

AMERICAN COLONIAL HISTORY
History 3410-008 (31156) • Spring 2015
T/Th 11:00-12:15, MODULAR CLASSROOM 6A

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office: 211 Central Classroom
office hours: T/Th, 9:30-10:30 a.m.,
3:30-5:00 p.m.

From the first contacts between indigenous and European peoples to the eve of the Seven Years' War, this course will trace the institutions, cultures, and economies that emerged in the North American colonies. Although we will focus primarily on British North America, it is important to keep in mind that the thirteen colonies along the Atlantic coast did not develop in a vacuum, destined to unite someday as a nation. Accordingly, we will consider them in the context of a larger Atlantic world tied together by people, goods, and ideas on the move. Along the way, we will revisit certain core questions: How did people of many cultural, linguistic, and social backgrounds contribute to colonial societies? How did imperial policies and politics affect everyday life in local communities? How did ideas about religion, government, and race (to take a few examples) take shape as they traveled back and forth across the Atlantic? And, most importantly, how did ties between Britain and its colonies change over time? The answers to these questions can tell us much – not only about the first 150 years of British colonization, but also about the tumultuous decades that followed.

Required Readings: The following books will be available at the Auraria Campus Bookstore (bargain-hunters should also try the selection of used books on Amazon.com and Bookfinder.com, but make sure you get the right editions). You can also find copies on reserve at the library.

Paul G. E. Clemens, *The Colonial Era: A Documentary Reader* (2008)
Peter Hoffer, *Cry Liberty: The Great Stono River Slave Rebellion of 1739* (2010)
Owen Stanwood, *The Empire Reformed: English America in the Age of the Glorious Revolution* (2011)
Alan Taylor, *American Colonies: The Settling of North America* (2001)
Camilla Townsend, *Pocahontas and the Powhatan Dilemma* (2005)

In addition to these, I have assigned a couple of articles, which are available on JSTOR, an archive of scholarly journals that you may access through the Auraria Library's web page (I will also post PDFs of these articles on our Blackboard web page).

Assignments, Grading, and Course Policies: The course requirements and their value toward your grade are as follows. *You must complete all of these components in order to pass.*

Attendance/participation: 15%
Midterm exam: 25%

Two papers: 30% (15% each)
Final Exam (cumulative): 30%

Attendance policy: I expect regular attendance and will take roll. Everyone is allowed two "byes" – unexplained absences – in the class. After that, any absences – except in the case of legitimate and documented emergencies, medical or otherwise – will detract from the attendance/participation portion of your grade. You are responsible for making up the work you miss during any absence, excused or otherwise.

Classes will generally include a combination of lecture and discussion. Your level of preparation and participation will both improve the quality of class meetings and boost your participation grade.

It should go without saying (but often doesn't) that when you attend class, you will refrain from disruptive behavior, including (but not limited to) talking amongst yourselves, reading the newspaper, or texting. If you have a laptop, please use it only for purposes relevant to the class. **Please turn off all cell phones and other electronic devices before you enter the classroom.**

Papers: You will write two papers (5-6 pages each), in which you will respond to assigned questions based on the readings and lectures. You will have a choice of topics, but you must write at least one of the papers assigned before the midterm, and at least one assigned after the midterm. More information (including essay questions) will follow. *All papers should be submitted in hard copy and on Safe Assign on Blackboard. You will not get credit for the paper until I have both the Safe Assign submission and the hard copy.*

The Writing Center, located in King Center 415, can help you with any aspect of your writing. For the current schedule or to make an appointment, visit the Writing Center's website at <https://www.msudenver.edu/writectr/> or call 303-556-6070.

Midterm and final exams: The midterm will cover all material taught and reading assigned up to the exam; the final will be cumulative, but weighted toward the second half of the semester. Both exams will include shorter identification questions and essay questions (no multiple choice), covering lectures and readings. More information will follow.

Deadlines and exam attendance: All papers are due at the beginning of class, unless otherwise noted, and all students are expected to take exams on the specified dates. Late papers will be graded down one-third of a grade (A to A-, etc.) for every day they are late, starting after the beginning of class. Papers will not be accepted late or via e-mail, except with a valid excuse (medical or family emergency, etc.) AND prior approval from me. No-shows for exams will receive an F. Make-up exams will not be allowed, except for students who have a valid excuse and have made prior arrangements with me.

Special Needs: Students who need accommodations – for disability, religious observance, or any other reason – should let me know within the first two weeks of class. Those with a documented disability should contact the Disability Resources and Services Office to arrange for accommodations.

Cheating and plagiarism: Either offense is grounds for a zero on the assignment and failure in the course. If you are unsure of what constitutes cheating or plagiarism, I strongly encourage you to check with me *before* you hand in your assignment. Please also note that any student who cannot or will not produce the notes, outlines, and other preparatory work for his or her paper will be considered guilty of cheating or plagiarism and subject to the same penalties. The policy in this class is quite simple and is as follows. In the first documented instance of academic dishonesty (as described in the University guidelines, linked below), the student will receive a zero on the assignment. In the second instance, the student will fail the class. All code of conduct violations will be reported.

Metro State's Academic Integrity Statement: "As students, faculty, staff and administrators of Metropolitan State University of Denver, it is our responsibility to uphold and maintain an academic environment that furthers scholarly inquiry, creative activity and the application of knowledge. We will not tolerate academic dishonesty. We will demonstrate honesty and integrity in all activities related to our learning and scholarship. We will not plagiarize, fabricate information or data, cheat on tests or exams, steal academic material, or submit work to more than one class without full disclosure."

For more information on academic dishonesty, see

<http://www.msudenver.edu/studentengagementandwellness/studentconductandconflictresolutionsservices/studentconductservices/academicintegrity/academicdishonesty/>

For more information, please see the information on History Department policies and deadlines posted in the "Policies and Information" folder under "Files."

WEEKLY SCHEDULE
(subject to change)

WEEK ONE: JANUARY 19-23

Readings: American Colonies, introduction and chapter 1
The Colonial Era, introduction
Pocahontas and the Powhatan Dilemma, preface and chapter 1

January 20: Introductions
January 22: Native Cultures

WEEK TWO: JANUARY 26-30

Readings: American Colonies, chapters 2-3
The Colonial Era, chapter 1.1-3, 3.1-2
Pocahontas and the Powhatan Dilemma, chapters 2-4

January 27: Europe on the Eve of Colonization
January 29: Colonial Empires and False Starts

WEEK THREE: FEBRUARY 2-6

Readings: American Colonies, chapter 6-7
The Colonial Era, chapter 2.1-6, 7.1
Pocahontas and the Powhatan Dilemma, chapters 5-7

February 3: Imagining and Transforming a New World (*discussion*)
February 5: Virginia and the Chesapeake: Tobacco Road (*discussion: doc 7.1*)
Writing clinic: Using Quotations

WEEK FOUR: FEBRUARY 9-13

Readings: American Colonies, chapter 8-9
Pocahontas and the Powhatan Dilemma, chapters 8-9
Familiarize yourself with the following website before Tuesday's class:
<http://www.slavevoyages.org/tast/index.faces>

February 10: Discussion of *Pocahontas and the Powhatan Dilemma*
February 12: The Origins of Slavery in North America (*discussion: bring a laptop, tablet, or other navigable screen if you have one. If you don't, there should be enough to share.*)

WEEK FIVE: FEBRUARY 16-20

Readings: American Colonies, chapter 4-5
The Colonial Era, 5.1, 6.1-2, 3.3-4

February 17: The Settlement of New England (*discussion: doc. 5.1*)

February 19: Spanish and French Borderlands (*discussion: doc. 3.3*)

***** PAPER OPTION 1 DUE THURSDAY, FEBRUARY 19 IN CLASS*****

WEEK SIX: FEBRUARY 23-27

Readings: American Colonies, chapter 10-12
The Colonial Era, 2.7-8, 4.1, 5.2-5

February 24: The Carolinas and the West Indies (*discussion: doc. 5.2-3*)

February 26: The Middle Colonies: America's Melting Pot (*discussion: docs. 5.1 and 5.5*)

WEEK SEVEN: MARCH 2-6

Readings: The Colonial Era, 7.3-4
Selection of Virginia slave and servant codes (see folder of links on Blackboard)

March 3: Times of Trouble: Bacon's Rebellion, King Philip's War, and the Pueblo Revolt

Writing clinic: Thesis Statements

March 5: Race, Gender, and the Colonial Social Order(s) (*document discussion*)

WEEK EIGHT: MARCH 9-13

Readings: American Colonies, chapter 13
The Empire Reformed, introduction and parts I-II
English Bill of Rights (1689): http://avalon.law.yale.edu/17th_century/england.asp

March 10: The Stuarts and the Colonists (*discussion: English Bill of Rights*)

March 12: The Political Implications of the Glorious Revolution (*discussion: Stanwood*)

***** PAPER OPTION 2 DUE THURSDAY, MARCH 12 IN CLASS (If you did not write Paper #1, you must write this one.). *****

WEEK NINE: MARCH 16-20

Readings: The Colonial Era, 7.2
Readings on Salem Witchcraft (available on Blackboard)

March 17: A World of Witches (*discussion: witchcraft docs. and doc. 7.2*)

March 19: MIDTERM

WEEK TEN: MARCH 23-27 – SPRING BREAK

WEEK ELEVEN: MARCH 30 - APRIL 3

Readings: American Colonies, chapter 14, 16
Cry Liberty, prologue and chapters 1-2
The Colonial Era, chapters 8-9, 10.2

March 31: Provincial Politics (*discussion: documents 8.2-3*)
April 2: The Imperial Economy (*discussion: docs 9.1, 10.2*)

WEEK TWELVE: APRIL 6-10

Readings: The Empire Reformed, part III
The Colonial Era, 10.1
Cry Liberty, chapters 3-4

April 7: Alliances and Rivalries in Euro-Indian Relations (*discussion: Stanwood*)
April 9: A Pluralist Society

WEEK THIRTEEN: APRIL 13-17

Readings: Cry Liberty, chapters 5, epilogue, explanatory essay
The Colonial Era, 1.4, chapter 11

April 14: Slavery, Labor, and the Construction of Race
Writing clinic: Topic and Concluding Sentences
April 16: NO CLASS

***** PAPER OPTION 3 DUE TUESDAY, APRIL 14 *****

WEEK FOURTEEN: APRIL 20-24

Readings: American Colonies, chapter 15
The Colonial Era, chapters 14 and 15.1-2

April 21: Slavery, Race, and the Construction of History (*discussion*)
April 23: The Enlightenment in Europe and North America

***** PAPER OPTION 4 DUE THURSDAY, APRIL 23 IN CLASS *****

WEEK FIFTEEN: APRIL 27 - MAY 1

Readings: Cynthia A. Kierner, "Hospitality, Sociability, and Gender in the Southern Colonies," Journal of Southern History 62:3 (August 1996): 449-80. (on Blackboard)
The Colonial Era, 12.2-5, chapter 13

April 8: The Great Awakening as a Transatlantic Movement (*discussion*)
April 30: Material Culture and the Coalescence of a Provincial Elite

WEEK SIXTEEN: MAY 4-8

Readings: American Colonies, chapter 16-18

The Colonial Era, 16.1

Documents relating to Anglo-French imperial rivalry (available on Blackboard)

May 5: Gender and Family Life (*discussion*)

Writing clinic: Active and Passive Verbs

May 7: Wars of Empire

***** PAPER OPTION 5 DUE THURSDAY, MAY 7 IN CLASS *****

***** FINAL EXAM: DATE AND TIME TBA *****

HISTORY 3410 • AMERICAN COLONIAL HISTORY PAPER TOPICS

- You must respond to TWO of these questions, distributed as follows:

Everyone must do topic one OR two.
Everyone must do topic three, four, OR five.

- Responses should be 5-6 pages each, typed in 12-point font and double-spaced, with 1" margins. Use fonts typical for academic papers (i.e., Times New Roman), not novelty fonts or exceptionally large fonts (like Courier).
- All papers should be submitted in hard copy and on Safe Assign on Blackboard.
- For more tips, see the "Paper Guidelines," following this page.

Topic One (due Thursday, February 19): How did cultural images of the New World relate to the reality of the early encounters between Europeans and Native Americans? Focusing on the interactions between the English settlers and Powhatan Indians in and around Jamestown, make an argument about the different cultural expectations that the English and the Chesapeake Indian tribes held in the early seventeenth century. Based on these comparisons, how can we assess the role that cultural biases and assumptions played in Europeans' reflections on their initial encounters? (Use *Pocahontas and the Powhatan Dilemma*, but this should not be a book report – you should use other sources, too.)

Topic Two (due Thursday, March 12): Did slavery create racism in the colonies, or was it the other way around? Consider the slave codes from various English North American colonies. How did these slave codes change over the course of the seventeenth (and into the very early eighteenth) century? How did changes in the law reflect colonial anxieties about social relationships across race and class?

Topic Three (due Tuesday, April 14): In the aftermath of the Glorious Revolution, what was the more important ideological "glue" that bound the English Empire together: the principles of constitutional monarchy, or anti-Catholicism? Use primary evidence from both *American Colonies* and *The Empire Reformed* to support your argument. In your response, you should show how the ideology you've chosen both motivated the Glorious Revolution in the first place and gave shape and purpose to the post-revolutionary empire.

Topic Four (due Thursday, April 23): Many scholars understand the colonial American borderlands as a "middle ground": a place where Europeans and Indians created a "mutually comprehensible world ... of meaning and exchange" in which social relationships and power dynamics were fluid and not based entirely on one party's terms. Based on what you have read in *American Colonies*, *The Empire Reformed*, and *The Colonial Era*, do you agree with this interpretation? If not, how do you understand the relationships between the different groups who occupied these regions in the late seventeenth (post-1689) and early eighteenth centuries?

Topic Five (due Thursday, May 7): Did the eighteenth-century revolution in material culture and manners give women more or less cultural capital in colonial North America? In other words, did these changes endow women with more or less authority and power as they navigated the political and social settings in which they found themselves?

HISTORY 3410 • AMERICAN COLONIAL HISTORY WRITING GUIDELINES

The Basics: Every paper should have....

- *a title.* Enough said.
- *a thesis statement.* Your thesis statement (1-2 sentences) should appear toward the end of your introduction. It must make some sort of historical argument, which you will then support with evidence in the rest of your paper. Some examples:

Weak thesis: "This paper will discuss how African Americans' legal status changed in the decades after World War II." [*Describes the topic but makes no argument.*]

Somewhat better: "African Americans' legal status improved dramatically in the decades after World War II." [*Suggests an argument but not the reasoning behind it.*]

Much better: "African Americans' legal status improved dramatically in the decades after World War II, partly due to improved economic opportunities and growing sympathy among whites, but even more due to mounting activism by blacks themselves." [*States a clear argument, and summarizes the reasoning behind it.*]

- *clear paragraph structure.* Your paragraphs should be clear both unto themselves and relative to one another. Each paragraph should begin with a recognizable topic sentence that takes up *one particular point*, which in turn supports your thesis statement. When you are finished making your point, transition to the next paragraph, which should focus on another component of your overall argument. Use transitions to show how your argument builds logically from one paragraph to the next, and how all these points relate to your central argument.
- *a combination of primary and secondary evidence.* Every point you make needs to be backed up with historical evidence from the readings or lectures. You are expected to use the relevant chapter in the *Major Problems* document reader, but you should also use other course readings that apply. *You are not expected to do outside research, but if you do use outside sources, you must include a Works Cited page.* For more on evidence (and correct citation), see below. These papers should focus not just on the documents (the primary evidence), but also on how the details fit into a broader historical context. So, for example, if you are writing about African Americans' struggles after World War II, you might show how one person's recollection of difficulties finding work reflected the broader context of employment discrimination at the time. This secondary evidence should come from course texts, the essays in your document reader, and from lectures (cite accordingly).
- *clear style.* Get to the point, use clear wording, and avoid awkward phrases and sentences. Steer clear of overly formal or informal prose (for example, unnecessarily complicated or elaborate language, colloquialisms or slang, contractions, etc.) Use correct grammar and spelling.

Using Evidence: You must include primary and secondary evidence in order to craft and present a historical argument. Otherwise, it's not a historical argument – it's just an opinion piece. Evidence can include quotes (brief quotes from primary sources only, please), facts, statistics, anecdotes – anything that helps support your argument AND that you can document. Here are a few practical tips on using evidence.

- *Quoting:* When you quote from a source, you must use quotation marks to indicate those portions that you are quoting. You should reproduce the words exactly and use citations to indicate from where they came. **Quote ONLY primary sources** (that is, sources from the time you are writing about that

serve as evidence in your paper). You may quote from a secondary book or article, but only if the portion you are quoting comes from a primary source (so you might, for instance, use a quote from George Washington that appears in a book, but you should not quote the author of that book, who is writing about George Washington.). The reason: when you quote the author of a secondary source, you are letting that person do the historical thinking and analysis for you. In these assignments, *you* must do that work yourself.

- *Paraphrasing*: When you paraphrase, you use someone else's idea but explain it in your own words. You must indicate whose idea it is, just as you would for a direct quotation. You should not, though, use the original author's words; you must rephrase it in your own words. If you are paraphrasing, you may use ideas or arguments that historians present in their secondary works, as long as you give credit and synthesize these points in your own argument.
- *Citing your sources*: You should cite all evidence that is not common knowledge. This includes quotes, little-known facts and anecdotes, and statistics, along with any paraphrasing or reference to someone else's ideas. You will not be penalized for excessive citation, so if you are in doubt, cite it. Either footnotes, endnotes, or parenthetical citations (author and page number in parentheses at the end of the sentence) will do. You need not include a bibliography unless you use a source outside of class material (which is not expected). Citing sources properly is an important matter of academic integrity. If you paraphrase or quote another person's ideas without acknowledgment, you are plagiarizing. This is illegal, unethical, and grounds for a failing grade. Don't do it.

Some Other Things to Do, Questions to Ask, Ideas to Try:

- Please do not begin your first paragraph with some variation of "Throughout time" If it's been true throughout time (and almost nothing of historical consequence has been true forever), then it probably isn't relevant to the specific topic at hand. It's not a bad idea to start with some general perspective, but you should limit your scope to the immediate context of the paper topic (for example, a general statement on slavery during the antebellum era if you're writing about slavery during the antebellum era).
- Does your paper say what you want it to say? Does it say what you think it says? I can't read your mind. The most brilliant thought in the world is of no use if it's only in your head and not on the paper.
- What is your argument? Can you summarize it in a single sentence without looking at your introduction? If not, you need to clarify it some more.
- Have you answered the question? If you've decided to focus on only one part of a question, have you justified that decision in the paper?
- Read the paper aloud. You'd be amazed at how many little mistakes you'll catch and how much this will improve your writing. I should never be the first person to read your paper, nor should I ever be grading the first draft of a paper. Get a friend to read it. Go to the writing center and have an instructor there review it. Put the paper away for a while and then come back to it; time and distance will give you a fresh perspective on it.