One Vast Winter Count*, Chapter 5
    - “Calumet and Fleur-de-lys”

W 28 FEB:  
- Middle Ground: Culture and Society in New France
  - Peter Moogk, “‘Thieving Buggers’ and ‘Stupid Sluts’: Insults and Popular Culture in New France”
  - Colony Lab 3 (Due)

Unit Eight: Cosmopolitan America
Networks of People and Ideas, 1600-1750

M 3 MAR:  
- *Terra Nova*: Visualizing America

W 5 MAR:  
- Republic of Letters: Intellectuals
  - John E. Wills, Jr., *1688: A Global History*, Chapter 1: “The Empire of Silver”

F 7 MAR:  
- *Ex Libris*: Systems of Information
  - Benjamin Franklin, *Poor Richard’s Almanack* (1733-57, Primary Source Excerpts)
  - Research Activity 3: Secondary Source Selection (Due)

10-14 MAR:  
- Spring Break

Unit Ten: Old Dominion
The Chesapeake, 1607-1750

M 17 MAR:  
- “Freighted with Ignorance”: Jamestown
  - John Smith, *Journals of the First and Second Voyages* (1608, Primary Source Excerpts)

W 19 MAR:  
- Simulation 6: “Unearthing the Past”
  - April Lee Hatfield, *Atlantic Virginia*, Chapter 6
    - “Chesapeake Slavery in an Atlantic Context”

F 21 MAR:  
- Plantation: Culture and Society in the Chesapeake
  - Colony Lab 4 (Due)
Unit Eleven: Creatures of Empire
Animals in Colonial America, 1492-1763

M 24 MAR: Totems: Native Animals
☐ William Cronon, Changes in the Land, Chapter Three “Seasons of Want and Plenty”

W 26 MAR: Beasts of Burden: Domestic Animals
☐ Virginia DeJohn Anderson, Creatures of Empire, Chapter Three “The Company of Cattle”

F 28 MAR: Centaurs: Horses on the Great Plains
☐ Pekka Hämäläinen, “The Rise and Fall of Plains Indian Horse Cultures”
• Colony Lab 5 (Due)

Unit Twelve: City on a Hill
New England, 1620-1750

M 31 MAR: Errand into the Wilderness: Pilgrims and Separatists
☐ Charles C. Mann, 1491, Chapter 2 “Why Billington Survived”

W 2 APR: ☐ Simulation 7: “The Devil’s Snare”
☐ John Demos, Entertaining Satan, Chapter 9 “Communities: The Social Matrix of Witchcraft”

F 4 APR: Yankees: The Transformation of New England
☐ Cotton Mather, Theopolis Americana (1710, Primary Source Excerpts)
• Research Activity 4: Annotated Bibliography (Due)

Unit Thirteen: Science, Magic & Religion
Belief Systems in the Americas

M 7 APR: Manitou: Magical Potency
☐ Claude Chauchetière, S.J., Account of Kateri Tekakwitha (1695, Primary Source Excerpts)
☐ Film Clips: Black Robe

W 9 APR: Providence: Religious Change in America
☐ Rhys Isaac, The Transformation of Virginia, Chapter 7 “The Parson, the Squire—and the Upstart Dissenter”

F 11 APR: Enlightenment: Science and Medicine
☐ Mary Louise Pratt, Imperial Eyes, Chapter 2: “Science, Planetary Consciousness, Interiors”
• Colony Lab 6 (Due)
Unit Fourteen: Disturb the Settlements!
Resistance to Colonization, 1680-1741

M 14 APR: Simulation 8: “Reviving the Corn Mothers”  Andrew L. Knaut, *The Pueblo Revolt of 1680, Chapter 8 “A Colony Lost”


F 18 APR: *Spring Holiday*

Unit Fifteen: Fringe of Empire
The Pacific, 1697-1867


Unit Sixteen: Course Conclusion
TOPIC TBA

M 28 APR: [TOPIC TBA]

T 29 APR: *Special University Schedule [TOPIC TBA]*

W 30 APR: *Reading Day*

F 2 MAY: ★ Final Examination, 12:00-3:00