1. **Intent:** This course is designed to immerse you in the primary sources of the English and Native American experience of colonization and exploration in the sixteenth and seventeenth centuries. This is very much a course about mentalité rather than events or social history. We want to understand the mindset of the English who appeared on the eastern seaboard of North America, and how they understood the land and people they found, and also how those Native Americans came to understand them. In general, for each region we will look at primary materials first (or literary representations of the experience), trying from the sources themselves to decode how the participants were thinking and interpreting their experiences. Then we will turn to either anthropological or historical approaches and see how those two disciplines have worked with the material we have read. As we go forward you will find that an understanding of history, literature, theology and anthropology are all essential tools to understanding the intersection of cultures across the Atlantic.

The early colonial period was a period of incredible flux and one in which the participants were trying to figure out the extent and nature of the new worlds that appeared to be opening up around them. It is my hope that in exploring these documents you will gain a new appreciation for just how wide the world seemed to them at the time. Anything was possible.

2. **Specifics:**

   **Class Preparation and Participation:** For each week you will be assigned (as groups or individuals) issues to be prepared to discuss in more detail. Your participation grade will be based on your preparedness for class, and will constitute 25% of your grade.

   **Written Assignments:** Given the heavy reading requirements of this course, we will have a number of smaller written assignments, but no large research paper.

   1. You should purchase a smallish 3-ring notebook, in which you will compile the numerous small assignments that you will do over the course of the semester. At the end of the semester you will turn it in and I will grade it as an overall product. During the semester I will spot-check the assignments, and you will be expected to present them occasionally in class. Don't fall behind! Your notebook will count for 30% of your grade. There will be 9 "small" assignments spread out over the course of the semester. They are listed here briefly for reference purposes; details will be explained in class.

      I. Oxford English Dictionary (word, context of original, & def.)
      III. Early English Books (relevant work >8pp; citation and summary, printout of title page)
      IV. Evans (sermon, from before 1680, citation, summary, printout of title page)
      V. Edited Colonial Documents (assembly session summary)
2. You will need to prepare a review of 2 of the 3 secondary books that we are reading (Oberg, Gleach, or Archer). The reviews should be 500-750 words each, and should include: (1) information on the author and his qualifications or experience; (2) a brief description of the organization and scope of the work; (3) a statement of the thesis or purpose or theme of the work; (4) your evaluation of the success of the author in achieving that thesis or purpose. Due Week 14, but I strongly recommend you do one earlier and turn it in for grading to help you better prepare the 2nd one. 10% each = 20%

3. You will write a final essay (7-10 pp) comparing some aspect of the experience of settlement/development in New England and the Chesapeake. You should choose a theme along which to compare them, since a full comparison is beyond such a short page limit. Possible themes include: politics, labor, power, social stratification, motivations, economics, gender, leadership, race, contact experience, and more. Note that talking about any one of these themes probably necessitates mentioning some of the others, but choose one around which to center your argument. We will discuss this assignment further in class. Due Week 14: 25%

3. ADMINISTRATIVE INFORMATION

Plagiarism: Plagiarism is defined as the unacknowledged use of the words or ideas of another person. The most obvious case of plagiarism is the use of another's words in a word-for-word manner in your own work, without citing the original author. It also includes, however, borrowing the framework of ideas from another author (or another student), again, unless you acknowledge that borrowing in your work. If you ever have any doubts then ask. You are responsible for understanding and following the University Honor Code. Plagiarism will lead to the severest possible consequences.

Late policy: All assignments are due at the beginning of class on the day specified in the syllabus (unless other arrangements have been made). Do not come late or skip class to finish an assignment. It will be counted late. More specifically, any work turned in late, but on the same day, will be docked 1/3 of a letter grade. For each succeeding 24 hour period that it is not turned in it will lose a full letter grade. Reasonable excuses will be accepted with documentation. Note that there is a substantial difference between an "F" and a zero. Turn in work even if it is very late.

Finding me: I will have office hours on Tues 9-10 and Thurs from 12-1:30. I'm also available by appointment, easiest arranged via email or before/after class.

4. Books: You should purchase or secure copies from local libraries of the books listed below. They have been ordered through the bookstore, but you should also be able to find many of them even more cheaply in local used bookstores or through internet used book search engines. (Try
www.bookfinder.com. For your assistance I have provided official retail prices. Some readings will be made available online.

BOOKS:


Williams, Roger. *A Key into the Language of America*. Bedford, Mass.: Applewood Books, 1997. ISBN: 1557094640 $12.95 (OPTIONAL, because it is also available online)

4. **Schedule** (books are indicated by author’s name in italics. Items not online or in books will be downloadable from Blackboard).

**Week 1: Introduction**

**Week 2: Initial forays and first contacts**
Read:
- **Quinn** (the Barlowe, Lane, Hariot, and White documents) (12+22+31+5+16+14pp)

**Week 3: The Virginia Voyages - the view from back home**
Read:
- Shakespeare

**Week 4: The Virginia Voyages - first settlement**
Read:
- *Kupperman* (pp. 57-203 only)

**Week 5: The Virginia Voyages - the problem of contact**
Read:
- *Gleach* (pp. 1-105)

**Week 6: The Virginia Voyages - the problem of contact**
Read:
- *Gleach* (pp. 105-205)

**Week 7: NO CLASS** (would be a good time to write your first review!)

**Week 8: Early New England Voyages**
Read: Bradford (pp. 1-127)

**SPRING BREAK**

**Week 9: Early New England Contact and Internal Conflict**
Read: Bradford (pp. 128-292)
(each student will also read one "Chapter" in Williams, Roger. *Key into the Language of America*. Wing W2766 (London, 1643) (available on EEBO)

**Week 10: Puritanism and Control**
Read: Winthrop (pp. 1-155)
Week 11: Puritanism and Control  
    Read: Winthrop (pp. 156-345)

Week 12: Puritans: An Historian's take  
    Read: Archer (pp. 1-133)

Week 13: Puritans at War  
    Read:  
    - Bradford, (pp. 292-340)  
    - Underhill, John Newes from America, ESTC 24518 (London, 1638) (44pp) (available on EEBO)  
    - Gardener's Narrative (37pp) <BLACKBOARD>

Week 14: English & Indian Conflict: The Historian's version  
    Read: Oberg (all)

Week 15: Concl. [Two Reviews, final Essay, and notebook due]