

The American Colonial Experience
HIST561, Fall 2007
Mon. & Wed. 10-10:50, Manning 209 (plus Fri. recitations)

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Teaching Assistant: Katy Smith
Apprentice Teacher: Jonathan Hancock

Required Books

History 561 Course Pack

How Did American Slavery Begin?, ed. Edward Countryman (1999)

Laurel Thatcher Ulrich, *Good Wives: Image and Reality in the Lives of Women in Northern New England, 1650-1750* (1982)

Fred Anderson, *The War That Made America: A Short History of the French and Indian War* (2005)

The Course Pack and books are available at the bookstore, and the books are on reserve in the Undergraduate Library.

The Class Schedule (later in this syllabus) lists reading assignments for each week.

Purpose of the Course

In this course, we will study the history of Colonial America. Along the way, we will consider: Why did the peoples of America, Europe, and Africa come together on this continent? How did contact with newcomers (and their diseases and technologies) change native societies? How did native peoples affect Europeans and Africans? What common objectives, attitudes, and behaviors did the European colonizers bring with them? How did they differ? Why did a slave economy develop in the Americas? In what ways did Native Americans and African Americans respond to Europeans' colonizing efforts? Why did such different colonies develop on the land that would eventually become the United States? How did the developments of colonial America make possible the late eighteenth-century revolt by British colonists on the Atlantic seaboard?

Assignments

In-class Participation: We will have short discussions in class Mondays and Wednesdays and discussion-based recitations on Fridays. If the Class Schedule (in this syllabus) lists a reading assignment for a particular day, you should come to class on that day having completed that day's reading assignment and being prepared to discuss it. If you do the reading and participate actively and constructively in the discussions throughout the term, you will receive a good participation grade. If you find that you have difficulty speaking in class, please come to see TA Smith or Professor DuVal to discuss how you can participate more fully.

Written Reactions to Readings: For eight of the Fridays that the class meets, the syllabus lists a question. At the beginning of that Friday's recitation, you must turn in one full typed paragraph answering the question given for that day in the syllabus. Because one of the goals of this class is to improve your writing, your grade will reflect the quality of the writing as well as the thoughtfulness of your answer to the question. The first sentence of the paragraph should be a strong thesis that answers the question. The following sentences should support that thesis. You must include examples and quotations from the assigned text to support your thesis and properly cite your sources. The final sentence should sum up the paragraph. The paragraph should be a reasonable paragraph length—about half of a page, double-spaced. We will count off if it is longer than $\frac{3}{4}$ of a page, and we will not accept late paragraphs.

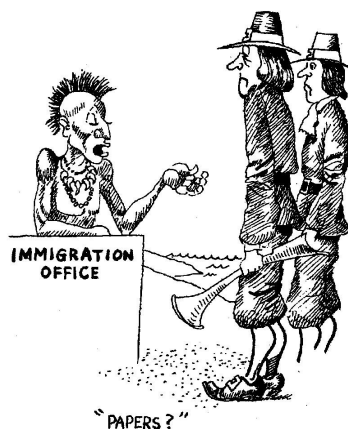
First Exam: This 50-minute exam will consist of two parts. 1. Term identifications will require you to identify and explain the historical significance of important terms Prof. DuVal has used in lecture (and written on the board). 2. Primary source identifications will require you to identify and explain the historical significance of quotations or images that we have discussed in class.

Paper: In a well-structured, six-page paper using Laurel Thatcher Ulrich's *Good Wives* and other relevant readings and lectures from the class, compare the lives of white women in New England to the lives of another group of people in colonial America, different from Ulrich's women in race, sex, and/or region. We will subtract one-third of a letter grade from papers turned in after class on the day they are due and an additional one-third of a letter grade per day thereafter.

Second Exam: The second exam will have the same structure as the first exam.

Final Exam: The final exam for this class will have the same structure as the other exams plus an essay question on *The War That Made America*. It will be cumulative.

Each graded component of the class will count for $\frac{1}{6}$ of your grade.



Cartoonist Robert Freeman
from *Indians in American History*, ed. Hoxie & Iverson

Class Schedule

Week 1 What is Colonial History?

Wednesday, August 22 What is Colonial History?
Friday, August 24 recitation

Week 2 Three Old Worlds

Monday, August 27 North America before 1492
Wednesday, August 29 Two More 15th-Century Worlds
Friday, August 31 recitation

Reading Assignment:

- Introduction, Course Pack, 4-10
- Great Law of the Iroquois League, c. 1300s, Course Pack, 54-59
- Samuel de Champlain on Founding Quebec, 1608, Course Pack, 59-61
- John Winthrop on Founding New England, 1630, Course Pack, 61-63
- Laws for the Province of Pennsylvania, 1682, Course Pack, 63-66
- Venture Smith's Account of Slavery and Freedom, 1700s, Course Pack, 86-87 only

Writing Assignment: Choose one of this week's primary documents (not the introduction). How did the author (or authors) think a good society should function? A good topic sentence might begin: "The Iroquois League founders believed that a society functioned best if . . ." Through the rest of the paragraph explain your theory, using examples and quotations from that document. Summarize the main point of your paragraph in the final sentence.

Week 3 Encounters and Invasions

Monday, September 3 no class—Labor Day
Wednesday, September 5 Encounters and Invasions
Friday, September 7 recitation

Reading Assignment:

- Alfred W. Crosby, "Virgin Soil Epidemics as a Factor in the Aboriginal Depopulation in America," *William and Mary Quarterly* 33 (1976), 289-299
To access this article using a computer connected to UNC, title search "William and Mary Quarterly" in the library catalog and find vol. 33.
If you have trouble accessing articles for this class, please contact the TA or professor.
- Paul Kelton, "Avoiding the Smallpox Spirits: Colonial Epidemics and Southeastern Indian Survival," *Ethnohistory* 51 (2004), 45-71
To access this article using a computer connected to UNC, title search "Ethnohistory" in the library catalog and find vol. 51.
- Christopher Columbus to Luis de Santángel, 1493, Course Pack, 15-19
- Montagnais Indians on Their First Encounter with the French, Early 1500s, Course Pack, 44
- Olaudah Equiano on Encountering Europeans, 1740s, Course Pack, 48-49

Writing Assignment: What is the major difference between Crosby's and Kelton's interpretations?

Week 4 Early Colonization Attempts

Monday, September 10 Exploration

Wednesday, September 12 Rivals

Friday, September 14 recitation

Reading Assignment:

- Jacques Cartier's First Voyage, 1534, Course Pack, 19-24
- Alvar Nuñez Cabeza de Vaca's Shipwreck off the Texas Coast, 1528-36, Course Pack, 24-29
- Pedro de Castañeda de Nájera on the Search for the Seven Cities of Cíbola, 1540, Course Pack, 38-43
- Francisco L. de M. Grájales's Account of the Conquest of Florida, 1565, Course Pack, 123-130
- Letter from Marie de L'Incarnation to Her Son, 1667, Course Pack, 101-104

Writing Assignment: Pick one of this week's authors. Which influenced this author's opinion of North America more: her/his reasons for coming or experiences once here?

Week 5 The Beginnings of American Slavery

Monday, September 17 **First Exam**

Wednesday, September 19 The Beginnings of American Slavery

Friday, September 21 recitation

Reading Assignment:

- Introduction, *How Did American Slavery Begin?*, 1-13
- Ira Berlin, "From Creole to African," *How Did American Slavery Begin?*, 17-63
- Martha Washington, "Gullah Roots," *How Did American Slavery Begin?*, 65-84

Writing Assignment: Some histories of slavery start with the arrival of African slaves to Virginia in 1619. How does learning about the earlier history of slavery help us understand American slavery?

Week 6 Powhatan Country

Monday, September 24 The British Settle

Wednesday, September 26 in-class film: *Africans in America*, part 1

Friday, September 28 recitation

Reading Assignment:

- A. Leon Higginbotham Jr., "The Ancestry of Inferiority," *How Did American Slavery Begin?*, 85-98
- Winthrop D. Jordan, "American Chiaroscuro," *How Did American Slavery Begin?*, 99-117
- Edmund S. Morgan, "Slavery and Freedom," *How Did American Slavery Begin?*, 119-145
- Lois Green Carr and Lorena S. Walsh, "The Planter's Wife: The Experience of White Women in Seventeenth-Century Maryland," *William and Mary Quarterly* 34 (1977), 542-571
To access this article using a computer connected to UNC, title search "William and Mary Quarterly" in the library catalog and find vol. 34.
- Virginia Codes Regulating Servitude and Slavery, 1642-1705, Course Pack, 78-82

Writing Assignment: Choose Higginbotham, Jordan, or Morgan: in his opinion, how did American slavery begin?

Week 7 The Atlantic Coast

Monday, October 1 New England
Wednesday, October 3 The Atlantic Coast
Friday, October 5 recitation

Reading Assignment:

- Laurel Thatcher Ulrich, *Good Wives*, 3-183

Writing Assignment: What is Ulrich's main argument about the lives of women in New England? Explain.

Week 8 Good Wives and Clan Mothers

Monday, October 8 Women and Early Colonization
Wednesday, October 10 Iroquoia

Thesis statement due by email to your TA by 5 on Wednesday

Friday, October 12 no recitation—University Day
The TA and professor will have extra office hours, to be announced.

Week 9 The Deep South

Monday, October 15 The Deep South
Paper due in class Monday
Wednesday, October 17 no class—Fall Break
Friday, October 19 no recitation—Fall Break

Week 10 Native Grounds

Monday, October 22 Great Plains
Wednesday, October 24 Great Lakes and Louisiana
Friday, October 26 recitation

Reading Assignment:

- Susan Sleeper-Smith, "Women, Kin, and Catholicism: New Perspectives on the Fur Trade," *Ethnohistory* 47 (2000), 423-452

To access this article using a computer connected to UNC, title search "Ethnohistory" in the library catalog and find vol. 47.

- Saukamappee on the Coming of Horses, Guns, and Smallpox, 1700s, Course Pack, 70-73
- Jacques Marquette on Descending the Mississippi River with Louis Joliet, 1673, Course Pack, 29-31
- Henri Joutel's Account of the Murder of La Salle, 1687, Course Pack, 130-137
- Father J. Gravier Describes Indian Conversions at the Illinois Mission, 1694, Course Pack, 104-109

Writing Assignment: Explain one way in which French, British, and Spanish colonization in North America differed or was similar.

Week 11 Colonization Almost Unravels

Monday, October 29 Conflicts, Part I

Reading Assignment for Monday's Class:

- Antonio de Otermín Describes the Pueblo Revolt, 1680, Course Pack, 137-143

Wednesday, October 31 Conflicts, Part II

Reading Assignment for Wednesday's Class:

- Antoine S. Le Page Du Pratz Describes French Conflict with the Natchez, 1729, Course Pack, 144-151

Friday, November 2 no recitation

Week 12 Slavery Entrenched

Monday, November 5 Comparative Eighteenth-Century Slavery

Wednesday, November 7 Slavery, Resistance, and Slave Life

Friday, November 9 recitation

Reading Assignment:

- Venture Smith's Account of Slavery and Freedom, 1700s, Course Pack, 86-92

- Afro-Floridians to the Spanish King, 1738, Course Pack, 92-93

- Runaway Advertisements, Mid-1700s, Course Pack, 94-96

- Phillis Wheatley's "On Being Brought from Africa to America," 1773, Course Pack, 122

Writing Assignment: Choose one of the slaves from your readings this week. What can you tell about her/his ways of dealing with bondage?

Week 13 Continental Shifts

Monday, November 12 The Mid-Eighteenth-Century

Wednesday, November 14 The Great Awakening

Friday, November 16 recitation

Reading Assignment:

- *The War That Made America*, vii-115

- Father Junípero Serra Writes from San Diego, 1770, Course Pack, 67-69

- Catherine the Great's Response to a Petition to Establish a Russian Colony, 1788, Course Pack, 74-75

- Magdalena's Letter to Queen Sophia Magdalen of Denmark, 1739, Course Pack, 98

Week 14 Test and Rest

Monday, November 19 **Second Exam**

Wednesday, November 21 no class—Thanksgiving

Friday, November 23 no recitation—Thanksgiving

Week 15 War and Peace

Monday, November 26 Seven Years' War

Wednesday, November 28 Consequences

Friday, November 30 recitation

Reading Assignment:

- *The War That Made America*, 119-265

- Susannah Johnson Recalls Her Captivity, 1754-1757, Course Pack, 112-120

Week 16 The End

Monday, December 3 "American" Culture in 1763

Final Times (choose one): Wednesday, December 5, 10-12 a.m., Manning 209

Friday, December 14, 8-10 a.m., Manning 209

Honor Code

The honor code is in effect in this and all other classes at the University of North Carolina, Chapel Hill. Please read the following, from The Instrument of Student Judicial Governance, Section IIB, Academic Dishonesty:

It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty, including but not limited to, the following:

1. Plagiarism in the form of deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.

2. Falsification, fabrication, or misrepresentation of data, other information, or citations in connection with an academic assignment, whether graded or otherwise.

3. Unauthorized assistance or unauthorized collaboration in connection with academic work, whether graded or otherwise.

4. Cheating on examinations or other academic assignments, whether graded or otherwise, including but not limited to the following: a. Using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods); b. Violating or subverting requirements governing administration of examinations or other academic assignments; c. Compromising the security of examinations or academic assignments; d. Representing another's work as one's own; or e. Engaging in other actions that compromise the integrity of the grading or evaluation process.

5. Deliberately furnishing false information to members of the University community in connection with their efforts to prevent, investigate, or enforce University requirements regarding academic dishonesty.

6. Forging, falsifying, or misusing University documents, records, identification cards, computers, or other resources so as to violate requirements regarding academic dishonesty.

7. Violating other University policies that are designed to assure that academic work conforms to requirements relating to academic integrity.

8. Assisting or aiding another to engage in acts of academic dishonesty prohibited by Section II. B.

Guidelines for the Paragraphs and the Paper

Type and proofread paragraphs and papers. Use double-spacing, reasonable margins (about an inch on each side), and a 12-point font size. Papers can get lost; please keep a copy. For the paper, number the pages, staple them together, and write a title that reflects the subject and your argument.

The paper must have an argument; it is not a thought-piece. The paper must state the argument in the introduction, support it with every body paragraph (and each paragraph's topic sentence), and wrap it up in the conclusion. Papers must be your own work. Do not borrow arguments from your textbook, editors' introductions, or fellow students.

Introduce and explain each quotation you use to support your argument. Two short quotations are often more convincing than one long one. Do not over-quote. Cite all evidence that you use, whether you are quoting directly or not. We will discuss citations in recitation.

We have high standards for the quality of out-of-class writing. We will grade careless errors and similar mistakes strictly. Please come to see us if you need grammar or other writing advice.

Common Writing Mistakes

1) The passive voice weakens prose and obscures meaning; avoid it. In passive sentences, a helping verb precedes a past participle form of an action verb. The subject is at the end of the sentence or missing altogether. "The battle was won by the Wampanoags." is in the passive voice. "The Wampanoags won the battle." is a stronger, clearer sentence.

2) Always use past tense in a history paper.

3) Write out contractions. For example, write "could not" rather than "couldn't."

4) Be sure to use commas correctly. When a conjunction (and, or, but, so) links two clauses with their own subjects, use a comma: "The Wampanoags won many battles, but they ran out of ammunition." If there is no subject following the verb, the sentence does not need a comma: "The Wampanoags won many battles but ran out of ammunition." A comma is not strong enough to separate two independent clauses without a conjunction; use a semicolon or separate the sentence in two: "The Wampanoags thought they would win; they were wrong."

5) If one thing changed another, it "affected" it (verb). The change itself is the "effect" (noun).

6) The word "novel" only refers to fictional works. Autobiographies, biographies, textbooks, monographs, and essays are non-fiction. When in doubt, just use "book" or "work."