



**HISTORY 551.01E/SW1: READINGS IN COLONIAL NORTH AMERICA
COURSE SYLLABUS: SUMMER I 2022**



Colored engraving of Theyanoguin ("King Hendrick"), Mohawk sachem (1755)

Instructor: Professor John Howard Smith

Meeting Time and Location: McDowell Business Admin. 245 / Zoom, Tues./Thurs. 10:00 a.m.—1:50 p.m.

Office Location: Journalism 301E

Office Hours: By appointment only

University Email Address: John.Smith@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:*Textbooks Required:*

- Richard Middleton and Anne Lombard, *Colonial America: A History to 1763*, 4th ed. Chichester: Wiley-Blackwell, 2011. ISBN13: 978-1-4051-9004-6 (see below)¹
- Alice Beck Kehoe, *North America before the European Invasions*, 2nd ed. New York and London: Routledge, 2017. ISBN13: 978-138-89003-9
- Mary Beth Norton, *Founding Mothers & Fathers: Gendered Power and the Forming of American Society*. New York: Vintage Books, 1996. ISBN10: 0-679-74977-2
- Philip D. Morgan, *Slave Counterpoint: Black Culture in the Eighteenth-Century Chesapeake & Lowcountry*. Chapel Hill: University of North Carolina Press, 1998. ISBN10: 0-8078-4717-8
- Jane T. Merritt, *At the Crossroads: Indians & Empires on a Mid-Atlantic Frontier, 1700-1763*. Chapel Hill: University of North Carolina Press, 2003. ISBN10: 0-8078-5462-X
- Jon Butler, *Becoming America: The Revolution before 1776*. Cambridge, Mass.: Harvard University Press, 2000. ISBN10: 0-674-00667-4

Supplemental Materials:

Various journal articles posted to D2L/Brightspace

Course Description:

This course provides an introduction to a range of research questions and historiographical debates which occupy early Americanists specializing in the colonial period through 1763. Readings will concentrate on American Indian cultures, European contact and conquest, and American Indian responses; the emergence of Anglo-American social, economic, and political institutions; the rise and growth of slavery; the French and Indian War, and the early preconditions of the American Revolution.

Student Learning Outcome:

Students will develop a familiarity with the historiography pertaining to colonial North America, particularly that which is focused on the British mainland colonies.

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., 70% of course grade)

Student Learning Outcome: Students will develop a familiarity with the historiography pertaining to colonial North America, particularly that which is focused on the British mainland colonies.

¹ Please note, *Colonial America* is to be read preferably in its entirety, or at least the first several chapters, *prior* to the first class meeting. The other books and journal articles will presume a familiarity with the subject matter as gleaned from a careful reading of this general survey text, which will otherwise not be a subject of class discussions.

Participation in class discussions is intended to allow students to talk about issues pertaining to the topics at hand concerning various aspects of colonial North American history and society, and will serve to inform the Instructor about how well students are absorbing course content. They will also allow students to further develop and refine skills in scholarly debating, as they will be required to answer questions posed by the Instructor and by their classmates in coherent and insightful ways.

Historiographic Essay: (100 pts, 30% of course grade)

Student Learning Outcome: Students will develop a familiarity with the historiography pertaining to colonial North America, particularly that which is focused on the British mainland colonies.

The historiographic essay is to be an analytical review of Jon Butler's *Becoming America* as interpreted through the lenses of the other scholarship read for the course.

The paper must conform to the following physical parameters:

- Processed using MS Word or WordPerfect in 12 pt. Times New Roman font (10 pt. for footnotes)
- 1-inch margins all around, and double-spaced text
- 12-15 pages in length (*not* including the bibliography)
- All sources must be cited using footnotes in the Turabian/Chicago style
- There must be a bibliography of works cited at the end of the paper
- All pages must be numbered

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.)	70%
Historiographical Essay (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.

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:

- o [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
- o [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
- o [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
- o [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.

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 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). **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 submit the historiographic essay in the absence of compelling, documented circumstances **will result in automatic failure of the course.** *The instructor's evaluative judgment of assignments 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.

"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.

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
[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*).

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel.

COURSE OUTLINE / CALENDAR

June 7: Introductions / Precolumbian North America

Readings: Kehoe, *North America before the European Invasions* (entire)

June 9: Contact, Conquest, and Colonization

Readings: Alfred W. Crosby, "Virgin Soil Epidemics as a Factor in the Aboriginal Depopulation in America", *The William and Mary Quarterly*, 3rd Ser., 33 (Apr. 1976), 289-299

David S. Jones, "Virgin Soils Revisited", *The William and Mary Quarterly*, 3rd Ser., 60 (Oct. 2003), 703-742

Neal Salisbury, "The Indians' Old World: Native Americans and the Coming of the Europeans," *The William and Mary Quarterly*, 3rd Ser., 53 (Jul. 1996), 435-458

James D. Rice, "War and Politics: Powhatan Expansionism and the Problem of Native American Warfare", *The William and Mary Quarterly*, 3rd Ser., 77 (Jan. 2020), 3-32

June 14: Forging Euro-American Identities in North America, Part I

Readings: Norton, *Founding Mothers & Fathers*, Introduction and chaps. 1-5

Alice Henton, "'Once Masculines . . . Now Feminines Awhile': Gendered Imagery and the Significance of Anne Bradstreet's *The Tenth Muse*", *The New England Quarterly* 85 (Jun. 2012), 302-325

Karyn Valerius, "'So Manifest a Signe from Heaven': Monstrosity and Heresy in the Antinomian Controversy", *The New England Quarterly* 83 (Jun. 2010), 179-199

June 16: Forging Euro-American Identities in North America, Part II

Readings: Norton, *Founding Mothers & Fathers*, chaps. 6-8 and Conclusion

Michael G. Ditmore, "A Prophetess in Her Own Country: An Exegesis of Anne Hutchinson's 'Immediate Revelation'", *The William and Mary Quarterly*, 3rd Ser., 57 (Apr. 2000), 349-392

Jane Kamensky, "Salem Obsessed; Or, 'Plus Ça Change': An Introduction", *The William and Mary Quarterly*, 3rd Ser., 65 (Jul. 2008), 391-400

Richard Latner, "Salem Witchcraft, Factionalism, and Social Change Reconsidered: Were Salem's Witch-Hunters Modernization's Failures?", *The William and Mary Quarterly*, 3rd Ser., 65 (Jul. 2008), 423-448

June 21: Slavery and the Foundations of African America, Part I

Readings: Morgan, *Slave Counterpoint*, chaps. 1-7

June 23: Slavery and the Foundations of African America, Part II

Readings: Morgan, *Slave Counterpoint*, chaps. 8-10

Antonio T. Bly, "Pretty, Sassy, Cool: Slave Resistance, Agency, and Culture in Eighteenth-Century New England", *The New England Quarterly* 89 (Sept. 2016), 457-492

T. H. Breen, "'Baubles of Britain': The American and Consumer Revolutions of the Eighteenth Century", *Past and Present* 119 (May 1988), 73-104

June 28: The First Great Awakening

Readings: Jon Butler, "Enthusiasm Described and Decried: The Great Awakening as Interpretive Fiction", *Journal of American History* 69 (Sept. 1982), 305-325

Susan O'Brien, "A Transatlantic Community of Saints: The Great Awakening and the First Evangelical Network, 1735-1755", *The American Historical Review* 91 (Oct. 1986), 811-832

Frank Lambert, "The Great Awakening: Whose Interpretive Fiction?", *The New England Quarterly* 68 (Dec. 1995), 650-659

_____, "'I Saw the Book Talk': Slave Readings of the First Great Awakening," *The Journal of African American History* 77 (Winter 2002), 12-25

Douglas L. Winiarski, "Souls Filled with Ravishing Transport: Heavenly Visions and the Radical Awakening in New England", *The William and Mary Quarterly*, 3rd Ser., 61 (Jan. 2004), 3-46

June 30: The First World War

Readings: Thomas Agostini, "'The Provincials Will Work Like Giants': British Imperialism, American Colonial Troops, and Transatlantic Labor Economics during the Seven Years' War", *Early American Studies* 15 (Winter 2017), 64-98

Elizabeth Hornor, "Intimate Enemies: Captivity and Fear of Indians in the Mid-Eighteenth-Century Wars", *Pennsylvania History: A Journal of Mid-Atlantic Studies* 82 (Spring 2015), 162-185

Duane Champagne, "The Delaware Revitalization Movement of the 1760s: A Suggested Reinterpretation", *American Indian Quarterly* 12 (Spring 1988), 107-126

Gregory Evans Dowd, "The French King Wakes Up in Detroit: 'Pontiac's War' in Rumor and History", *Ethnohistory* 37 (Summer 1990), 254-278

July 5: Native America Reconsidered

Readings: Merritt, *At the Crossroads* (entire)

July 7: Becoming America

Readings: Butler, *Becoming America* (entire)

Historiographic Essay Due Jul. 8