



HISTORY 551.01E: READINGS IN COLONIAL NORTH AMERICAN HISTORY COURSE SYLLABUS: SPRING 2023



Peter Cooper, *The Southeast Prospect of the City of Philadelphia* (c.1720)
Library Company of Philadelphia, Philadelphia, PA

Instructor: Professor John Howard Smith

Class Location/Time: Ferguson Social Sciences 124 / Wednesdays, 7:20-10:00 p.m.

Office Location: Ferguson Social Sciences 117

Office Hours: Tuesdays and Thursdays, 9:00 a.m.-12:00 p.m., or by appointment

University Email Address: John.Smith@tamuc.edu

COURSE INFORMATION

Course Prerequisite/Co-requisite: None

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)

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 and Fathers: Gendered Power and the Forming of
American Society*. New York: Vintage Books, 1996. ISBN10 0-679-74977-2

James T. Lemon, *The Best Poor Man's Country: A Geographical Study of Early
Southeastern Pennsylvania*. New York: W. W. Norton & Co., 1972. ISBN10 0-393-
00804-5

Fred Anderson, *The War that Made America: A Short History of the French and Indian War*.
New York: Penguin Group, 2005. ISBN10 0-14-303804-4

- Neal Salisbury, *Manitou and Providence: Indians, Europeans, and the making of New England, 1500-1643*. New York: Oxford University Press, 1982. ISBN10 0-19-50354-6
- Jon Butler, *Becoming America: The Revolution before 1776*. Cambridge, Mass.: Harvard University Press, 2000. ISBN10 0-674-00667-4
- 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
- Edmund S. Morgan, *American Slavery, American Freedom*. New York: W. W. Norton Co., 1975. ISBN10 0-393-32494-X
- 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.
- Douglas L. Winiarski, *Darkness Falls on the Land of Light: Experiencing Religious Awakenings in Eighteenth-Century New England*. Chapel Hill: University of North Carolina Press, 2017. 978-1-4696-5227-6
- Daniel K. Richter, *The Ordeal of the Longhouse: The Peoples of the Iroquois League in the Era of European Colonization*. Chapel Hill: University of North Carolina Press, 1992. ISBN10 0-8078-4394-6

Supplemental Reading:

Selected journal articles downloadable from the course's D2L/Brightspace site.

Course Description:

This course provides an introduction to the wide 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 First Great Awakening; the French and Indian War, and the 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.

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| COURSE REQUIREMENTS |
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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., 40% 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.

Participation in class discussions is intended to allow students to talk about issues pertaining to the topics at hand concerning various aspects of the historiography of colonial North America, 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.

Short Book Reviews: (2@100 pts. each, 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.

Students will complete a short (5-7 pp.) review of each of any **two** of the following books used in this course:

Merritt, *At the Crossroads*
 Norton, *Founding Mothers and Fathers*
 E. Morgan, *American Slavery, American Freedom*
 Richter, *The Ordeal of the Longhouse*
 P. Morgan, *Slave Counterpoint*
 Salisbury, *Manitou and Providence*
 Winiarski, *Darkness Falls on the Land of Light*.

Any one review will be due exactly one week after the book has been discussed in class (e.g., a review of *The Ordeal of the Longhouse* will be due on March 27).

Historiography Paper: (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 historiography paper will be a 15-20-page review of *Becoming America* in light (and the shadow) of the other course readings.

Grading

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

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

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| Attendance and Participation (100 pts.) | 40% |
| Book Reviews (100 pts.) | 30% |
| Historiography Paper (100 pts.) | 30% |

TECHNOLOGY REQUIREMENTS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are links to the technical requirements:

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, a TAMUC campus open computer lab, etc.

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 48 hours, and replies will only be sent to students' LeoMail accounts. **Do not email me from your personal email account.** Students may also be able to reach me by phone during office hours, and at other times do not leave a callback number as I do not return students' phone calls.

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.**

*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. 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.

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

Statement on Student Grievances

Students who have questions or concerns about the Instructor's course policies or the conduct either of the Instructor or a classmate should first consult with the Instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky (Sharon.Kowalsky@tamuc.edu). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

"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.

Statement on the Uses of Artificial Intelligence

Texas A&M University-Commerce acknowledges that there can be legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words. **However, use of such tools cannot take the place of original composition on academic writing assignments, and therefore is expressly forbidden by the Instructor in this course.** Any discovered and confirmed use of such software constitutes an instance of academic dishonesty, and will result in the same penalties that attend cases of plagiarism. Students are fully responsible for the content of any assignment they submit, including cases in which A.I. was used, and especially in cases where the A.I. software plagiarized another text and/or misattributed or otherwise misrepresented primary and/or secondary source materials. For further information please consult A&M-Commerce policy 13.99.99.R0.10: Graduate Student Academic Dishonesty.

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*).

Mental Health Services

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.

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| COURSE OUTLINE / CALENDAR |
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Jan. 31 Introductions / Pre-Columbian North America

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

Feb. 7 European Exploration, Contact, and Conquest

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

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

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

Patricia Lopes Don, "Franciscans, Indian Sorcerers, and the Inquisition in New Spain, 1536-1543," *Journal of World History* 17 (Mar. 2006), 27-49

María Elena Martínez, "The Black Blood of New Spain: *Limpieza de Sangre*, Racial Violence, and Gendered Power in Early Colonial Mexico," *The William and Mary Quarterly*, 3rd Ser., 61 (Jul. 2004), 479-520

John Steckley, "The Warrior and the Lineage: Jesuit Use of Iroquoian Images to Communicate Christianity," *Ethnohistory* 39 (Autumn 1992), 478-509

Feb. 14 English Colonization of the Chesapeake and Tidewater

E. Morgan, *American Slavery, American Freedom*, chaps. 1-14

Cary Carson, Joanne Bowen, Willie Graham, Martha McCartney, and Lorena Walsh, "New World, Real World: Improvising English Culture in Seventeenth-Century Virginia," *The Journal of Southern History* 74 (Feb. 2008), 31-88

Ethan A. Schmidt, "Cockacoeske, Weroansqua of the Pamunkeys, and Indian Resistance in Seventeenth-Century Virginia," *American Indian Quarterly* 36 (Summer 2012), 288-317

Feb. 21 English Colonization of New England

Salisbury, *Manitou and Providence* (entire)

David J. Silverman, "Indians, Missionaries, and Religious Translation: Creating Wampanoag Christianity in Seventeenth-Century Martha's Vineyard," *The William and Mary Quarterly*, 3rd Ser., 62 (Apr. 2005), 141-174

Feb. 28 The Middle Colonies

Sung Bok Kim, *Landlord and Tenant in Colonial New York: Manorial Society, 1664-1775*, chaps. 1-2 (handout)

James T. Lemon, *The Best Poor Man's Country* (entire)

Mar. 6 The Stabilization of Anglo-America

E. Morgan, *American Slavery, American Freedom*, chaps. 15-16

Norton, *Founding Mothers and Fathers* (entire)

Mar. 13 Spring Break—No Class**Mar. 20 A People in a Land Between**

Richter, *The Ordeal of the Longhouse* (entire)

Mar. 27 The Eighteenth-Century British America

E. Morgan, *American Slavery, American Freedom*, chaps. 17-18

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

Merritt, *At the Crossroads* (entire)

Apr. 3 The Creation of African America, Part I

P. Morgan, *Slave Counterpoint*, "Prelude" and chaps. 1-5

Apr. 10 The Creation of African America, Part II

P. Morgan, *Slave Counterpoint*, chaps. 6-10 and "Coda"

Apr. 17 The First Great Awakening

Winiarski, *Darkness Falls* (entire)

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

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

Apr. 24 The Great War for Empire

Anderson, *The War That Made America* (entire)

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

May 1 A Modern Society?

Butler, *Becoming America* (entire)

Historiography Paper Due on May 10**Paper Parameters**

All papers must be composed using Microsoft Word (any version published since 1997).

Text must be in 12 pt. Times New Roman font (10 pt. for footnotes).

Margins must be one inch on top and bottom, left and right, with full justification of text.

Disable the “extra space between paragraphs of same type” function.

Documentation must take the form of footnotes (no parenthetical citations or endnotes).

Bibliography must begin on a separate page, not on the same page as the end of the text.

Consult the Style Guide, “Wade Mecum,” for detailed information about how a proper history paper should look and what it should contain. The guide is downloadable from the course’s D2L/Brightspace site.