

Colonial American History to 1763 HIST561

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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?

Required Readings (The Class Schedule (later in the syllabus) lists assignments for each day.)

The three books are available at Student Stores and on reserve in the Undergraduate Library.

Daniel K. Richter, *Facing East from Indian Country* (Cambridge, Mass.: Harvard University Press, 2001)

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

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

The articles are available on JSTOR. Use a computer connected to UNC. Do a "journal title" search in the library catalog, then find the appropriate volume and page numbers. If you have trouble accessing articles for this class, please contact the professor.

About Your Professor

Kathleen DuVal is a professor in the UNC History Department and a historian of early America, specializing in the history of interactions among American Indians, Europeans, and Africans. Professor DuVal is the author of many books and articles, including *Independence Lost: Lives on the Edge of the American Revolution* (2015) and *The Native Ground: Indians and Colonists in the Heart of the Continent* (2006). She has appeared in documentaries on the History Channel and the American Heroes Channel, and she regularly reviews books for the *Wall Street Journal*.

Course Goals and Learning Objectives

By the end of the semester, students completing this course should be able to:

- demonstrate a fundamental understanding of the era
- display a basic knowledge of events, developments, and trends in the era
- evaluate primary source evidence to formulate arguments about this era
- assess core methodologies and historical debates about this era
- think critically about ways that this era affirms and/or challenges perceptions of the more recent United States

As part of the IDEAs in Action General Education curriculum, History 127 can fulfill the following capacities:

Engaging the Human Past: Students acquire knowledge through primary source evidence about human experience in colonial North America. Students learn to evaluate, synthesize, and communicate that evidence through written and oral assignments, applying it to their lives in the present by analyzing how structures created in the early periods of U.S. history created the political, social, and economic world they inhabit today.

Power, Difference, and Inequality: Students engage with the histories, perspectives, politics, and intellectual traditions of multiple Native American nations in their interactions with peoples from Europe and Africa and analyze the establishment and growth of colonialism. In addition, students engage with the history of slavery in its early centuries in North America and the structural and historical processes set in place then that still affect the present.

Want HIST 237 to count for the American Indian and Indigenous Studies or Latino/a Studies major or minor? Let us know so that we can focus your writing assignments on those topics.

Honor Code: Students are expected to be familiar with and observe the Honor Code: <http://catalog.unc.edu/policies-procedures/honor-code/>

Accessibility Resources: UNC-Chapel Hill facilitates the implementation of reasonable accommodations for students with learning disabilities, physical disabilities, mental health struggles, chronic medical conditions, temporary disability, or pregnancy complications, all of which can impair student success. See the ARS website for contact and registration information: <https://ars.unc.edu/about-ars/contact-us>

University Testing Services: The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit <http://testingcenter.web.unc.edu/>.

Counseling and Psychological Services: CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

This syllabus is subject to change at the professor's discretion.

Assignments

Class Attendance: We will take attendance in class. You may have up to two unexcused absences without penalty. Attendance will count for 10% of your final grade.

In-class Participation: We will have discussions in class every day and especially on days labeled “Discussion.” You should come to class each 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 see Professor DuVal to discuss how you can participate more fully. We will explain in class how to make sure that we record your attendance and participation. Participation will count for 10% of your final grade.

Paragraph: When the syllabus lists a Paragraph Question for your group, at the beginning of that class turn in one typed, double-spaced paragraph of 150 to 200 words (approx. 1/2 page) answering the question. 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. Include examples from the readings, explain how they support your answer, and cite any sources with footnotes. The final sentence should sum up the paragraph. We will not accept late, un-typed, or inordinately short or long paragraphs. There will be a subsequent rewrite assignment for the first paragraph. The average of your paragraphs and the rewrite (five grades total) will count for 20% of your final grade.

Document Worksheets: For every primary source that we read for class, fill out a Document Worksheet (on Sakai) and bring it to class. This writing will constitute approximately twenty pages over the course of the semester but will not be graded for writing quality and will have no official value in our calculation of your final grade. However, we will check the worksheets, and they will improve your participation and quiz grades and make it easier to study for the final.

Reading Quizzes: Periodically throughout the semester, we will give reading quizzes. These will be basic, factual questions. Your best four quiz grades will count. There will be no make-up quizzes. The four quizzes will count for 15% of your final grade.

Paper: Guidelines for the paper will come early in the semester. It will be 1,500 to 2,000 words (about six double-spaced pages), and there will be an opportunity for extra credit through peer review. The paper will count for 25% of your final grade.

Final Exam: The final will have three parts and will be cumulative. The first part will focus on a primary source that we read for class. The second part will ask you to interpret a new document in terms of major themes we’ve discussed in class. The third part will be an essay question on *The War That Made America*. You will write in a blue book. The final will count for 20% of your final grade.

Class Schedule

Wednesday, August 21 **What is Colonial History?**

Friday, August 23 **Discussion: Ancient and Medieval North America**

Reading Assignment:

- Editors' introduction, *Interpreting a Continent (IAC)* pp. 1-9
- Osage Creation Account (Black Bear Clan Version), Recorded 1920s, *IAC* pp. 46-49
- Great Law of the Iroquois League, c. 1300s, *IAC* pp. 87-93
- Book of Genesis (excerpt), on Sakai

Monday, August 26 **Some Ancient and Medieval North American Societies**



"I'd invite you in, but tracking a wildebeest and then crushing its skull has made me want to get up early tomorrow morning and invent agriculture."

Wednesday, August 28 **Western Europe before 1492**

Reading Assignment:

- Samuel de Champlain on Founding Quebec, 1608, *IAC* pp. 94-96 (& p. 86 if you read French)
- John Winthrop on Founding New England, 1630, *IAC* pp. 97-100
- Laws for the Province of Pennsylvania, 1682, *IAC* pp. 101-105

Paragraph Question (Group 1): Choose one of the primary documents from today or last Friday.

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.

Friday, August 30 **West Africa before 1492**

Reading Assignment: Olaudah Equiano on Encountering Europeans, 1740s, *IAC* pp. 76-78

Labor Day

Wednesday, September 4 **The Beginnings of American Slavery**

Friday, September 6 **Early Impressions**

Reading Assignment:

- Christopher Columbus to Luis de Santángel, 1493, *IAC* pp. 18-23 (& p. 12 if you read Spanish)
- The Requerimiento, 1533 Version, *IAC* pp. 53-56

continued →

- Montagnais Indians on Their First Encounter with the French, Early 1500s, *IAC* pp. 67-68 (& p. 52 if you read French)

Paragraph Question (Group 2): Choose one of the peoples from one of the primary documents assigned for today (Columbus's Spaniards, the Tainos whom Columbus met, the Spaniards who read the Requerimiento, the French who met the Montagnais, or the Montagnais who met the French). What kind of impression were these people trying to convey to the people they were meeting? A good topic sentence might begin: "Columbus and the Spaniards wanted to make the Tainos think that they were . . ." Through the rest of the paragraph explain your argument, using examples and quotations from that document. Summarize the main point of your paragraph in the final sentence.

Monday, September 9 Discussion: *Facing East*, Prologue & Chapters 1-3

Reading Assignment:

Richter, *Facing East from Indian Country*, Prologue & Chapters 1-3

Paragraph Rewrite due for Group 1.

Wednesday, September 11 Early Spanish Exploration and Its Lessons

Reading Assignment: Alvar Nuñez Cabeza de Vaca's Shipwreck off the Texas Coast, 1528-36, *IAC* pp. 31-37

Friday, September 13 Spanish Exploration North of Mexico

Reading Assignment: Pedro de Castañeda de Nájera on the Search for the Seven Cities of Cibola, 1540, *IAC* pp. 57-64

Paragraph Question (Group 3): Pick Cabeza de Vaca or Castañeda. Which influenced this author's opinion of North America more: his reasons for coming or experiences once here? A good topic sentence might begin: "Alvar Nuñez Cabeza de Vaca's reasons for coming to North America influenced his opinion more than experiences once here." Through the rest of the paragraph explain your argument, using examples and quotations from that document. Summarize the main point of your paragraph in the final sentence.

Monday, September 16 Rivals

Reading Assignment: Francisco L. de M. Grájales's Account of the Conquest of Florida, 1565, *IAC* pp. 233-241

Wednesday, September 18 New Mexico

Paragraph Rewrite due for Group 2.

Friday, September 20 Discussion: Early American Slavery

Reading Assignment:

- Hans Sloane Observes Jamaica, 1687-1689, *IAC* pp. 119-127
- François Froger's Plan of Ft. St. Jacques, Gambia, 1695, *IAC* pp. 155-156
- New Netherland Act Emancipating Certain Slaves, 1644, *IAC* pp. 157-158
- Stephanie E. Smallwood, "African Guardians, European Slave Ships, and the Changing Dynamics of Power in the Early Modern Atlantic," *William and Mary Quarterly* 64 (2007): 679-716

Paragraph Question (Group 1): Choose one of Smallwood's main arguments and explain it.

Monday, September 23 The British Settle

Reading Assignment:

- John Smith on the Powhatans, 1607-1616, *IAC* pp. 69-72
- Virginia Codes Regulating Servitude and Slavery, 1642-1705, *IAC* pp. 159-164

Viewings of the film *Black Robe* will be scheduled for the week of September 23.

Wednesday, September 25 Algonquians, Hurons, and New France

Reading Assignment:

- John Eliot's Translation of the Bible into the Massachusetts Language, 1663, *IAC* pp. 73-75
- Thomas Campanius Holm's Engraving of New Sweden, 1640s, *IAC* pp. 117-118

Paragraph Rewrite due for Group 3.

Friday, September 27 Paper Writing Workshop for Group 1

Monday, September 30 In-class film: *Africans in America*

Introductory Paragraph due for Group 1.

Wednesday, October 2 New England

Reading Assignment: Letter from Marie de L'Incarnation to Her Son, 1667, *IAC* pp. 194-198

Books Business & Tech Humor Cartoons Magazine



Friday, October 4 **Colonial Women**

Reading Assignment: María de Jesús de Agreda and Catherine Tekakwitha, 1600s, *IAC* pp. 213-215

Monday, October 7 **The Middle Colonies**

Wednesday, October 9 **The Carolinas and Their Neighbors**

Reading Assignment: Afro-Floridians to the Spanish King, 1738, *IAC* pp. 179-180 (& p. 154 if you read Spanish)

Paper due for Group 1.

Friday, October 11 **Discussion: *Good Wives***

Reading Assignment: Ulrich, *Good Wives* (Read the Introduction, the introduction to each Part, and the Afterword, plus the Part corresponding to your Group number.)

Paragraph Question (Group 2): What is Ulrich's main argument about the lives of women in New England? Explain.

Monday, October 14 **War in the Southeast and Southwest**

Reading Assignment:

- Antonio de Otermín Describes the Pueblo Revolt, 1680, *IAC* pp. 252-260 (& p. 232 if you read Spanish)
- Saukamappee on the Coming of Horses, Guns, and Smallpox, 1700s, *IAC* pp. 128-132

Fall Break

Monday, October 21 **Discussion: Praying Together**

Reading Assignment:

- Richter, *Facing East*, Chapter 4
- Annette Laing, "'Heathens and Infidels'? African Christianization and Anglicanism in the South Carolina Low Country, 1700-1750," *Religion & American Culture* 12 (2002): 197-228

Paragraph Question (Group 3): Choose one of Laing's main arguments and explain it.

Wednesday, October 23 **The Eighteenth-Century Great Plains**

Friday, October 25 **Paper Writing Workshop for Group 2**

Monday, October 28 **Great Lakes & Louisiana**

Reading Assignment:

- Jacques Marquette on Descending the Mississippi River with Louis Joliet, 1673, *IAC* pp. 38-41
- Father J. Gravier Describes Indian Conversions at the Illinois Mission, 1694, *IAC* pp. 206-212 (& p. 190 if you read French)

Introductory Paragraph due for Group 2.

Wednesday, October 30 **Paths Not Taken**

Reading Assignment: Antoine S. Le Page Du Pratz Describes French Conflict with the Natchez, 1729, *IAC* pp. 261-270

Friday, November 1 **Film**

Monday, November 4 **Discussion: *Facing East*, Chapters 5-6 & Epilogue**

Reading Assignment: *Facing East*, Chapters 5-6 & Epilogue

Paragraph Question (Group 1): Why is Chapter 6 called “Separate Creations”? Explain.

Wednesday, November 6 **Comparative Eighteenth-Century Slavery**

Reading Assignment: Advertisement for a Slave Sale, Charleston, c. 1770s, *IAC* pp. 186-187

Paper due for Group 2.

Friday, November 8 **Paper Writing Workshop for Group 3**

Monday, November 11 **Discussion: “Two Princes of Calabar”**

Reading Assignment:

- Randy Sparks, “Two Princes of Calabar: An Atlantic Odyssey from Slavery to Freedom,”

William & Mary Quarterly 59 (2002): 555-584

Paragraph Question (Group 2): Choose one of Sparks’s main arguments and explain it.

Introductory Paragraph due for Group 3.

Wednesday, November 13 **Slavery, Resistance, and Slave Life**

Reading Assignment:

- Runaway Advertisements, Mid-1700s, *IAC* pp. 144-147

- Phillis Wheatley’s “On Being Brought from Africa to America,” 1773, *IAC* pp. 228-229

Friday, November 15 **Discussion: “Taking the Trade”**

Reading Assignment: Cornelia Hughes Dayton, “Taking the Trade: Abortion and Gender

Relations in an Eighteenth-Century New England Village,” *William & Mary Quarterly* 48 (1991): 19-49

Paragraph Question (Group 3): Choose one of Dayton’s main arguments and explain it.

Monday, November 18 **The Mid-Eighteenth Century**

Reading Assignment:

- Benjamin Franklin Becomes a Printer, 1714-1723, *IAC* pp. 133-140

- Eliza Lucas to Mrs. Boddicott, 1740, *IAC* pp. 141-143

- Mary Christina Martin’s Case before the German Society of Pennsylvania, 1772, *IAC* pp. 148-149

Wednesday, November 20 **Lecture & Discussion: Seven Years’ War**

Reading Assignment:

- Anderson, Prologue & Parts 1-2

Paper due for Group 3.

Friday, November 22 Lecture & Discussion: Seven Years' War, continued

Reading Assignment:

- Anderson, Parts 3-4
- George Washington Recalls His Defeats at Fort Duquesne, 1754-1755, *IAC* pp. 271-277
- Louis-Antoine de Bougainville's Journal of the Seven Years' War, 1756, *IAC* pp. 278-283
- Susannah Johnson Recalls Her Captivity, 1754-1757, *IAC* pp. 216-227

Monday, November 25 Consequences

Reading Assignment:

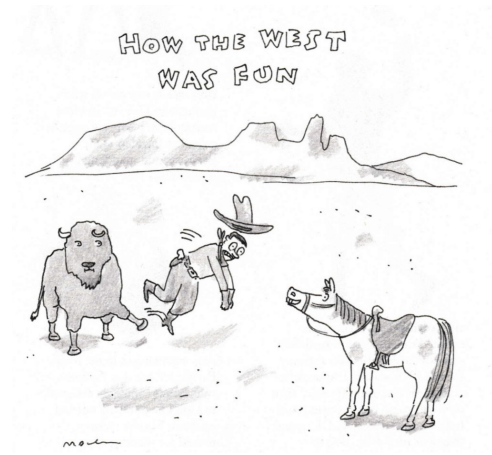
- Anderson, Epilogue
- Pontiac's Speech to an Ottawa, Potawatomi, and Huron Audience, 1763, *IAC* pp. 79-83
- Ohio Indians Talk to the British, 1764, *IAC* pp. 284-285

Thanksgiving Break

Monday, December 2 The West at Mid-Century

Reading Assignment:

- Father Junípero Serra Writes from San Diego, 1770, *IAC* pp. 108-111
- Catherine the Great's Response to a Petition to Establish a Russian Colony, 1788, *IAC* pp. 112-114
- Spiritual and Temporal Guidelines for a Texas Mission, Late 1700s, *IAC* pp. 150-152



Wednesday, December 4 "American" Culture in 1763

Final Exam: Monday, December 9, noon, Greenlaw 101

Final Makeup: Wednesday, December 11, noon, Bingham 103