



**HISTORY 342.01B: COLONIAL NORTH AMERICA  
COURSE SYLLABUS: SPRING 2021**



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:** Zoom / Mon./Wed./Fri. 10:00-10:50 a.m.

**Office Location:** Ferguson Social Sciences 117

**Office Hours:** By appointment only

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

<b>COURSE INFORMATION</b>
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**Materials – Textbooks, Readings, Supplementary Readings:***Textbooks Required:*

- T. H. Breen & Timothy Hall, *Colonial America in an Atlantic World*, 2<sup>nd</sup> ed. (New York: Pearson/Longman, 2017) ISBN13: 978-0-205-96874-9
- 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
- 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.

<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., 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.

Class sessions will meet via Zoom every Monday, Wednesday, and Friday during the regularly scheduled class meeting time. Mondays and Wednesdays will consist mainly of an informal lecture during which students may ask questions. Most, but not all, Fridays will be devoted to an in-depth analysis of a specific document from the *Major Problems* textbook (except where otherwise noted) reflective of that week's subject matter. 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 D2L/Brightspace, 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 Analysis: (100 pts., 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 be assigned a primary source document from the *Major Problems* text to analyze in-depth, employing the other course texts and outside primary and secondary sources as necessary. The Primary Source Analysis 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 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 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

10-12 pages in length (*not* including the bibliography)

No title page

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

### Concerning Turnitin

All students will be required to submit their papers to a D2L/Brightspace 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.

### 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 Analysis (100 pts.)	40%
Final Exam (100 pts.)	30%

## TECHNOLOGY REQUIREMENTS

To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.

You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required courses are heavily video intensive
- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

You must have a:

- Sound card, which is usually integrated into your desktop or laptop computer
- Speakers or headphones.
- \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)  
<http://www.java.com/en/download/manual.jsp>

Current anti-virus software must be installed and kept up to date.

Run a browser check through the Pearson Learning Studio Technical Requirements website.  
[Browser Check](http://help.D2L/Brightspace.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browsset) [http://help.D2L/Brightspace.com/LS\\_Tech\\_Req\\_WebHelp/en-us/#LS\\_Technical\\_Requirements.htm#Browsset](http://help.D2L/Brightspace.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browsset).

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.  
JavaScript is enabled.  
Cookies are enabled.

You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software, if you do not already have them:

- [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
- [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
- [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
- [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.D2L/Brightspace.com/tamuc/index.learn?action=technical) <https://secure.D2L/Brightspace.com/tamuc/index.learn?action=technical>.

## ACCESS AND NAVIGATION

This course will be facilitated using D2L/Brightspace, 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](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, and replies will only be sent to students' LeoMail accounts. **Do not email me from your personal email account.**

## 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, early America. It is more important for students

to understand why events unfolded in the ways they did, as well as what other scholars have said and written about them, so use proper citation in papers where appropriate. **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.** There is an easy way to avoid such a dire fate: take pride in your work, and please take full advantage of the instructor's abundant willingness to help you at every opportunity.

Likewise, no element of the course grade is negotiable or optional, meaning that failure to take the final exam or to submit the document analyses in the absence of compelling, documented circumstances **will result in automatic failure of the course.** *The instructor's evaluative judgment of student work 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. Disruptive behavior will not be tolerated. If the Instructor determines that a student is not being respectful toward other students or the Instructor, or is otherwise behaving in a disruptive manner, it is the Instructor's prerogative to remove the student from the class either temporarily or permanently, as the case requires.

### **"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](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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### Jan. 11: Introductions

#### Jan. 13-22: Three Continents, 1400-1550

Jan. 13: North America

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

Nash, "Introduction" and chap. 1

Kupperman, chap. 2—document 1

Jan. 15: Africa

Hine, Hine & Harrold, "Africa, ca. 6000 BCE-ca. 1600 CE" (download from D2L)

Jan. 18: MLK Day (No Class)

Jan. 20: 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. 22: The European Renaissance and Protestant Reformation

#### Jan. 25-29: European Encounters in the "New World"

Jan. 25 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. 27: The Columbian Exchange

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

Jan. 29: In-Depth Primary Source Analysis: Excerpts from Bartolomé de las Casas, *A Short Account of the Destruction of the Indies* (1552)

[http://nationalhumanitiescenter.org/pds/amerbegin/contact/text7/casas\\_destruction.pdf](http://nationalhumanitiescenter.org/pds/amerbegin/contact/text7/casas_destruction.pdf)

#### Feb. 1-5: The Genesis of the Atlantic World, 1500s-1620s

Feb. 1: The Iberian Atlantic World

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

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

Kupperman, chap. 3—document 4 and essay by Barr

Feb. 3: 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. 5: In-Depth Primary Source Analysis: Excerpts from Jean de Brébeuf, *The Jesuit Relations* (1632-73)

**Feb. 8-12: Founding the Chesapeake Colonies**

Feb. 8: Virginia

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

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

Kupperman, chap. 3—documents 6-10 and essay by Horn

Feb. 10: 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. 12: In-Depth Primary Source Analysis: Richard Frethorne's letter to his parents (1623)

**Feb. 15-19: The New England Colonies, 1620-1660**

Feb. 15: 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. 17: "Hiving Out"

Breen & Hall, chap. 5 (pp. 123-134)

Kupperman, chap. 5—document 2

Feb. 19: In-Depth Primary Source Analysis: John Winthrop, *A Modell of Christian Charity* (1630)

**Feb. 22-26: Struggles for Stability, 1640s-1670s**

Feb. 22: The English Civil War and the Restoration

Breen & Hall, chap. 7 (pp. 164-179)

Feb. 24: 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

Feb. 26: In-Depth Primary Source Analysis: Mary Rowlandson, *The Sovereigntie and Goodness of God* (1682)

**Mar. 1-5: The Restoration Colonies, 1660s-1700s**

Mar. 1: 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. 3: 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. 5: In-Depth Primary Source Analysis: Gabriel Thomas, "An Historical and Geographical Account of Pennsylvania and of West-New Jersey" (1698)



**Mar. 8-12: The Glorious Revolution in America, 1685-1693**

Mar. 8: The Dominion of New England and the Glorious Revolution  
Breen & Hall, chap. 9 (pp. 216-230)

Mar. 10: The Second Indian War and Salem Witchcraft  
Breen & Hall, chap. 9 (pp. 230-239)

Mar. 12: In-Depth Primary Source Analysis: Cotton Mather's *Wonders of the Invisible World* (1689)

**Mar. 15-19: African America**

Mar. 15: 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. 17: 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. 19: In-Depth Primary Source Analysis: Advertisements for Runaway Slaves from the *South Carolina Gazette* and the *Virginia Gazette* (1737-1745)

**Mar. 22-26: A Consuming Society, 1700-1740**

Mar. 22: Expanding Territories and Economies  
Breen & Hall, chap. 10 (pp. 245-262)  
Nash, chap. 8 (pp. 162-172)  
Calloway, chap. 5

Mar. 24: 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

Mar. 26: In-Depth Primary Source Analysis: Excerpts from Dr. Alexander Hamilton's *Itinerarium* (1744)

**Mar. 29-Apr. 2: Indian Country—A Land Between**

Mar. 29: "We Will hold fast With both Our hands"  
Breen & Hall, chap. 10 (pp. 262-269)  
Nash, chap. 9 (pp. 181-190)

Mar. 31: "What can we do with regard to our land?"  
Breen & Hall, chap. 11 (pp. 287-295)  
Nash, chap. 9 (remainder)

Apr. 2: 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. 5-9: The First Great Awakening, 1720s-1740s**

Apr. 5: A "Surprising 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. 7: A "Great and General Awakening"

Smith, chaps. 4-5

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

Apr. 9: In-Depth Primary Source Analysis: Gilbert Tennent, *The Danger of an Unconverted Ministry* (1740)

**Apr. 12-16: The First Great Awakening, 1740s-1760s**

Apr. 12: "Glorious Distraction"

Smith, chaps. 6-8

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

Apr. 14: 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. 16: In-Depth Primary Source Analysis: Aaron Burr, Sr., *The Watchman's Answer* (1757)

**Apr. 19-23: The Great War for Empire**

Apr. 19: A "French and Indian" War

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

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

Smith, chap. 10

Apr. 21: The Great 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

Apr. 23: In-Depth Primary Source Analysis: Excerpt from Mary Jemison, *A Narrative of the Life of Mrs. Mary Jemison* (1824)

**Apr. 26-30: Final Exam (on D2L/Brightspace)**

**Primary Source Analysis Due Apr. 28**