

American Colonial History

HIST350.101 Fall 2018
Tuesdays and Thursdays, 9:30-10:45am
Humanities 127



Course Description and Objectives:

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Office Hours:

Humanities Center, 215
M/W 12pm-1pm
T/Th 12:30pm-2:30pm

This course will examine the experiences of peoples and cultures in Colonial North America from pre-European contact through the middle of the eighteenth century. We will explore topics like interactions between Natives and Europeans, the introduction of race-based slavery, political upheavals, religious movements, developments in the economy, and the foundation of the imperial crisis that led to the American Revolution. We will investigate a wide variety of primary and secondary sources from a diversity of viewpoints in order to understand the social, political, and cultural worlds that existed by the eve of Independence.

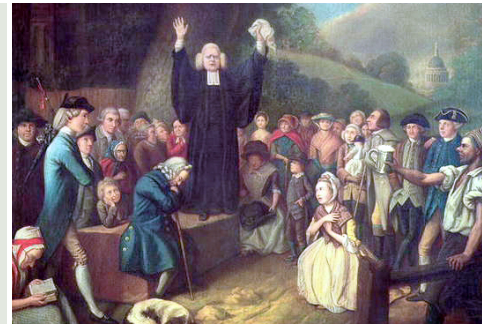


Required Texts:

- Karen Kupperman, ed., *Major Problems in American Colonial History* (Cengage, 2013 edition)
- Alan Taylor, *American Colonies* (Penguin, 2002)
- Edward Countryman, ed., *How Did American Slavery Begin?* (Bedford/St. Martin's, 1999)
- Peter Mancall, *Envisioning America: English Plans for Colonization of North America* (Bedford/St. Martin's, 2016)
- Jennifer Morgan, *Laboring Women: Reproduction and Gender in New World Slavery* (Univ. of Penn. Press, 2004)
- Richard Bushman, *The Refinement of America* (Knopf/Doubleday, 1992 or 2011).

Other readings will be made available online.

Students are responsible for checking their university email accounts and course site regularly. The instructor will communicate with students via email and announcements on the course website. Please be sure to use your university email account when corresponding with the instructor.



Course Policies:

Students will, above all, be respectful to each other and to the instructor. N.B.: This course syllabus is subject to revision by the instructor.

Classroom Etiquette

While York College recognizes students' need for educational and emergency-related technological devices such as laptops, mobile devices, cellular phones, etc., using them unethically or recreationally during class time is never appropriate. The College recognizes and supports faculty members' authority to regulate in their classrooms student use of all electronic devices.

Students who wish to use a **laptop or tablet** for note-taking or for accessing readings in class are welcome to do so. However, the use of laptops for purposes other than the above (i.e. email, instant messaging, internet browsing unrelated to the course) is not acceptable and will adversely affect your grade. During class, **cell phone use is prohibited**, and these devices should be put away, silenced, and be out of sight.

Reading and Class Engagement

This class will require a significant amount of reading. Students are expected to complete all readings **prior** to the class meeting. Students should bring copies of their reading (i.e. assigned books, printed sources from online reserve, or their computers/tablets) with them to class, in addition to any notes

Learning and Testing Accommodations

If you are a student with a disability in need of classroom accommodations and have not already registered with Linda Miller, Director of Student Accessibility Services, please contact her at 815-1785 or lmille18@ycp.edu to discuss policies and procedures related to disability services and to establish the accommodations for which you are eligible. Please contact your instructor ASAP to speak about how these accommodations can be applied to your work this semester.

students have taken on the reading. (N.B.: Students will not be permitted to use their phones to access the readings during class).

Communication

York College recognizes the importance of effective communication in all disciplines and careers. Therefore, students are expected to competently analyze, synthesize, organize, and articulate course material in papers, examinations and presentations. In addition, students should know and use communication skills current to their field of study, recognize the need for revision as part of their writing process, and employ standard conventions of English usage in both writing and speaking. Students may be asked to further revise assignments that do not demonstrate effective use of these communication skills.

Academic Integrity Policy

York College's mission statement stipulates that strict adherence to principles of academic honesty is expected of all students. Therefore, academic dishonesty will not be tolerated at York College. Academic dishonesty refers to actions such as, but not limited to, cheating, plagiarism, fabricating research, falsifying academic documents, etc., and includes all situations where students make use of the work of others and claim such work as their own. Students are expected to read and comply with the full policy, available here: http://faculty.ycp.edu/~dweiss/course_policies_links/academic_integrity.htm

Course Work

Attendance (50 points) and Participation (100 points):

This course will be run as a discussion seminar, meaning that each student is expected to come to class prepared to converse with his or her peers about the day's reading. As such, lecture classes will be rare, and students' **regular participation is critical** to success in this course. You may miss **only two classes** without adversely affecting your grade. Excused absences are granted only in certain circumstances and must be documented (ex: with a doctor's note). If you must miss class, you are responsible for material covered during that session. The instructor will not re-teach a missed class session via email or office hours.

Grade Scale

4 450-500 points

3.5 430-449 points

3 400-429 points

2.5 375-399 points

2 350-374 points

1 325-349 points

0 below 325 points

Reading Quizzes (5 points each; 20 points total)

Periodically, the instructor will give unannounced quizzes on the day's reading. These will be short answer prompts. There will be five quizzes throughout the semester; students' lowest quiz grade will be dropped. Quizzes cannot be made up.

Assignments (varying points each; 120 points total)

Occasionally, students will be required to complete short assignments based on the day's reading. There will be five such assignments throughout the course of the semester, and these assignments will be made available on the course site. Students should complete these assignments and hand them in at the beginning of class discussion. Late assignments will not be accepted.

Position Papers (40 points each; 80 points total)

Students will complete two position papers during the semester in which they will analyze historians' arguments. These papers should be 2-3 pages in length, and follow the **Chicago Manual of Style** for citation format. Late papers incur a 5-point penalty for each day they are late. Further details and rubrics are available on the course site.

Exams (30 points each; 90 points total)

There will be three exams throughout the course of the semester, based on the three major themes of study ("Encounters," "Colonies," and "Empires"). Exams will include short answer and essay questions based on the assigned readings and class discussion; they will also each include one primary or secondary source the students have not read prior to the exam to test their skills in historical analysis. The first two exams can only be made up with documented excuses (see attendance policy). The last exam will be given during the final examination period and cannot be rescheduled unless students have three or more exams already scheduled for that date.

Final Project and Presentation (40 points)

Students will have the option to do one of two final projects. For Project #1: work in groups of 2-3 on a research project investigating a colonial American object, broadly conceived. Students will work together to perform primary and secondary research, write a 5-10 page paper produced from that research. For Project #2: work individually or in groups of 2-3 on an "unessay"/creative interpretation assignment that makes an argument about a theme we've studied this semester, along with a written component that incorporates primary and secondary source research. Both projects require presentations to the class at the end of the semester. Further details and a rubrics are available on the course site.



Date	Class Topic	Reading	Assignment
Tues. Aug. 28	Introduction		
Thurs. Aug. 30	Defining Colonial History	<ul style="list-style-type: none"> • Handlin, “The Significance of the Seventeenth Century” • Taylor, Introduction • Donald Pease, “Exceptionalism” • Rael, “How to Read a Secondary Source” 	Assignment #1
Tues. Sept. 4	Facing East	<ul style="list-style-type: none"> • Taylor, Ch 1 • Richter, <i>Facing East</i>, 1-18 • “The Constitution of the Iroquois Nations” • Native Creation Stories 	Bring laptop to class
Thurs. Sept. 8	Facing West	<ul style="list-style-type: none"> • Taylor, Ch 2 • <i>Major Problems</i>, Ch 1 (all) 	
Tues. Sept. 11	Contact, Conquest, or Compromise?	<ul style="list-style-type: none"> • <i>Major Problems</i>, Ch 2 (all except Shoemaker essay) • Select Sources from Foner, <i>Voices of Freedom</i>, Ch 1 (2-5) • Rael, “How to Read a Primary Source” 	Assignment #2
Thurs. Sept. 13	Nature and Colonization: Environmental History	<ul style="list-style-type: none"> • Cronon, <i>Changes in the Land</i>, Preface, Ch 1, 2, 4, 8 • Anderson, “Animals in the Wilderness” 	
Tues. Sept. 18	New Spain	<ul style="list-style-type: none"> • Taylor, Ch 3-4 • <i>Major Problems</i> Ch 3, Sources 1-5 and Barr Essay 	
Thurs. Sept. 20	New France and the Middle Ground	<ul style="list-style-type: none"> • Taylor, Ch 5, “Canada and Iroquoia” • White, <i>The Middle Ground</i>, Introduction and Ch 2 	Assignment #3
Tues. Sept. 25	The Trans-Atlantic Slave Trade	Eltis, “A Brief Overview of the Trans-Atlantic Slave Trade” (read all subsections)	<ul style="list-style-type: none"> • Watch 2 demo videos: “Voyages Site Overview” and “Voyages Database Search” • Bring laptop to class
Thurs. Sept. 27	Exam #1, on “Encounters”		
Tues. Oct. 2	English Ideas of Colonization	Mancall, <i>Envisioning America</i> , Part One (all), Part Two, Documents 1, 3, 4 (including de Bry engravings), 8	Bring laptop to class
Thurs. Oct. 4	The Chesapeake and Carolina	<ul style="list-style-type: none"> • Taylor, Ch 6-7 • <i>Major Problems</i>, Ch 3, Sources 6-10, Horn Essay 	
Tues. Oct. 9	New England and the Middle Colonies	Taylor, Ch 8, 9, 12	
Thurs. Oct. 11	The West Indies and Carolina	Taylor, Ch 10-11	Assignment #4

Date	Class Topic	Reading	Assignment
Thurs. Oct. 18	Religion and Colonial Development	<ul style="list-style-type: none"> • <i>Major Problems</i>, Ch 4, Sources 1-3, 5, Bremer Essay • The “Great Law” of Pennsylvania 	
Tues. Oct. 23	The Origins of American Slavery	Countryman, <i>How Did American Slavery Begin?</i>	Position Paper Due
Thurs. Oct. 25	Women in Early Colonization	<ul style="list-style-type: none"> • <i>Major Problems</i>, Ch 2 (Shoemaker); Ch 4 (Carr and Walsh) • Brown, <i>Good Wives</i>, Ch 3 • Carlsen, <i>Devil in the Shape of a Woman</i>, Ch 4 	
Tues. Oct. 30	Indian Wars and Bacon's Rebellion	<ul style="list-style-type: none"> • <i>Major Problems</i>, Ch 5 (all) • Reread notes on Indian Wars and Bacon's Rebellion 	
Thurs. Nov. 1	Exam #2, on “Colonies”		
Tues. Nov. 6	Slave Culture in Colonial America	<i>Major Problems</i> , Ch 8 (all but Morgan essay)	VOTE!
Thurs. Nov. 8	Gender in Race-Based Slavery	Morgan, <i>Laboring Women</i> , all	Position Paper 2, Option #1 Due
Tues. Nov. 13	The Glorious Revolution and its Effect on America	Taylor, Ch 13	
Thurs. Nov. 15	The Great Awakening	<ul style="list-style-type: none"> • Taylor, Ch 15 • <i>Major Problems</i>, Ch 9 	Assignment #5 Due
Tues. Nov. 20	Transatlantic Crossings	Taylor, Ch 14	
Tues. Nov. 27	The Market Economy	<i>Major Problems</i> , Ch 12	
Thurs. Nov. 29	Material Culture at Mid-Century	Bushman, <i>Refinement of America</i> , Introduction and Part I	Position Paper 2, Option #2 Due
Tues. Dec. 4	Crises of Empire	<ul style="list-style-type: none"> • Taylor, Ch 18 • <i>Major Problems</i>, Ch 13 	
Thurs., Dec. 6	Beginnings, Endings, and Continuities	<i>Major Problems</i> , Ch 14	
Tues., Dec. 11	Final Project Presentations		Final Project Presentations Due
Sat., Dec. 16, 8am-10am	Exam #3, on “Empires”		(There will be donuts and coffee!)