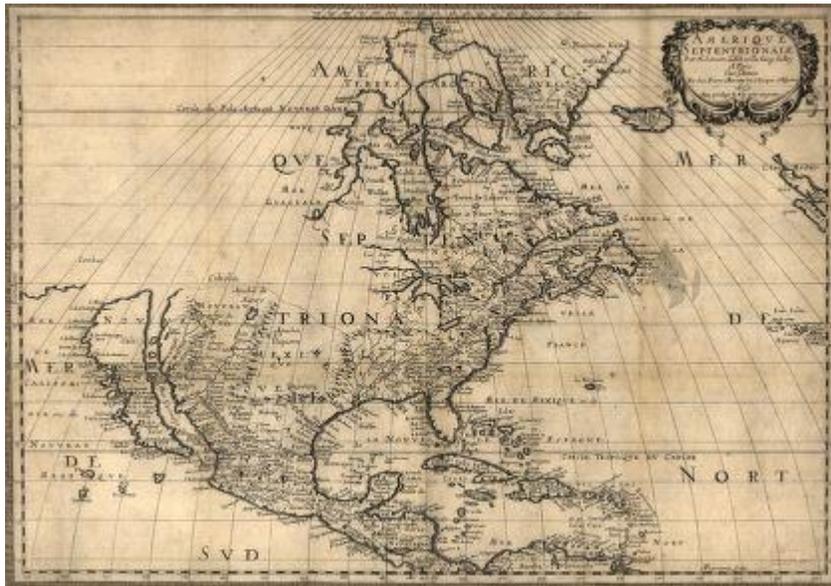




## HISTORY 402.01E: COLONIAL NORTH AMERICA COURSE SYLLABUS: FALL 2015



N. Sanson d'Abbeville, *Amérique Septentrionale* (1650)  
Library of Congress Geography and Map Division, Washington, D.C.

**Instructor:** Associate Professor John Howard Smith

**Class Location/Time:** Ferguson Social Sciences 124 / Mon. & Wed. 11:00 a.m.-12:15 p.m.

**Office Location:** Ferguson Social Sciences 117

**Office Hours:** Mondays & Wednesdays, 2:00-4:00 p.m.; Tuesdays, Thursdays & Fridays, 10:00 a.m.-12:00 p.m., or by appt.

**Office Phone:** 903-886-5219

**University Email Address:** [John.Smith@tamuc.edu](mailto:John.Smith@tamuc.edu)

<b>COURSE INFORMATION</b>
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**Course Prerequisites/Co-requisites: HIST. 253****Materials – Textbooks, Readings, Supplementary Readings:***Textbooks Required:*

- T. H. Breen & Timothy Hall, *Colonial America in an Atlantic World* (New York: Pearson/Longman, 2004) ISBN10: 0-321-06181-0
- Karen O. Kupperman, ed., *Major Problems in Colonial American History*, 3<sup>rd</sup> ed. (New York: Wadsworth/Cengage, 2013) ISBN 13: 978-0-495-91299-6
- Gary B. Nash, *Red, White, and Black: The Peoples of Early North America*, 7<sup>th</sup> ed. (Upper Saddle River, N.J.: Pearson, 2015) ISBN13: 978-0-205-88759-0
- Colin G. Calloway, ed., *The World Turned Upside Down: Indian Voices from Early America* (Boston: Bedford/St. Martin's, 1994) ISBN10: 0-312-08350-5

Various items posted to eCollege's "Webliography" and "Doc Sharing"

**Course Description:**

The Rev. Jonathan Mayhew, in a sermon celebrating the British-American victory in the French and Indian War in 1761, imagined that he saw in a future America

"mighty cities rising on every hill, and by the side of every commodious port; mighty fleets . . . laden with the produce of this, and every other country under heaven. . . . And do I not there behold the savage nations, no longer our enemies, bowing the knee to Jesus Christ, and with joy confessing him to be 'Lord, to the glory of God the Father!' Methinks I see religion professed and practiced in this spacious kingdom, in far greater purity and perfection, than since the times of the apostles . . ."

Mayhew's enthusiasm stemmed from the rapid political, social, and economic development of the British colonies hugging the North American Atlantic seaboard over the course of the seventeenth and eighteenth centuries. The purpose of this course is to familiarize the student with the development of North America from the Pre-Columbian period through European exploration and settlement in the sixteenth century, the maturation of the British colonies in the eighteenth century, and culminating with the Treaty of Paris in 1763 that ended the French and Indian War, as well as the immediate aftermath. Emphasis will be placed on the unique socio-economic and political conditions that arose in the earliest years of colonization, which matured in British North America in the eighteenth century. Through the reading of primary and secondary source materials, we will examine the phenomenon of "Americanization," and contrast that with the efforts on the part of Great Britain to "Anglicize" her American possessions. Issues pertaining to race, gender, and class will figure prominently throughout.

**Student Learning Outcome:**

Students will demonstrate an understanding of the ways in which the peoples of three continents came together and variously clashed and cooperated in creating a uniquely Atlantic American world.

<b>COURSE REQUIREMENTS</b>
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**Instructional / Methods / Activities Assessments**

This course consists of a series of activities and assessments to assist students in achieving the outcomes/objectives for the course and instructional units/modules. Each week students will work on various combinations of readings, discussions, and research.

Participation: (100 pts., 25% of course grade)

Student Learning Outcome: Students will demonstrate an understanding of the ways in which the peoples of three continents came together and variously clashed and cooperated in creating a uniquely Atlantic American world.

Participation in class discussions is intended to allow students to discuss substantively issues pertaining to the topics at hand, and will serve to inform the Instructor about how well students are absorbing course content. Facility in oral communication will thus be developed through these activities.

Readings Quizzes: (100 pts., 25% of course grade)

Student Learning Outcome: Students will demonstrate an understanding of the ways in which the peoples of three continents came together and variously clashed and cooperated in creating a uniquely Atlantic American world.

The readings quizzes are designed to test students' comprehension of the readings for each particular day a quiz is administered, testing the depth of their knowledge of the topic(s) at hand and their analytical skills. Administration will be random, and each quiz will take up no more than 10 minutes of class time at the beginning of each class period. Grading will be on a 0-10 point scale for each quiz, with a running average maintained through the semester that will be adjusted to a score from 0-100 at the end of the semester.

Final Exam: (100 pts., 25% of course grade)

Student Learning Outcomes: Students will demonstrate an understanding of the ways in which the peoples of three continents came together and variously clashed and cooperated in creating a uniquely Atlantic American world.

The final exam, to be administered via eCollege, will be an open-book examination wherein students will be required to write substantive analytical essays in response to a series of questions within a two-hour time period. Students will be required to utilize their absorption of the course content, supplemented by their use of the course texts as evidentiary support, in order to compose fulsome responses to questions that test their understanding of the course content.

Research Paper: (100 pts., 25% of course grade)

Student Learning Outcome: Students will demonstrate an understanding of the ways in which the peoples of three continents came together and variously clashed and cooperated in creating a uniquely Atlantic American world.

The research paper is designed to allow the student to explore in greater depth and detail a particular aspect of colonial Anglo-American history and culture through the use of the course texts and substantial consultation of outside sources in the form of scholarly books and articles. Students currently enrolled in History 253 will gain further instruction in the art of researching and writing academic essays, while students who had History 253 in the past will further refine and enhance those skills. Students will select their research topics.

The paper must conform to the following physical parameters:

Processed using MS Word or WordPerfect in 12 pt. Times New Roman font  
 1-inch margins all around, and double-spaced text  
 12-15 pages in length (*not* including the bibliography)  
 All sources must be cited using in-text (parenthetical) citation  
 There must be a bibliography of works cited at the end of the paper  
 All pages must be numbered

**Failure to meet most or all of the above requirements will result in an automatic F for the assignment. Failure to do the assignment at all will result in an F for the course.**

### Concerning Turnitin

All groups will be required to submit the final draft of their paper to an eCollege dropbox, which will automatically run it through Turnitin ([www.turnitin.com](http://www.turnitin.com)), a web-based plagiarism detection program. It scours the Worldwide Web and its database of all submissions (over 135 million so far) for evidence of “lifted” material indicative of plagiarism. It generates a report that notes the percentage of material that appears in other places, and highlights all examples along with the sources from which they came. I do not employ this service based on a prior assumption of guilt or nefariousness on the student’s part, but rather as an aid to students learning how to avoid committing overt and incidental plagiarism, and students are asked to trust me to know how to use this service wisely and without prejudice. Please see Turnitin’s FAQ page for answers to how the service works, after which you may consult with me for further information and assurances.

### Grading

Grading will be calculated using a standard 10-point scale, with course elements weighted accordingly:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Participation (100 pts.)	25%
Research Paper (100 pts.)	25%
Readings Quizzes (10 pts. each)	25%
Final Exam (100 pts.)	25%

## TECHNOLOGY REQUIREMENTS

As this course is conducted through eCollege, students will require the following hardware and software:

*Our campus is optimized to work in a Microsoft Windows environment. Windows XP or newer, and Internet Explorer 6.0 or newer is best.*

*Internet access/connection—high speed preferred (not dial-up).*

*Word Processor (preferably Microsoft Word 1997-2003 or newer).*

## ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

## COMMUNICATION AND SUPPORT

### **Interaction with Instructor Statement:**

Office hours are given at the top of this syllabus, and are posted outside of my door. Arrangements can be made if a student cannot meet with me during regular office hours for consultations. Email is the most reliable method of reaching me outside of my office. Expect a reply within 24 to 36 hours. Students may also be able to reach me by phone during office hours. In the event that a student leaves a voicemail, do not leave a callback number, but rather send an email or wait to see me during office hours.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### **Academic Honesty**

It is the policy of the University, the History Department, and the instructor that no form of plagiarism or cheating will be tolerated. Plagiarism is defined as the deliberate use of another's work and claiming it as one's own. This means ideas as well as text, whether paraphrased or presented verbatim (word-for-word). You are neither required nor expected to come up with original ideas about, or new interpretations of, American history. It is more important for students to understand why events unfolded in the ways they did, and what other scholars have said and written about them, so use proper citation in papers where appropriate (see paper assignment above). **However, anyone caught cheating or plagiarizing will automatically fail the assignment in question, may summarily fail the course, and could be subject to disciplinary action by the University.**

Likewise, no element of the course grade is negotiable or optional, meaning that failure to take the exams or to submit the research paper in the absence of compelling, documented circumstances **will result in automatic failure of the course.** *The instructor's evaluative judgment of tests and examinations is final, and will not be subject to revision except in cases of mathematical error.*

### **Class Decorum**

All students must show respect toward the Instructor and the Instructor's syllabus, presentations, assignments, and point of view. Students should also respect each others' differences. If the Instructor determines that a student is not being respectful toward other students or the Instructor, or is otherwise behaving in an inappropriate manner, it is the Instructor's prerogative to remove the student from the class either temporarily or permanently, as the case requires.

**Note: Failure to comply with any of the Instructor's policies will result in immediate deregistration from the course.**

### **University Specific Procedures:**

#### *ADA Statement*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment

that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gee Library 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)  
[Student Disability Resources & Services](#)

*Student Conduct*

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

<b>COURSE OUTLINE / CALENDAR</b>
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**Aug. 31: Introductions****Sept. 2-9: Three Continents, 1400-1500**

- Sept. 2: North America and Africa  
 Breen & Hall, chap. 1 (pp. 1-18)  
 Nash, "Introduction" and chap. 1  
 Kupperman, chap. 6—document 1  
 Calloway, "Introduction" and chap. 1—"Iroquois Creation Story" and "Origin of the Creek Confederacy"

**Sept. 7: Labor Day—No Class Meeting**

- Sept. 9: European Exploration and Discovery of the "New World"  
 Breen & Hall, chap. 1 (pp. 18-26), chap. 2 (pp. 29-36)  
 Nash, chap. 2 (pp. 17-24)

**Sept. 14-16: European Encounters in the "New World"**

- Sept. 14: The Spanish *Entradas*  
 Breen & Hall, chap. 2 (pp. 36-43)  
 Nash, chap. 2 (pp. 27-31)  
 Kupperman, chap. 2—document 3; chap. 3—document 1

- Sept. 16: The Columbian Exchange  
 Breen & Hall, chap. 2 (pp. 44-51)

**Sept. 21-23: The Genesis of the Atlantic World, 1500s-1620s**

- Sept. 21: The Iberian Atlantic World  
 Breen & Hall, chap. 3 (pp. 54-67)  
 Nash, chap. 6 (pp. 113-118)  
 Kupperman, chap. 3—essay by Barr

- Sept. 23: The Northern European Atlantic World  
 Breen & Hall, chap. 3 (pp. 67-78)  
 Nash, chap. 2 (pp. 24-27, 31-41), chap. 3 (pp. 43-45), chap. 4 (pp. 63-69)  
 Calloway, chap. 2—"A Micmac Responds to the French"

**Sept. 28-30: Founding the Chesapeake Colonies**

- Sept. 28: Virginia  
 Breen & Hall, chap. 4 (pp. 83-96)  
 Nash, chap. 3 (pp. 45-61)  
 Kupperman, chap. 3—documents 6-10  
 Calloway, chap. 1—"Speech to Captain John Smith"

- Sept. 30: Maryland and the Solidification of Chesapeake Society  
 Breen & Hall, chap. 4 (pp. 96-106)  
 Nash, chap. 6 (pp. 123-127)  
 Kupperman, chap. 4—essay by Carr & Walsh

**Oct. 5-7: The New England Colonies, 1620-1660**

Oct. 5: The Puritans of Plymouth and Massachusetts Bay  
 Breen & Hall, chap. 5 (pp. 109-123)  
 Nash, chap. 4 (pp. 69-83)  
 Kupperman, chap. 4—documents 1-6, essay by Bremer

Oct. 7: “Hiving Out”

Breen & Hall, chap. 5 (pp. 123-134)  
 Kupperman, chap. 5—document 2  
 Calloway, chap. 3—“Act of Submission, 1644”; chap. 2—“A Dialogue between Piumbukhou and His Unconverted Relatives”

**Paper Topic Statement and Working Bibliography Due**

**Oct. 12-14: The British Caribbean**

Oct. 12: The British Caribbean  
 Breen & Hall, chap. 6 (pp. 137-149)  
 Kupperman, chap. 7—document 1

Oct. 14: Sugar and Slavery  
 Breen & Hall, chap. 6 (pp. 149-162)  
 Nash, chap. 6 (pp. 118-123)

**Oct. 19-21: Struggles for Stability, 1640s-1670s**

Oct. 19: The English Civil War and the Restoration  
 Breen & Hall, chap. 7 (pp. 164-179)

Oct. 21: Wars and Rebellions  
 Breen & Hall, chap. 7 (pp. 179-188)  
 Nash, chap. 5 (pp. 85-94)  
 Kupperman, chap. 5—documents 1, 6-8, essay by Lepore

**Oct. 26-28: The Restoration Colonies, 1660s-1700s**

Oct. 26: The “Middle Colonies”  
 Breen & Hall, chap. 8 (pp. 191-206)  
 Nash, chap. 5 (pp. 103-111)  
 Kupperman, chap. 6—documents 1-4, essay by Beiler

Oct. 28: The Carolinas  
 Breen & Hall, chap. 8 (pp. 206-213)  
 Nash, chap. 5 (pp. 94-99)  
 Kupperman, chap. 7—documents 2-5, essay by Greene  
**Paper Thesis Statement and Expanded Bibliography Due**

**Nov. 2-4: The Glorious Revolution in America, 1685-1693**

Nov. 2: The Dominion of New England and the Glorious Revolution  
 Breen & Hall, chap. 9 (pp. 216-230)

Nov. 4: The Second Indian War and Salem Witchcraft  
 Breen & Hall, chap. 9 (pp. 230-239)  
 Calloway, chap. 4—“Speech to New France Governor La Barre” and “Promise to Uphold the Covenant Chain”  
 Handout—“Explaining the Salem Witch Hunt” and the cases of Sarah Good and John Proctor

**Nov. 9-11: African America**

Nov. 9: From Africans to Americans  
 Breen & Hall, chap. 13 (pp. 324-334)  
 Nash, chap. 6 (pp. 123-135), chap. 7 (pp. 137-145)  
 Kupperman, chap. 8—documents 1-3, 6

Nov. 11: African-American Life and Culture  
 Breen & Hall, chap. 13 (pp. 334-349)  
 Nash, chap. 7 (pp. 145-160)  
 Kupperman, chap. 8—essays by Berlin and Morgan

**Nov. 16-18: A Consuming Society, 1700-1740**

Nov. 16: Expanding Territories and Economies  
 Breen & Hall, chap. 10  
 Nash, chap. 8 (pp. 162-172)  
 Calloway, chap. 5—"The 'Walking Purchase': A Delaware Complaint and an Iroquois Response",  
 "The Treaty of Lancaster"; chap. 4—"Speech to the Virginia Commissioners at the Treaty  
 of Lancaster"

Nov. 18: The Anglicization of Provincial America  
 Breen & Hall, chap. 11 (entire), chap. 14 (pp. 351-361)  
 Nash, chap. 8 (pp. 172-175)  
 Kupperman, chap. 12—document 2; chap. 14—document 1, essay by Breen  
**Rough Drafts Due for Peer Review**

**Nov. 23: Paper Conferences**

**Submit Peer-Reviewed Hard Copies and Revised Rough Drafts for Instructor Review**

**Nov. 25-27: Thanksgiving Break****Nov. 30-Dec. 2: The First Great Awakening, 1720s-1760s**

Dec. 7: A "Great and General Awakening"  
 Breen & Hall, chap. 12  
 Nash, chap. 8 (pp. 175-180)  
 Handout—Smith, *The First Great Awakening*, chaps. 4-7  
 Kupperman, chap. 9—all documents, essays by Brekus and Lambert

Dec. 9: The Awakening of African Americans and Indians  
 Handout—Smith, *The First Great Awakening*, chaps. 9 & 11  
 Kupperman, chap. 13—document 1 and essay by Dowd (pp. 425-428)

**Dec. 7-9: The Great War for Empire**

Dec. 7: A "French and Indian" War  
 Breen & Hall, chap. 14 (pp. 361-370)  
 Nash, chaps. 9 (entire)-10 (pp. 202-212)  
 Kupperman, chap. 11—documents 3-5; chap. 13—documents 3-4

Dec. 9: The War for Indian Country  
 Breen & Hall, chap. 14 (pp. 370-375)  
 Nash, chap. 10 (pp. 212-220)  
 Kupperman, chap. 11—documents 6-7; chap. 13—documents 2-5

**Dec. 14-18: Final Exam (on eCollege)**  
**Research Paper Final Drafts Due Dec. 16**