

# NORTH AMERICA in the COLONIAL and REVOLUTIONARY ERAS HISTORY 231

Fall 2000

Tues & Thurs, 11:20-12:50, Palmer 207

Dr. Gail S. Murray  
303 Clough Hall  
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Office Hours: Mon, Wed 3:00-4:00  
Tues, Thur. 1:00-2:00  
other times by appt.

**COURSE DESCRIPTION:** An investigation of British, French, Spanish, African and Native American encounters in North America from the Age of Exploration through the early political development of the United States. Major themes may include the tensions between individual and community interests, the origins and development of slavery, and the emergence of capitalism and popular sovereignty. The class will combine lecture with class discussions of primary materials, short books, and films.

## COURSE OBJECTIVES:

- ◆ To provide the student with an integrated cultural and political history of the period
- ◆ To enhance the student's writing skills
- ◆ To enable the student to analyze interpretations of the past using primary documents
- ◆ To enable the student to appreciate the diversity of cultures that contributed to the American past

**COURSE REQUIREMENTS:** You will be evaluated on the basis of points accumulated. The following chart is a close approximation of possible points, although you may expect some changes depending on credit given for attending campus speakers, films, or other activities.

2 Tests @ 100 points each	200
2 Essays @ 40 points each (4-page)	80
6 Quizzes @ 15 each	90
Final Exam (comprehensive)	<u>130</u>
	500 points

Grades are then determined on the basis of percentages: 93%-100% of total points earns an "A"; 92%-90% earns an "A-" etc.

**TESTS:** Tests will be taken in class and will consist of a combination of short-answer questions on particular topics and a more general essay on the theme of the unit and the interpretations of events and their relationships to other events and ideas.

**ESSAYS:** Essays are written outside of class. The first essay assignment will be based on the various interpretations on the origins of American slavery. Students will evaluate the arguments presented and craft their own explanation based on the common readings assigned; no

outside research is required. The second essay will ask you to answer a specific historical question based on some political documents of the 1765-1773 period.

Preface each essay with a title page which includes your name, the course name, date and title of paper. Do not put your name on succeeding pages. Number the pages; double-space; leave ample margins for comments; do not exceed 4 pages (1000 words.) Essays are due at the beginning of the class period. **Late papers** will be penalized one step for every school day late.

**QUIZZES:** Quizzes are taken in class and often are **unannounced**. They cover the reading assigned for that day. You will be allowed to drop your lowest quiz grade. Therefore, except in circumstances determined by the instructor to be extraordinary, a missed quiz cannot be made up.

**ATTENDANCE:** Regular Attendance is expected. Students who miss more than 3 classes per semester will have to indicate written mastery of the material missed in class.

**WEB CT:** Some of the readings will be found on the Web CT page for this course. From the Rhodes Home Page, go to the Computer Center, then to Web CT, then to History, then to North America in the Colonial and Revolutionary Eras. Under Course Materials, you will find a section for Web Readings. You will also find these Web readings noted on the Calendar on the web page as well. In most cases, you will want to print out these pages and keep them in your notebook.

**HOW TO SUCCEED IN COLLEGE HISTORY:** The objective in college history is NOT to tell you yet again what happened in the past, but to analyze WHY events happened, HOW historians have interpreted those events, and what MEANING they had for people of that time. Each class will begin with the assumption that you know the basic narrative and are prepared to engage in discussion about the MEANING of the past.

Every class will begin with an outline covering the main topics and issues for that day. **We often will not discuss all the points in class, but you are responsible for understanding each one.** Use the assigned material in your **text** to fill in the gaps. Reading assignments are designed to take about 2 hours per class session, with a few running longer and others, considerably shorter.

You will find expectations in this class different from most high school history classes. Knowledge of “facts” is assumed; how you construct those “facts” into an intelligible understanding of the past is what counts. The following activities will assure your success in this class:

1. Reading the assigned material in the order listed on the syllabus.
2. Formulating questions about what you read and bringing those to class.
3. Making notes in the margins of your readings or in a separate notebook. This will save time when reviewing for the test.
4. Taking notes in class, not just copying down the outline from the board.
5. Actively participating in class discussions. No student can expect to make an “A” unless she/he contributes to the success of classroom discussions.

**COURSE READINGS:** The books for this course were chosen not only to cover different

historical periods, but also to introduce you to different ways of studying history. All books are available in paperback.

#### BASIC TEXT

Nash, Gary. *Red, White, and Black: the Peoples of Early America* (4<sup>th</sup> Edition, 2000)

#### DOCUMENTS:

Johnson, Michael P. *Reading the American Past: Selected Historical Documents, Vol. 1*(1998)

#### MONOGRAPHS:

Countryman, Edward. *How Did American Slavery Begin?* (1999)  
 Bud, Joy Day and Richard Buel, Jr. *The Way of Duty: A Woman and Her Family in Revolutionary America* (1984)  
 Morgan, Edmund S. *The Birth of the Republic, 1763-1789* (1977)

## CLASS ASSIGNMENTS

### UNIT I: FIRST ENCOUNTERS

#### WEEK 1: INTRODUCTION

8/24, Th: PROBLEMS OF PRESENTATION IN COLONIAL HISTORY:  
 Whose history is it anyway?

#### WEEK 2: NATIVE AMERICAN PEOPLES/EUROPEAN EXPLORATION

8/29, T: Nash, Intro and Ch. 1  
 Documents, “The Woman Who Fell from the Sky,” pp 7-12

8/31 Th: Nash, Ch.2  
 Documents, “Conquest of Mexico,” pp 22-29  
 \*QUIZ

#### WEEK 3: BRITISH SETTLEMENT OF THE CHESAPEAKE

9/5, T: Nash, Ch. 3 and Ch. 4 (pp. 77-85 only)  
 Web Readings: Jamestown Stats and Cptn. John Smith’s diary

9/7, Th: Nash, Ch5 (pp 110-121 only)  
 Documents, “Thieving Servants” pp 34-37 and “Bacon’s Rebellion,” pp 40-43

#### WEEK 4: SLAVERY IN THE ATLANTIC WORLD

9/12, T: Web Study Guide on reading the Countryman collection  
 Countryman, Intro & Ch. 1

9/14, Th: Countryman, Ch. 4 & 5

WEEK 5: BRITISH SETTLEMENT OF NEW ENGLAND

9/19, T: Nash, Ch. 4 (pp 85-end)

Documents, "Arabella Sermon" and "Keeping Order," pp 44-54

9/21, Th: **\*\*ESSAY 1 DUE\*\***

See "Guide to Essay Writing"

WEEK 6: NEW ENGLAND, CONT'D

9/26, T: Documents, "Words of the Bewitched," pp. 57-60

Handout on Salem town and Salem Village

9/28, Th: Nash, Ch. 5

Documents, "Mary Rowlandson," pp. 55-57

Review for Test

WEEK 7:

10/3, T: **\*\*TEST I\*\*** - **Bring a Bluebook**

**UNIT II: EIGHTEENTH CENTURY, DIVERSITY & CONFLICT**

LABOR, IMMIGRATION, MIDDLE COLONIES, AND GEORGIA

10/5, Th: Nash, Ch. 8

Documents, "Poor Richard's Almanac," pp 66-71

WEEK 8: EIGHTEENTH CENTURY CULTURE

10/10, T: Web Guide to reading Way of Duty

Buels, Part I, Chapters 1-3

10/12, Th: Nash, Ch. 10

WEEK 9:

10/17, T: **FALL BREAK, NO CLASSES**

10/19, Th: BRITISH HEGEMONY

Buels, Part II, Chapter 4

WEEK 10: POLITICAL CULTURE AND NOTIONS OF INDEPENDENCY

10/24, T: Web Guide to reading Morgan's Birth of the Republic

Web Reading: "Stamp Act Congress" and "Tar & Feathers"

Morgan, "Lexington Green" and Chapters 1-3

10/26, Th: Morgan, Ch. 4.5 and "Declaration of Independence" (end of Morgan book)

Documents, "Thomas Paine," pp 94-99

WEEK 11: THE AMERICAN REVOLUTION: AMERICA'S FIRST CIVIL WAR?

10/31, T: Morgan, Ch. 6-7

Documents, “Letters of John and Abigail Adams” and “Soldier’s Experience,”  
pp 99-111

11/2, Th: Buel, Part II, Chapters 5-6  
Film: “Mary Silliman’s War”

WEEK 12: Assessment Week

11/7, T: **\*\*ESSAY 2 DUE\*\***  
follow directions on essay guide  
Review for Test 2

11/9, Th: **\*\*TEST 2\*\* - Bring a Bluebook**

### UNIT III: THE NEW REPUBLIC

WEEK 13: LAUNCHING THE NEW REPUBLIC

11/14, T: Morgan, Ch. 8-9 and “Articles of Confederation” (in back of Morgan book)  
Documents, “Washington Calls for Stronger Union,” pp 113-118

11/16, Th: Morgan, Ch. 10 and “The Constitution” (in back of Morgan book)  
Documents, “Jefferson on Slavery & Race,” pp 118-123

WEEK 14: DEBATE OVER THE CONSTITUTION

11/21, T: Morgan, Ch. 11  
Documents, “Making the Case for the Constitution,” pp 123-130  
Web Reading: The Anti-federalist Position

11/23, Th: **THANKSGIVING VACATION**  
(If you want to read the First Thanksgiving Proclamation, see the Web  
page, Course Content, Web Readings)

WEEK 15: THE FEDERALIST ERA

11/28, T: Handout, “The Bill of Rights”  
Documents, “Education for Women,” and “Fourth of July Address,” pp 139-148  
Buels, Part III, Chapter 8

11/30, Th: Nash, Chapter 12

WEEK 16: CONCLUSION

12/5, T: Assessment and Review for Final Exam

**FINAL EXAM FOR “N” HOUR WILL BE Wednesday, Dec. 13, at 8:30 am**