SEMINAR on COLONIAL NORTH AMERICA
History 432
T-Th 11:00-12:15, CL 304

Professor: Gail S. Murray
Office: Clough 315
Telephone: X 3289
Office Hours: M-W-F: 11:00-12:00, T & Th: 1:30-3:00 . . . and by appointment

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COURSE DESCRIPTION
The colonial antecedents of what became the United States cover as much chronological time as all of U.S. history -- over 200 years -- and embrace very diverse cultures, economies, value systems, political organizations, and interpersonal relationships. Without a doubt, colonial America is both the most foreign and the most fascinating of all American history courses.

This course will follow a rough chronological arrangement, but within those parameters, we will study themes and controversies over interpretation rather than simply tracing events as they unfolded. The social and intellectual world of 17th-century Europeans underwent significant change as these adventurers mingled with indigenous peoples and Africans. The result was a richly diverse colonial America.

We begin with European exploration of the New World in the 16th Century and end with the consequences of the Seven Years War and the stirrings of colonial patriotism before the American Revolution.

We will employ a variety of resources to help us understand the colonial experience: historical narrative, film, primary documents, biography and historical fiction. We will learn both about the period itself and about the various ways of interpreting the colonial experience. Reading, writing, thoughtful processing and discussion are critical components in mastering this seminar.

GOALS FOR HISTORY 432:
*mastery of basic chronology, events, actors, and ideas
*appreciation of the cultural mix of colonial America
*critical awareness of interpretive decisions in historical writing
*increased facility with internet and library-based research
*improved writing skills, including analysis, synthesis, organization, & citation

BOOKS FOR PURCHASE:
Jack Greene, Pursuits of Happiness, 1988
Gary Nash, Red, White, & Black (5th ed.), 2006
Edward Countryman, ed. *How Did American Slavery Begin?* 1999
John Demos, *The Unredeemed Captive*, 1993
Anderson, *The War that Made America*, 2005
Journal articles can be downloaded from J-STOR.
Essays can be found in Academic Volume → History → Murray → Public
→ Colonial America

**REQUIREMENTS:**

*Essays* are written outside of class in response to a particular theme or interpretive question posed by the instructor. In lieu of traditional testing, these essays indicate your understanding of the ideas and interpretations developed in class. The 1st and 3rd essays will run approximately 1000-1200 words (4-5 pages). The 2nd essays should be 1500 words or more (6+ pages). Due dates are on the syllabus. The 2nd essay will compare two interpretive essays on the same or similar topic. The essays you choose should reflect your research interests and should not be ones you have read in another course. The instructor can assist in your choice of essays. (See attached sheet)

Late papers will be penalized one grade for each day late.

*Oral presentation* of your comparative articles (minimum assignment) and may include other secondary materials you will be using in your research paper. You will share your conclusions with the class and be responsible for drawing class members into a discussion of your particular “theme” or “controversy.” We will try as much as possible to schedule these on days that have related reading materials.

*The research paper* is designed to provide an opportunity for individualized inquiry into a specific controversy, interpretation, or little known development in the colonial American experience. You will develop your research question in consultation with the instructor. Your research must include primary materials. Contrary to popular opinion, there are thousands of documents now available from the 17th and 18th centuries!

The research paper itself will be submitted twice. The first submission will be read by me and one other class member. You will receive a temporary grade. You will then incorporate these questions and suggestions into the final paper. Your grade will reflect the attention and care with which you have revised and improved on the original. Mere grammatical improvements will not result in a higher grade. Papers that are reports only and do not consider the different perspectives of the authors and do not put forward a thesis will only be marginally acceptable (grade of D). Late papers will be penalized one grade for each day late.
You will also receive a grade on the quality of your comments as a reader of another student’s paper.

*Daily preparation is essential; daily participation in class discussion is expected and adds up to a participation grade. Do the assigned readings before class; bring readings and questions from them with you to class. For those of you who feel shy in discussions or do not like to be “put on the spot” to answer questions in class, I suggest another way to participate: bring specific questions or confusions about the reading assignment to class.

Reading assessment quizzes will help ascertain your engagement with the assigned materials. Given occasionally; usually announced but not always.

Regular attendance is expected; lapses will result in instructor irritation – never a good thing. Please contact the instructor if emergency prevents your presence in class. Students will be given two “free passes,” that is, days when you can choose not to participate in discussion. You must ask for these before class begins. Otherwise if you are not present or do not contribute to the ongoing class conversations, do not expect to receive participation points.

**Grading:**

- Reading Assessments 60
- Analytical essays 1 & 3 (50 points each) 100
- Comparative essay 2 100
- Oral presentation 30
- Research Paper (includes proposal) 140
- Peer commentary 30
- Class discussion 40

500 possible points

Grades will be determined on a percentage basis. 93-100=A, 91-92 = A-, 88-90 = B+ etc.

**Academic Integrity**
All work turned in for this course is to be completed in accordance with Rhodes’ Honor Code. Students are expected to be familiar with the requirements of the Code and to conduct themselves accordingly in all classroom matters. Plagiarism is the use of someone else’s information or ideas without proper citation. If you have questions about the correct use or citation of materials, ask the instructor. This applies to materials read even if you do not use them directly in the paper. Plagiarism will result in an F in the course. Ignorance will not be treated as innocence.

Take care when using the internet. It can be a useful means of locating information, especially primary documents. I will provide a list of some good sites. However,
websites are not refereed in any way, and consequently they can contain misinformation and poorly written essays as well as accurate material. Therefore, any internet sources other than the list I distribute must be cleared with me in advance of your using the material in your research paper. All information gleaned from approved internet sources must be properly cited.

**READING SCHEDULE**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Thursday</td>
<td>24</td>
<td>Introduction to the course</td>
<td>Nash, Chapter 1, “Imagining the Other,” Academic Vol.</td>
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<tr>
<td>Tuesday</td>
<td>29</td>
<td>North America before Columbus Discussion (Drop/add period ends)</td>
<td>Nash, Chapter 1, Essay: James Axtell, “Imagining the Other,” Academic Vol.</td>
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<tr>
<td>Thursday</td>
<td>31</td>
<td>European Competition &amp; “Discovery:” China, Norseland, Spain, France</td>
<td>Nash, Chapter 2</td>
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<td>Monday</td>
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<td>Labor Day Holiday</td>
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<tr>
<td>Tuesday</td>
<td>5</td>
<td>French claims/French settlement Clips from “Black Robe”</td>
<td>Nash, Chapter 2 (cont’d discussion)</td>
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<tr>
<td>Thursday</td>
<td>14</td>
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<td>Essay #1 due</td>
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<tr>
<td>Tuesday</td>
<td>19</td>
<td>The Greene Thesis</td>
<td>Greene, Prologue, Ch. 1 (skim) &amp; Chapter 2 **</td>
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<td><strong>UNIT II: 17TH CENTURY ISSUES</strong></td>
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<tr>
<td>Thursday</td>
<td>21</td>
<td>Doing Research in Colonial America</td>
<td>2-page description of research topic, possible thesis, and 5 secondary sources described</td>
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<tr>
<td>Tuesday</td>
<td>26</td>
<td>Expansion of the Chesapeake</td>
<td>Greene, Ch 4 **</td>
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<td>Bacon’s Rebellion</td>
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<tr>
<td>Thursday</td>
<td>28</td>
<td>Atlantic Slave Trade</td>
<td>Countryman, Intro and “How Did the Subject of Slavery Enter Law?” **</td>
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<tr>
<td>Tuesday</td>
<td>October 3</td>
<td>African American Chesapeake culture</td>
<td>Countryman, “How Did N.A. Racial Divide Begin?” and “Did American Freedom Rest on American Slavery?” **</td>
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<td>Thursday</td>
<td>5</td>
<td>Carolina, slaves, and rice</td>
<td>Greene, Chpt. 6 from p. 141 to end Countryman, “Who Enslaved Whom?” **</td>
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<tr>
<td>Tuesday</td>
<td>10</td>
<td>Middle Colonies &amp; European diversity</td>
<td>Nash, Chpt. 6 Green, Chpt. 6 to p. 141 **</td>
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<tr>
<td>Thursday</td>
<td>12</td>
<td>Presentations</td>
<td>ESSAY #2 DUE (COMPARATIVE) ** **</td>
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<tr>
<td>Friday</td>
<td>13</td>
<td>Fall recess begins at 5:00pm</td>
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<tr>
<td>Tuesday</td>
<td>17</td>
<td>FALL BREAK – no classes</td>
<td>Begin reading Demos, <em>The Unredeemed Captive</em></td>
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<td>Thursday</td>
<td>19</td>
<td>Imperial Ambitions, Native American Responses</td>
<td>Continue reading Demos **</td>
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<td>Date</td>
<td>Day</td>
<td>Topic</td>
<td>Assignment</td>
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<tr>
<td>Tuesday</td>
<td>24</td>
<td>History or Fiction?</td>
<td>Discussion of Demos</td>
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<td>UNIT III: 18TH CENTURY ISSUES</td>
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<tr>
<td>Thursday</td>
<td>26</td>
<td>A Maturing Society</td>
<td>Nash, Chpt. 8 **</td>
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<td>Tuesday</td>
<td>7</td>
<td>History or Fiction?</td>
<td>Essay, Axtell, “Colonial America Without the Indians: Counterfactual Reflections” JAH 73, 4 (1987) **</td>
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<td>Thursday</td>
<td>9</td>
<td>Individual conferences as needed</td>
<td>Work on research paper</td>
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<tr>
<td>Tuesday</td>
<td>14</td>
<td>Class does not meet</td>
<td>Research Paper Due by 11:00 a.m. – 1 copy for peer editor, 1 for Murray</td>
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<tr>
<td>Thursday</td>
<td>16</td>
<td>Historians’ conference – class does not meet</td>
<td>Work on peer editing</td>
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<td>Tuesday</td>
<td>21</td>
<td>Peer Editing Workshop</td>
<td>Peer Review written comments due</td>
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<td>Recess begins at 10:00pm. No excused absences</td>
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<tr>
<td>Thursday</td>
<td>23</td>
<td>Happy Thanksgiving</td>
<td>Class does not meet</td>
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<tr>
<td>Tuesday</td>
<td>28</td>
<td>Seven Year’s War</td>
<td>Anderson, Chpts 1-4</td>
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<tr>
<td>Thursday</td>
<td>30</td>
<td>Crisis of the British Empire</td>
<td>Anderson, Chpts 6-8 and 12-14</td>
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<td>December 5</td>
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If you cannot find what you want in Barret, be sure and check U of M and Memphis Public libraries. Last resort – try Prof. Murray’s office. I have grouped this book list into large categories. It is up to you to grab several books, look through the indexes and table of contents, and isolate a particular theme that you can compare between the two books. You can also search a topic in JSTOR or Project Muse and use a journal article for one of the two articles you compare. For example, you might look at

*marriage and sexual relationships among Algonquian peoples;
*discrimination against Quakers in 16th C. New England;
*property disputes in early New England villages;
*promotion of the Pennsylvania colony to particular sets of Englishmen;
*class as a factor in Bacon’s Rebellion

The process of selection takes some trial and error. Each of the two authors must discuss the topic at some length so that you have interpretive differences, not just factual information that is quite similar.

The comparative essay will discuss the thesis and scope of each book and then compare and contrast on the selected topic. I will be happy to help as you narrow your focus, but bring the books with you to our meeting.

Begin the essay as any book review begins: with a complete bibliographic citation of each book. You can find examples by looking at the book reviews at the back of any major history journal. For purposes of this course, the most important journal is The William and Mary Quarterly. Also important is The Journal of American History. You can find copies in the current periodicals in Barret library, on the shelves in CL 313 classroom, and in Prof. Murray’s office.

**Paper length = 1500 words (minimum)**
**Due date = Sept. 21**
COMPARATIVE BOOK LIST

Founding of Virginia
Horn, James. *A Land As God Made It* (2005)

Algonquian Peoples

Iroquois Confederacy/Iroquois culture

Chesapeake (white) Culture

Early New England Settlement

New England Culture and Religion
Jones, James William. *The Shattered Synthesis; New England Puritanism before the Great Awakening*
Miller, Perry *Errand Into the Wilderness*
Gura, Philip F. *A Glimpse of Sion’s Glory*

French Settlement and Native Contact
Armstrong, Joe C. W. *Champlain.* (1987)

Colonial beliefs in witchcraft
Norton, Mary Beth. *In the Devil’s Snare* (2003)

Africans in America (culture)
Raboteau, Albert. *African American Religion*

Africans in America (work)

Atlantic slave trade
Curtin, Philip D. *The Atlantic slave trade; a census* (1969)

Metacom (aka King Philip) and King Philip’s War

**Quakers/ Founding of Pennsylvania/ Native contacts**
- Fischer, David Hackett. “North Midlands to the Delaware,” *Albion’s Seed Four British Folkways in America* (1989),
- Chu, Jonathan M. *Neighbors, Friends, or Madmen: the Puritan Adjustment to Quakerism in Seventeenth-century Massachusetts Bay* (1985)

**Euro-Women in Colonial America**