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**Early American History, 1492-1765**  
History 247, Fall 2017, MR, 1:30pm-2:40pm  
Denny 304

This course will introduce students to the colonial history of North America, from roughly 1500 to the 1760s. It will examine North American history from the earliest contacts between European and American peoples, and will introduce to students the idea of an “Atlantic World.” We will focus in particular on contact between Indian, French, Spanish, Dutch, and English cultures; the rise of the British Empire to a position of dominance on the continent; and the internal social, cultural, and political development of the Anglo-American colonies. We will examine as well the interplay between secondary sources—how historians write history—and primary source materials written during the colonial period. The course will highlight the overarching flux of life within of North America prior to the 1760s, in all of its social, cultural, economic, and political diversity.

**EXPECTATIONS FOR THE COURSE:**

**Learning Goals:**

Students in the class will be expected to work on the following:

- 1) Develop historical perspectives
- 2) Express themselves clearly, both in writing and in discussion
- 3) Locate relevant information
- 4) Identify key historical issues and debates
- 5) Support plausible historical arguments
- 6) As a US Diversity course, students should examine the commonalities and differences in American society through the lens of race/ethnicity, gender, class, religion, or sexual orientation.
- 7) Finally, as a Comparative Civilization course, students should contrast the traditions that shaped the modern West with traditions that have shaped a non-Western culture.

**Readings:**

Students must read the assignments for the appropriate date. Books are available for purchase at the Bookstore, and copies have been placed on reserve at the Library.

**Required Books:**

Crosby, Alfred. *The Columbian Exchange: Biological and Cultural Consequences of 1492*. 30<sup>th</sup> Anniversary Edition. Westport, CT: Praeger, 2003. ISBN#: 978-0275980924.

Greer, Allan. *The Jesuit Relations: Natives and Missionaries in Seventeenth-Century North America*. Boston, MA: Bedford/St. Martin's, 2000. ISBN#: 978-0312167073.

Kupperman, Karen O., ed. *Major Problems in American Colonial History: Documents and Essays*. 3<sup>rd</sup> edition. Major Problems in American History Series. New York: Houghton Mifflin Company, 2000. ISBN#: 978-0495912996.

Taylor, Alan. *American Colonies: The Settling of North America*. The Penguin History of the United States, Vol. 1. New York: Penguin, 2002. ISBN#: 978-0142002100.

Harriot, Thomas. *A Briefe and True Report of the New Found Land of Virginia*. Mineola, NY: Rosenwald Collection Reprint Series, Dover Editions, 1972. ISBN#: 978-0486210926.

**Attendance:**

You must attend all classes. I will take attendance, and it will factor into your final grade. Readings, discussions, and lectures are meant to compliment each other; in other words, information will not be repeated in both (for the most part). All reading must be completed by the date assigned. You must keep up with the reading, and I reserve the right to evaluate whether and how well you have read by randomly assigning very brief in-class writing assignments. I will be looking for regular comments from each of you during the class period, and in addition I expect to find in your comments some evidence that you have done the reading and reflected on it. I also expect that our discussions will be open, honest, and respectful of the range of views represented by the class.

**Assignments:**

Final grades will rest on participation during class discussions (10%), a reading/transcription assignment (10%), two take-home papers based on the class readings, lectures, and discussions (worth 25% each), and a take-home final exam (30%).

**Lateness:** Late papers or work will only be accepted at full credit if due to emergencies; otherwise, a full grade will be taken off for each day late (e.g, 2 days late will change a "B" to a "D").

**Academic Integrity:**

I will take academic integrity seriously in this course, as in all of my courses. Students who violate College rules on scholastic dishonesty will be subject to disciplinary action, which include the possible failure of the course and/or dismissal from the College. For a laughably brief take on this complicated issue, follow these guidelines: 1) do your own work; clear any collaborations ahead of time, and give full credit; 2) cite your sources fully and explicitly; and 3) for quotations, use quotation marks and cite fully; for summary or paraphrase, cite fully and explicitly at the end of the relevant paragraph or sentence. For further details, please

read carefully and be familiar with the *Community Standards* on the Dickinson College website.

### **Accommodating Students with Disabilities**

Dickinson values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in all learning experiences. If you have (or think you may have) a learning difference or a disability – including a mental health, medical, or physical impairment– that would impact your educational experience in this class, please contact the Office of Disability Services (ODS) to schedule a meeting with Director Marni Jones. She will confidentially discuss your needs, review your documentation, and determine your eligibility for reasonable accommodations. To learn more about available supports, go to [www.dickinson.edu/ODS](http://www.dickinson.edu/ODS), email [DisabilityServices@dickinson.edu](mailto:DisabilityServices@dickinson.edu), call (717) 245-1734, or go to ODS in 106 Dana Hall.

### **COURSE SCHEDULE:**

#### **Introduction: Framing the Colonization of North America**

Monday, August 28, Kupperman, “American, African, and European Politics Compared,” and Elliott, “Imperial Competition in the Early Atlantic,” in Chapter 1 of Kupperman, ed., *Major Problems*: 1-24. (Discussion)

Thursday, August 31, Taylor, *American Colonies*: 23-49; Documents 2 (Maushop) and 4 (Canadian Natives) in Chapter 2, and Julian Barr, “The Colonial Sunbelt, St. Augustine to Santa Fe,” in Chapter 3 of Kupperman, ed., *Major Problems*: 29-30, 31-32, and 75-80. (Lecture)

#### **The Columbian Exchange**

M, September 4, Crosby, *The Columbian Exchange*, 3-63. (Discussion)

R, September 7, Crosby, *The Columbian Exchange*, 64-121. (Discussion)

M, September 11, Crosby, *The Columbian Exchange*, 165-221. (Discussion)

R, September 14, Presentations on Topics and Regions: People and Disease (Discussion)

**Readings:** Henry F. Dobyns, “Estimating Aboriginal American Populations: An Appraisal of Techniques with a New Hemispheric Estimate,” *Current Anthropology* 7 (1966): 395-416; John D. Daniels, “The Indian Population of North America in 1492,” *William and Mary Quarterly* (49): 298-320; Noble David Cook, “New Arrivals,” from *Born to Die*, on Moodle; Alfred Crosby, “Virgin Soil Epidemics as a Factor in the Aboriginal Depopulation in America,” *William and Mary Quarterly* (33): 289-99; David S. Jones, “Virgin Soil Epidemics Revisited,” *William and Mary Quarterly*, 60 (2003): 703-42.

M, September 18, Presentations on Topics and Regions: Plants and Animals (Discussion)

**Readings:** Jared Diamond, “The Lethal Gift of Livestock,” in *Guns, Germs, and Steel*: 195-214, on Moodle; Virginia DeJohn Anderson, “King Philip’s Herds: Indians, Colonists, and the Problem of Livestock in Early New England,” *William and Mary Quarterly* 51 (1994): 601-24; William Cronon, “Seasons of Want and Plenty,”

“Commodities of the Hunt,” and “A World of Fields and Fences,” all from *Changes in the Land*, on Moodle.

### **Early English Colonization**

R, September 21, Taylor, *American Colonies*, 118-37; Documents 5 (Sir Thomas Dale) and 6 (Pocahontas and John Smith) in Chapter 2; Documents 6 (John Rolfe), 7 (Virginia Company), 8 (Anne Richards), 9 (Powhatan), and 10 (Frethorne), in Chapter 3; and Documents 6 (Indenture Form), and 8 (Alsop), in Chapter 4 of Kupperman, ed., *Major Problems*: 32-33, 70-74, 99, 103-05. (Discussion)

M, September 25, **First Paper Due.** (Lecture)

R, September 28, Harriot, *A Briefe and True Report*. (Discussion)

### **Catholic Colonies: New Spain and New France**

M, October 2, Taylor, *American Colonies*: 50-90; Documents 3 (Cabeza de Vaca) and 7 (Pueblo Indians) in Chapter 2; Documents 1 (Coronado), 2 (Menéndez), 3 (Menéndez), 4 (Oñate), 5 (Benavides), in Chapter 3; and Documents 7 (New Mexico’s Indians) and 8 (Naranjo) in Chapter 5, all from Kupperman, ed., *Major Problems*: 30-31, 34-35, 61-70, 132-37; **Transcriptions of Harriot Due.** (Discussion)

R, October 5, Taylor, *American Colonies*: 91-113 and 363-95; Greer, *The Jesuit Relations*: 1-19. (Discussion)

M, October 9, Greer, *The Jesuit Relations*: 20-36, 41-50, 61-69, 78-93, 119-31. (Lecture)

R, October 12, Greer, *The Jesuit Relations*: 155-71, 186-211. (Discussion)

### **M, October 16, Fall Pause**

### **English Colonial Regions: New England, the Middle Colonies, the Chesapeake, the Low Country, and the West Indies**

R, October 19, Taylor, *American Colonies*: 158-203; and Documents 1 (Mayflower), 2 (Hooker), 3 (Winthrop), and 4 (Pond) in Chapter 4, and Documents 1 (Easton), 2 (Mather), and 3 (Rowlandson), in Chapter 5 of Kupperman, ed., *Major Problems*: 89-96 and 121-27. (Discussion)

M, October 23, Taylor, *American Colonies*: 138-57 (Chesapeake), 223-44 (Carolinas); and Documents 4 (Bacon), 5 (Mathews), and 6 (Virginia’s Leaders) of Chapter 5, and Documents 2 (Randolph), 3 (Nairne), 4 (Lawson), 5 (Huguenots), 6 (Oglethorpe), 7 (Tryon), 8 (Crevecoeur), and 9 (Pinckney) in Kupperman, ed., *Major Problems*: 127-32 and 194-207. (Discussion)

R, October 26, Taylor, *American Colonies*: 245-72; Documents 1 (Danckaerts), 2 (Knight), 3 (Penn), 4 (Thomas), 5 (Mittelberger), 6 (Spangenberg), and 7 (Hamilton) in Chapter 6 of Kupperman, ed., *Major Problems*: 157-72. (Discussion)

M, October 30, Taylor, *American Colonies*: 204-21 (WI); Document 1 (Ligon) in Chapter 7; and Jack P. Greene, “Barbados as a Colonial Model,” in Chapter 8, both from Kupperman, ed., *Major Problems*: 191-94, 208-17. (Discussion)

R, November 2, **Second Paper Due.** (Lecture)

## **Slavery and Slave Culture**

M, November 6, Taylor, *American Colonies*: 323-37; Documents 1 (Board of Trade), 2 (Jones), 3 (Supplies), 4 (Byrd), 5 (Eaton Free School), and 6 (Letter) in Chapter 8, and Document 6 (Self-fashioning) of Chapter 12 of Kupperman, ed., *Major Problems*: 226-38, 387-93. (Discussion).

R, November 9, Ira Berlin, “Time, Space, and the Evolution of Afro-American Society,” and Jennifer L. Morgan, “Enslaved Women’s Labor,” in Chapter 8 of Kupperman, ed., *Major Problems*: 238-63. (Discussion)

## **Political and Spiritual Religious Awakenings**

M, November 13, Taylor, *American Colonies*: 276-300. (Lecture)

R, November 16, Taylor, *American Colonies*: 339-62; and Documents 1 (Franklin), 2 (Cole), 3 (Whitefield), 4 (Jonathan Edwards), 5 (Sarah Pierrepont Edwards), 6 (Anthony), 7 (Marrant), 8 (Fish), in Chapter 9 of Kupperman, ed., *Major Problems*: 266-77. (Discussion)

M, November 20, Harry S. Stout, “George Whitefield’s American Preaching,” Catherine A. Brekus, “Euroamerican Women’s and Men’s Experiences in the Great Awakening,” and Frank Lambert, “African Americans’ Experience of the Revivals,” all in Chapter 9 of Kupperman, ed., *Major Problems*: 278-96. (Discussion)

## **R, November 23, Thanksgiving Break**

### **Atlantic Exchanges: Imperial Trade and Warfare**

M, November 27, Taylor, *American Colonies*, 301-23; Documents 1 (Danckaerts), 2 (Knight), 3 (Penn), 4 (Thomas), 5 (Mittelberger), 6 (Spangenberg), and 7 (Hamilton), in Chapter 6, and Documents 1 (Hull), 2 (Franklin), 3 (Widow), 4 (Club), and 5 (van Varick) in Chapter 12 of Kupperman, ed., *Major Problems*: 157-72, and 378-87. (Discussion)

R, November 30, Taylor, *American Colonies*: 420-43; Documents 1 (Brainerd), 2 (Kenny), 3 (Neolin), 4 (Pontiac), 5 (Royal Proclamation), and Fred Anderson, “The Consequences of Victory,” in Chapter 13 of Kupperman, ed., *Major Problems*: 413-24, 432-40. (Discussion)

M, December 4, Documents 6 (Stephens), 7 (Bosomworth), 8 (Indian Leaders) and Julie Anne Sweet, “Mary Musgrove Maneuvers Between Empires” in Chapter 10, and Documents 1 (Weiser), 2 (Zinzendorf), and Merrell, “Reading Andrew Montour” in Chapter 11 of Kupperman, ed., *Major Problems*: 305-312, 324-36, 339-41, 356-64. (Discussion)

## **Conclusion**

R, December 7, John M. Murrin, “The Dilemma of American National Identity,” in Chapter 14 of Kupperman, ed., *Major Problems*: 462-67. (Discussion)

## **Week 16: December 11-15, Exam Period**

**Papers Due: Thursday, December 14, by 5pm**