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HIST 231-01, North America in the Colonial and Revolutionary Eras, Spring 2012

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HISTORY 231
NORTH AMERICA in the COLONIAL and REVOLUTIONARY ERAS

Spring 2012

T, TH 9:30-10:45, Buckman 214

Dr. Gail S. Murray	Office Hours: M and W, 2:00-3:00
202 Buckman	T and R, 11:00-12:00
O: 901-843-3289	other times by appointment
	murray@rhodes.edu

COURSE DESCRIPTION: This class investigates British, French, Spanish, African and Native American encounters on the North American continent from prehistory through the creation of the permanent government of the United States. Major themes include the tensions between individual and community interests, the origins and development of slavery, the emergence of capitalism and popular sovereignty, the similarities and differences of the many cultures that composed colonial America. The class will combine lecture with class discussions of primary materials, essays, films, and other texts. This class is open to all students except those who have taken His 105: American Revolution. This is the first of 3 U.S. history survey classes.

COURSE OBJECTIVES:

- To increase familiarity with cultural and political figures living in North American colonies & the U.S., 1575-1800
- To discern interpretive themes, strategies, motives, and conflicts in historical accounts
- To improve skills in both oral and written argument
- To appreciate the diversity of the multiple cultures that contributed to American society

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 analyse 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 will not always 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:

COURSE REQUIREMENTS: Grades will be determined by 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 or other activities. You will

also be graded on your willingness to course content and ask questions about it during class. Grades are determined on the basis of percentage of total possible points: 93%-100% of total points earns an “A”; 92%-90% earns an “A-” etc. Keep track of your points as you go through the course

2 Tests @ 100 points each	200
3 writing assignment	150
Quizzes or Homework	50
Participation	35
*Final Exam	125
TOTAL	560 points

TESTS: Tests will be taken in class and will consist of a combination of short-answer questions and essays on the theme of the unit or the interpretation of events and their relationships to other events and ideas. ***The final exam will include a comprehensive essay. Students who have an A average and have not missed more than 3 classes will be exempt from the comprehensive essay.**

ESSAYS: The instructor will provide prompts or questions to direct each essay, which students write outside of class and submit on the due date listed. Extensions are granted only when students personally consult with the instructor well ahead of the deadline. **Late papers** will be penalized one step for every calendar day late.

Each essay will develop an argument and support it with evidence from assigned readings. These are not research papers; use only the collection of documents or essays **assigned**.

QUIZZES: Normally, quizzes are not announced ahead to time. They will be short answer and will focus on big ideas or major events from the day’s assignment. Some quizzes will be take-home assignments.

OTHER: Accommodations for special needs will be honored. I prefer you do not use laptops or tablets during class. Cell phones off of course.

BOOKS for the COURSE:

Nash, Gary. *Red, White, and Black: the Peoples of Early America* (6th ed, 2009)
[RWB]

Kierner, Cynthia. *Revolutionary America, 1750-1815* (Prentice-Hall, 2003)
[RevAm]

Brown & Shannon, *Going to the Source, Vol. I* (Bedford/St. Martin’s, 2ND Edition, 2009) [Source]

Other documents and essays can be found in the **Academic Volume [AcVol]:**

History→Murray →Public →Hist. 231→Readings. Print out and bring to class for discussion.

The Reading Assignment and Daily Topics follow:

UNIT I: FIRST ENCOUNTERS

WEEK 1: INTRODUCTION

1/12, Th: Course Preview and Expectations
 Challenges in studying North American Colonial History
Red, White, & Black, Introduction

WEEK 2: 16th-17th CENTURY – CLASH OF CULTURES

1/17, T: RWB, Ch. 1, “Before Columbus” and **Quiz**

1/19, Th: RWB, Ch. 2, “Spanish & French in North America”
 AcVol: “Mexico”

WEEK 3: BRITISH SETTLERS

1/24, T: SETTLING VIRGINIA
 RWB, Ch. 3, “Cultures on the Chesapeake”
 AcVol: Frethorne Letter; Mason, “Fathers/Masters”

1/26, Th: SETTLING NEW ENGLAND
 RWB, Ch. 4, “British & Dutch in the Northeast”
 AcVol: “Winthrop, “Modell of Christian Charitie,” “First Thanksgiving”

UNIT II: 17th CENTURY LIFE

WEEK 4: CONFLICTS INCREASE

1/31, T: LATER SETTLEMENTS: CAROLINA & PENNSYLVANIA
 RWB, Ch 5, pp. 110-121 and 127-138
 AcVol: Greene, “Barbados and South Carolina”

2/2, Th: METACOM’S WAR
 Nash, Ch. 5, pp 104-110
Source, Ch.2 “Tales of Captivity”

WEEK 5: ATLANTIC WORLD ECONOMY

2/7, T: **ESSAY #1 due in class**
 Film viewing: “Africans in America”

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

WEEK 6: MAJOR THEMES, COLONIAL AMERICA

2/14, T: ATLANTIC SLAVE TRADE
 RWB, Ch. 6
 AcVol: “Olaudah Equiano,” “Dr. Alexander Falconbridge”

2/16, Th: **Guest, Prof. Gordon S. Wood**, Brown University
 AcVol, Wood, “Was America Born Capitalist?”
Required lecture, 7:00 p.m., Blount Auditorium

2/17, FRI: 1:00 p. m., Faculty Colloquium featuring Dr. Wood
 Orgill Room. Attend if schedule permits

WEEK 7: AFRICAN SLAVERY in the NEW WORLD

2/21, T: RWB, Ch. 7

2/23, Th: *Source*, Ch. 3 “America’s Most Wanted”**UNIT III: EIGHTEENTH CENTURY LIFE****WEEK 8: CULTURAL CHANGES FOR EUROPEAN AMERICANS**

2/28, T: CITIES, IMMIGRANTS, TRADE

Nash, Ch. 8 “Transformation of a European Society”

AcVol, “18th C. Taverns,” “18th C. Inventory”

3/1, Th: SEVEN YEARS’ WAR aka “Great War for Empire”

Nash, Ch. 10, “Seven Years War & Aftermath” and AcVol, “Albany Plan of Union”

Source, Ch. 4, “Germ Warfare”**WEEK 9: POLITICAL CULTURE at MID-18TH CENTURY**

3/6, T: LANGUAGES of LIBERTY

RevAm, Ch. 1, pp 1-10; Ch. 2, pp 29-37; documents, pp 37-45.

3/8, Th: THE STAMP ACT CONGRESS, 1765

RevAm, Ch 3, pp 54-75

ESSAY # 2 due in class**SPRING BREAK – NO CLASSES****WEEK 10: LOCAL RESISTENCE**3/20, T: **In Class Debate** on “the Guilt of the Red Coats,” 1770, based on primary source packet

3/22, Th: COLONIAL MEASURES/ BRITISH VIEWS

RevAm, Ch 4, pp 100-112

Film Clip, “Liberty!”

WEEK 11: INDEPENDENCY

3/27, T: ASSERTING INDEPENDENCE

RevAm, Ch 5, pp 122-139 and AcVol, Maier, “4th of July”3/29, Th: ****TEST 2 **** **Bring a Bluebook****WEEK 12: THE REVOLUTION: AMERICA’S FIRST CIVIL WAR**

4/3, T: RevAm, Ch 6 (all text & documents)

4/5, **EASTER BREAK – NO CLASS****WEEK 13: THE REVOLUTION SUCCEEDS**

4/10, T: THE REVOLUTION, 2

RevA., Ch 7 (all text & documents)

AcVol, Egerton, “The Transformation of Colonel Tye” and “Adams’ Letters”

UNIT IV: THE NEW REPUBLIC

4/12, Th: WHO EXERCISES POWER NOW?

AcVol: Wood, "Crisis of the 1780s"

WEEK 14: WRITING the CONSTITUTION

4/17,T: **ESSAY #3 due in class**

4/19, Th: CONSTITUTIONAL CONVENTION
RevAm, "The Constitution," pp 243-253
Film Clip, "Liberty!"

WEEK 15: FORGING A NATIONAL CULTURE

4/ 24,T: RATIFICATION FIGHTS
AcVol, "Bill of Rights" and *Source*, Ch. 6
Rev Am, Ch. 10, pp 255-264 and documents 5 & 6.

4/26, Th: DIVERSITY in the NEW NATION
RWB, Ch. 12

4/27, FRI: URCAS celebrates student scholarship.

FINAL EXAM: Wed., May 2, 1:00 p.m., Buckman 214