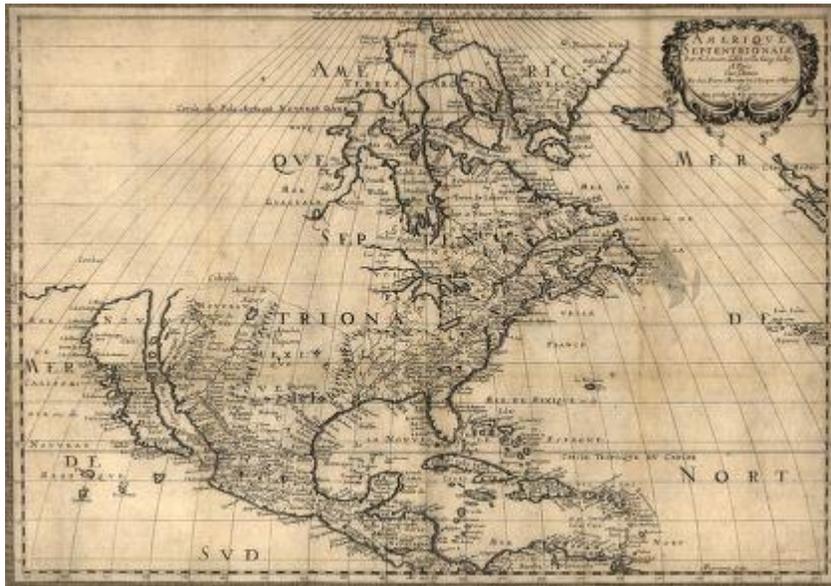




**HISTORY 402.01E: COLONIAL NORTH AMERICA
COURSE SYLLABUS: SPRING 2018**



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

Instructor: Professor John Howard Smith

Class Location/Time: Ferguson Social Sciences 141 / Mon./Wed./Fri. 11:00-11:50 a.m.

Office Location: Ferguson Social Sciences 117

Office Hours: Tuesdays & Thursdays, 9:30 a.m.-12:00, 1:00-2:30 p.m., or by appointment

University Email Address: John.Smith@tamuc.edu

COURSE INFORMATION

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*, 3rd 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*, 7th ed. (Upper Saddle River, N.J.: Pearson, 2015) ISBN13: 978-0-205-88759-0
- John Howard Smith, *The First Great Awakening: Redefining Religion in British America, 1725-1775* (Madison, N.J.: Fairleigh Dickinson University Press, 2015) ISBN13: 978-1-61147-716-0

Various items distributed as xeroxed handouts

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.

COURSE REQUIREMENTS

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., 30% 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.

Final Exam: (100 pts., 30% 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.

Primary Source Analyses: (100 pts. each, 40% of course grade, except as noted below)

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.

Each student will select two of the documents explored in the weekly In-Depth Primary Source Analysis to further analyze, employing the course texts and outside primary and secondary sources as necessary. The first document selected must be from those examined during the first half of the class (before Spring Break), the second document must be selected from those examined during the second half of the class (after Spring Break). Each document will be analyzed in a separate formal essay of six-to-eight pages in length, conforming to the parameters given below. The Primary Source Analyses are 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 consultation of outside sources in the form of scholarly books and articles. Students will gain further instruction in the art of researching and writing academic essays.

The papers 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

6-8 pages in length (*not* including the bibliography)

No title page(s)

All sources must be cited using footnotes according to Chicago/Turabian style

There must be a bibliography of works cited at the end of the paper

All pages must be numbered

Failure to submit both papers will result in an F for the course.**Concerning Turnitin**

All students will be required to submit their papers to an eCollege dropbox, which will automatically run it through Turnitin (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.)	30%
Primary Source Analyses (100 pts. each)	40%
Final Exam (100 pts.)	30%

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 OS 8 or newer, and Internet Explorer/Microsoft Edge work best.

Internet access/connection—high speed preferred (not DSL).

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.tamuc.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.

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
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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 exam 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.

"Campus Carry" Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. **Pursuant to Penal Code 46.035 and Texas A&M University-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.** For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer. **Pursuant**

to Penal Code 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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
[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*).

COURSE OUTLINE / CALENDAR

Jan. 17: Introductions**Jan. 19-26: Three Continents, 1400-1550**

Jan. 19: North America

Breen & Hall, chap. 1 (pp. 1-18)

Nash, "Introduction" and chap. 1

Kupperman, chap. 6—document 1

Jan. 22: Africa

Hine, Hine & Harrold, "Africa, ca. 6000 BCE-ca. 1600 CE" (handout)

Jan. 24: The European Renaissance and Protestant Reformation

Lippy, "Religious Currents in Reformation Europe" (handout)

Jan. 26: 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)

Jan. 29-Feb. 2: European Encounters in the "New World"

Jan. 29: 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

Jan. 31: The Columbian Exchange

Breen & Hall, chap. 2 (pp. 44-51)

Feb. 2: In-Depth Primary Source Analysis: Excerpts from Bartolomé de las Casas, *A Short Account of the Destruction of the Indies* (1552)

Feb. 5-9: The Genesis of the Atlantic World, 1500s-1620s

Feb. 5: The Iberian Atlantic World

Breen & Hall, chap. 3 (pp. 54-67)

Nash, chap. 6 (pp. 113-118)

Kupperman, chap. 3—essay by Barr

Feb. 7: 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)

Feb. 9: In-Depth Primary Source Analysis: Excerpts from Jean de Brébeuf, *The Jesuit Relations* (1632-73)

Feb. 12-16: Founding the Chesapeake Colonies

Feb. 12: Virginia

Breen & Hall, chap. 4 (pp. 83-96)

Nash, chap. 3 (pp. 45-61)

Kupperman, chap. 3—documents 6-9

Feb. 14: Maryland and the Solidification of Chesapeake Society
 Breen & Hall, chap. 4 (pp. 96-106)
 Nash, chap. 6 (pp. 123-127)
 Kupperman, chap. 4—document 5, essay by Carr & Walsh

Feb. 16: In-Depth Primary Source Analysis: Richard Frethorne's letter to his parents (1623)

Feb. 19-23: The New England Colonies, 1620-1660

Feb. 19: The Puritans of Plymouth and Massachusetts Bay
 Breen & Hall, chap. 5 (pp. 109-123)
 Nash, chap. 4 (pp. 69-83)
 Kupperman, chap. 4—documents 1-2, 4, essay by Bremer

Feb. 21: "Hiving Out"
 Breen & Hall, chap. 5 (pp. 123-134)
 Kupperman, chap. 5—document 2

Feb. 23: In-Depth Primary Source Analysis: John Winthrop, *A Modell of Christian Charity* (1630)

Feb. 26-Mar. 2: Struggles for Stability, 1640s-1670s

Feb. 26: The English Civil War and the Restoration
 Breen & Hall, chap. 7 (pp. 164-179)

Feb. 28: 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

Mar. 2: In-Depth Primary Source Analysis: Mary Rowlandson, *The Sovereignty and Goodness of God* (1682)

Mar. 5-9: The Restoration Colonies, 1660s-1700s

Mar. 5: The Indies and the Carolinas
 Breen & Hall, chap 6 (pp. 137-162), chap. 8 (pp. 206-213)
 Nash, chap. 5 (pp. 94-99), chap. 6 (pp. 118-123)
 Kupperman, chap. 7—documents 1-5, essay by Greene

Mar. 7: The "Middle Colonies"
 Breen & Hall, chap. 8 (pp. 191-206)
 Nash, chap. 5 (pp. 103-111)
 Kupperman, chap. 6—documents 1-3, essay by Beiler

Mar. 9: In-Depth Primary Source Analysis: Gabriel Thomas, "An Historical and Geographical Account of Pennsylvania and of West-New Jersey" (1698)

Mar. 12-16: Spring Break

Mar. 19-23: The Glorious Revolution in America, 1685-1693

Mar. 19: The Dominion of New England and the Glorious Revolution
 Breen & Hall, chap. 9 (pp. 216-230)

Mar. 21: The Second Indian War and Salem Witchcraft
 Breen & Hall, chap. 9 (pp. 230-239)
 Handout—"Explaining the Salem Witch Hunt" and the cases of Sarah Good and John Proctor

Mar. 23: In-Depth Primary Source Analysis: Cotton Mather's *Wonders of the Invisible World* (1689)
First Primary Source Analysis Due

Mar. 26-30: African America

Mar. 26: 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

Mar. 28: 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

Mar. 30: In-Depth Primary Source Analysis: Advertisements for Runaway Slaves from the *South Carolina Gazette* and the *Virginia Gazette* (1737-1745)

Apr. 2-6: A Consuming Society, 1700-1740

Apr. 2: Expanding Territories and Economies
 Breen & Hall, chap. 10 (pp. 245-262)
 Nash, chap. 8 (pp. 162-172)
 Calloway, chap. 5

Apr. 4: The Anglicization of Provincial America
 Breen & Hall, chap. 11 (pp. 272-287), chap. 14 (pp. 351-361)
 Nash, chap. 8 (pp. 172-175)
 Kupperman, chap. 12—document 2; chap. 14—document 1, essay by Breen

Apr. 6: In-Depth Primary Source Analysis: Excerpts from Dr. Alexander Hamilton's *Itinerarium* (1744)

Apr. 9-13: Indians in a Land Between

Apr. 9: "We Will hold fast With both Our hands"
 Breen & Hall, chap. 10 (pp. 262-269)
 Nash, chap. 9 (pp. 181-190)
 Mahican Indians, "Reply to William Burnet, Governor of New York", Sauguaarum, "An Account of Negotiations Leading to the Casco Bay Treaty" (handout)

Apr. 11: "What can we do with regard to our land?"
 Breen & Hall, chap. 11 (pp. 287-295)
 Nash, chap. 9 (remainder)
 Indians at Mashpee, Petition to the Massachusetts General Court", Nopkehe, Reply to Colonists' Complaints" (handout)

Apr. 13: In-Depth Primary Source Analysis: "The 'Walking Purchase': A Delaware Complaint and an Iroquois Response" (1737), The Treaty of Lancaster (1744); chap. 4—Canasatego, "Speech to the Virginia Commissioners at the Treaty of Lancaster" (1744)

Apr. 16-20: The First Great Awakening, 1720s-1740s

Apr. 16: A “Surprizing Work of God”

Breen & Hall, chap. 12

Nash, chap. 8 (pp. 175-180)

Smith, Introduction and chaps. 1-3

Kupperman, chap. 9—document 4

Apr. 18: A “Great and General Awakening”

Smith, chaps. 4-5

Kupperman, chap. 9—documents 1-3 and essay by Stout

Apr. 20: In-Depth Primary Source Analysis: Gilbert Tennent, *The Danger of an Unconverted Ministry* (1740)

Apr. 23-27: The First Great Awakening, 1740s-1760s

Apr. 23: “Glorious Distraction”

Smith, chaps. 6-8

Kupperman, chap. 9—documents 5-8 and essay by Brekus

Apr. 25: The African-American Awakening and the Awakening in the South

Smith, chaps. 9 & 12

Kupperman, chap. 9—document 1 and essay by Lambert

Excerpts from George Whitefield’s *Journal* (1740) (handout)

Apr. 27: In-Depth Primary Source Analysis: Aaron Burr, Sr., *The Watchman’s Answer* (1757)

Apr. 30-May 4: The Great War for Empire

Apr. 30: A “French and Indian” War

Breen & Hall, chap. 14 (pp. 361-370)

Nash, chap. 10 (pp. 202-212)

Smith, chap. 10

May 2: The Indian Awakening and Pontiac’s War

Breen & Hall, chap. 14 (pp. 370-375)

Nash, chap. 10 (pp. 212-220)

Smith, chap. 11

Kupperman, chap. 13—documents 1-5 and essay by Dowd

May 4: In-Depth Primary Source Analysis: Excerpt from Mary Jemison, *A Narrative of the Life of Mrs. Mary Jemison* (1824)

May 7-9: Final Exam (on eCollege)

Second Primary Source Analysis Due May 9