

**History 301**  
**Colonial America: Three Worlds Meet**  
Tuesday/Thursday, 4:10-5:30pm  
Fall 2014

**Prof. Emily Conroy-Krutz**

**Email:** [conroyk5@msu.edu](mailto:conroyk5@msu.edu)

**Office Hours:** 306A Old Horticulture, Wednesday, 10-11:30am

**Course Summary:** This course covers the history of the North American continent from roughly 1492 to 1780. Over those centuries, America was colonized by multiple European powers. By the end of this period, a new republic emerged. This is a complex story, in which different groups of Americans, Europeans, and Africans came together on a single continent. It is a story of conflict and domination, as well as a story of collaboration and rebirth. Over the course of the semester, we will cover themes including imperial competition, war, slavery, gender, and religion.

**Required Texts:**

The following texts are available for purchase at the campus bookstore and the Student Bookstore on Grand River. If you would prefer, you should also be able to find affordable used copies of most of these books.

- Tony Horwitz, *A Voyage Long and Strange* (Picador)
- Jon Demos, *The Unredeemed Captive* (Vintage)
- Olaudah Equiano, *The Life of Olaudah Equiano* (Dover)
- Mary Beth Norton, *In the Devil's Snare* (Vintage)
- Colin Calloway, *The Scratch of a Pen* (Oxford)

Additional readings are available online through the course website.

**Assignments and Grading**

*Reading Responses:* Each student will write five paragraph-length responses to the readings. I will post reading questions to help you shape and focus your response, though if you are struck by a theme that I do not mention you should feel free to write about that instead. These are NOT summaries of the reading, but rather should show your interpretation and analysis of the reading. These are to be posted onto the course website BY NOON on the day of the reading discussion.

*Primary Source Analysis and Presentation:* Each student will write one brief (3-5 page) paper in which you analyze one of the primary sources listed below in the syllabus. You will also present this document to your classmates during the reading discussion session of class. Students will sign up for their topics in the second week of classes. These are to be submitted by the beginning of class on the day of the reading discussion.

*Research Paper:* Each student will write one longer paper (5-7 pages) for which they will determine their own topics and locate their own primary and secondary sources.

*Exams:* There will be a midterm and final examination in this class.

*Participation*

Participation will be graded on the basis of attendance, attentiveness during lecture, and participation (including active listening) during in-class discussion.

*Grading:*

All items will be graded according to the rubric listed on the dropboxes. Your final grade will be out of 100 points. The translation to the 4 Point Scale is as follows:

0-59: 0  
60-64: 1.0  
65-69: 1.5  
70-74: 2.0  
75-79: 2.5  
80-85: 3.0  
86-91: 3.5  
92-100: 4.0

Response Papers (5):	25%
Primary Source Analysis (1):	15%
Primary Source Presentation:	5%
Research Paper:	15%
Participation:	10%
Midterm:	15%
Final:	15%

Policies:

*Lateness:* All late papers (including responses) will be marked down 5 percent per 24 hours from the time that the paper was due. In case of illness or emergency, please be in touch with me as soon as possible so that we can work out a way for you to complete your work. Makeup exams are only available in cases of illness or emergency.

*Technology in the Classroom:* You are welcome to use your computer in class to take notes. However, if you are using your computer or phone for non-course-related purposes, you will be asked to put them away for the rest of class. Such behavior is distracting to you, to your fellow classmates, and to the professor.

*Plagiarism and Academic Dishonesty:* If you are found to have plagiarized all or portions of your writing in this class, or if you copy someone else's work on an examination, you will receive an automatic zero on that assignment. If you are found doing so a second time, you will receive an automatic zero in the course. Please review MSU's definitions and policies regarding academic integrity here: <https://www.msu.edu/~ombud/academic-integrity/index.html>

To avoid charges of plagiarism, it is essential that you cite your sources appropriately in your writing! For the response papers, since we will be all discussing a single, shared text, you can

simply use parentheses to indicate page numbers. However, in your formal papers, I expect you to use footnote citations. A guide for annotation in the Chicago style can be found here: <https://owl.english.purdue.edu/owl/resource/717/01/>

If you would like some help in using some of the software that can assist you in creating your citations, the library offers free classes throughout the semester. You can sign up for them here: <https://www.lib.msu.edu/library/features/179/>

## **Course Schedule**

### **Week 1: Introduction**

**Thurs., August 28—Introduction and Course Themes**

## **UNIT ONE: ENCOUNTERING DIFFERENCE**

### **Week 2: Before Colonization**

Reading: Horwitz, *A Voyage Long and Strange* Part I.

**Tuesday, Sept. 2—Native Americans**

**Thursday, Sept. 4—Europeans**

### **Week 3: The Spanish in America and Their Competitors**

Reading: Horwitz, *A Voyage Long and Strange* Part II

**Tuesday, Sept. 9—Colonization, Christianization, and the “Black Legend”**

Primary Source Option: Mexican and Tlaxcala Accounts/Mayan Accounts

**Thursday, Sept. 11—Searching for Gold and Silver**

Primary Source Option: Cortez/de las Casas

### **Week 4: The French and Dutch in America**

Reading: Horwitz, *A Voyage Long and Strange* Part III

**Tuesday, Sept. 16—Jesuits, Fur, and Traders**

Primary Source Option: Ho-Chunk Nation/Cod

**Thursday, Sept. 18—Reading Discussion**

Reading Response due to course website by noon on Thursday.

### **Week 5: The English in Virginia**

Reading: Begin Demos, *The Unredeemed Captive*

**Tuesday, Sept. 23—Jamestown and Cannibalism**

Primary Source Option: Depictions of Native Americans (images)

**Thursday, Sept. 25—English and Powhattans**

Primary Source Option: Eliot and Mayhew

### **Week 6: The English in New England**

Reading: Finish Demos, *The Unredeemed Captive*

**Tuesday, Sept. 30—A City on a Hill and Indian Wars**

Primary Source Option: Rowlandson

**Thursday, Oct. 2—Reading Discussion**

Reading Response due to course website by noon on Thursday.

**Week 7: Africans in America**

Reading: Begin Equiano, *The Life of Olaudah Equiano*

**Tuesday, Oct. 7—Africa and the Atlantic Slave Trade**

Primary Source Option: Depictions of Africans (Images)

**Thursday, Oct. 9—Indentured Servants and Slaves**

Primary Source Option: Runaway Slave Advertisements

**Week 8: Slavery in America**

Reading: Finish Equiano, *The Life of Olaudah Equiano*

**Tuesday, Oct. 14—Mapping Slavery in Colonial America**

Primary Source Option: Trans-Atlantic Slave Trade Database

**Thursday, Oct. 16—Reading Discussion**

Reading Response due to course website by noon on Thursday.

**Week 9: Midterm**

Reading: Norton, *In the Devil's Snare*, Introduction

**Tuesday, Oct. 21: Midterm**

**Thursday, Oct. 23: NO CLASS**

**UNIT TWO: TOPICS IN COLONIAL HISTORY**

**Week 10: Gender and Disorder**

Reading: Norton, *In The Devil's Snare*, chs. 3-5

**Tuesday, Oct. 28— Anne Hutchinson**

Primary Source Option: Bradstreet Poems

**Thursday, Oct. 30— Library Visit**

**Week 11: Race and Disorder**

Reading: Norton, *In the Devil's Snare*, chs. 7-8, Conclusion

**Tuesday, Nov. 4—Slavery and Resistance**

Primary Source Option: Willard

**Thursday, Nov. 6—Reading Discussion**

In-class discussion of reading on Thursday. Reading Response due to course website by noon on Thursday.

**Week 12: Atlantic Connections**

Reading: Begin Calloway, *Scratch of a Pen*

**Tuesday, Nov. 11—The Great Awakening**

Primary Source Option: Wheatley Poems

**Thursday, Nov. 13—The “Refinement” of America**

Primary Source Option: Franklin

**Week 13: Imperial Conflicts**

Reading: Finish Calloway, *Scratch of a Pen*

**Tuesday, Nov. 18—English, French, and Indians**

Primary Source Option: Washington

**Thursday, Nov. 20—Reading Discussion**

Reading Response due to course website by noon on Thursday.

**Week 14: Towards the Revolution**

Reading: Independent Reading for your papers

**Tuesday, Nov. 25—The Imperial Crisis, American**

**Thursday, Nov. 27: THANKSGIVING, NO CLASS**

**Week 15: Revolutions and Colonies**

Reading: Kathleen DuVal, “Independence for Whom? Expansion and Conflict in the South and Southwest” in *The World of the Revolutionary American Republic*, 97-115; Alyssa Mt. Pleasant, “Independence for Whom? Expansion and Conflict in the Northeast and Northwest” in *The World of the Revolutionary American Republic*, 116-133. PDF online.

**Tuesday, Dec. 2—American Independence and its Effects**

Group 1 Presentations

Paper due

**Thursday, Dec. 4—Europe in America**

Group 2 Presentations

Papers due

**FINAL EXAM:** Wednesday, Dec. 10, 5:45-7:45pm

### **PRIMARY SOURCE PAPER**

Each student will choose one of the following primary sources to read, present to the class, and briefly analyze in a 3-5 page paper. The papers are due in class on the day of the presentation, with dates listed below. Please note that you do NOT need to do additional research for these presentations and papers. Your job, instead, will be to situate the document within the context of the course. You may (and indeed, should) use lecture and shared course readings to help you understand the document you read.

The grade for this paper will make up 15% of your total grade. You will be evaluated on the following:

- Did you meet the minimum length requirement and follow formatting instructions (1" margins, double-spacing, 12 point Times New Roman font)? (1 point)
- Did you cite your sources (both the primary source AND any additional course readings or lecture that you discuss) properly? (1.5 points)
- Is your writing clear, easy to understand, and correct? Are there grammatical or spelling errors? (1.5 points)
- Do you briefly *summarize* the source you are discussing, explaining what it was, who wrote it, when they wrote it, and who the audience was? (3.5 points)
- Do you *analyze* the source, explaining what it can tell us about colonial America and why it is important? (4 points)
- Do you *connect* the source to other material from our course, referencing shared reading and/or lecture? (3.5 points)

#### **Sept. 9**

Mexican and Tlaxcala Accounts of the Spanish Conquest, 1500s

Excerpts available online at:

[http://nationalhumanitiescenter.org/pds/amerbegin/contact/text7/mexica\\_tlaxcala.pdf](http://nationalhumanitiescenter.org/pds/amerbegin/contact/text7/mexica_tlaxcala.pdf)

AND

The Mayan Account of the Spanish Conquest

Excerpts available online at:

<http://nationalhumanitiescenter.org/pds/amerbegin/contact/text6/maya.pdf>

#### **Sept. 11**

Hernan Cortez, Letter to Charles V

Available online at:

<http://www.fordham.edu/halsall/mod/1520cortes.asp>

AND

Bartolomé de las Casas, "A Short Account of the Destruction of the Indies"

Excerpts available online at:

[http://nationalhumanitiescenter.org/pds/amerbegin/contact/text7/casas\\_destruction.pdf](http://nationalhumanitiescenter.org/pds/amerbegin/contact/text7/casas_destruction.pdf)

**Sept. 16**

First Encounters of the Ho-Chunk Nation and the French

Excerpts available online at:

<http://nationalhumanitiescenter.org/pds/amerbegin/contact/text6/hochunk.pdf>

AND

“Your People Live Only Upon Cod”

Available online at: <http://historymatters.gmu.edu/d/5828>

**Sept. 23**

Image set: illustrations for Thomas Hariot, *A Brief and True Report of the New Found Land of Virginia*, available online at: <http://docsouth.unc.edu/nc/hariot/hariot.html>

**Sept. 25**

John Eliot and Thomas Mayhew, *Tears of Repentance*, "Brief Introduction" and choose 2 confessions

Available online at: <http://quod.lib.umich.edu/e/eebo/A84357.0001.001?view=toc>

**Sept. 30**

Mary Rowlandson, *The Sovereignty and Goodness of God*, Intro and the 3<sup>rd</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 16<sup>th</sup>, and 20<sup>th</sup> removes

Available online at: [http://www.gutenberg.org/files/851/851-h/851-h.htm#link2H\\_4\\_0020](http://www.gutenberg.org/files/851/851-h/851-h.htm#link2H_4_0020)

**Oct. 7**

Image set: Depictions of Africans by Europeans (online in pdf)

**Oct. 9**

Runaway slave advertisements, Virginia (choose 1730s, '40s, or '50s)

Available online at: <http://www2.vcdh.virginia.edu/gos/explore.html>

**Oct. 14**

Trans-Atlantic Slave Trade Database, available online at

<http://www.slavevoyages.org/tast/index.faces>

**Oct. 28**

Ann Bradstreet, “A Letter to her Husband,” “The Author to her Book,” “Before the Birth of One of her Children,” “Epitaphs,” “In Reference to her Children,” and “To my Dear and Loving Husband”

Available online at: <http://xroads.virginia.edu/~HYPER/Bradstreet/bradstreet.html>

**Nov. 4**

Samuel Willard, “A Brief Account of a Strange and Unusual Providence of God Befallen to Elizabeth Knapp of Groton”

Available online at: <http://history.hanover.edu/texts/Willard-Knap.html> (Note: you ONLY need to read the Willard text, and NOT the commentary surrounding it)

**Nov. 11**

Phillis Wheatley, “On Being Brought from Africa to America,” “On the Death of the Rev. Mr. George Whitefield,” “To the Right Honorable William, Earl of Dartmouth,” “An Hymn to Humanity,” “A Farewell to America”

Available online at: <http://www.bartleby.com/150/>

**Nov. 13**

Benjamin Franklin, *Autobiography*, ch. 3 and ch. 6

Available online at: <http://www.gutenberg.org/files/20203/20203-h/20203-h.htm#VI>

**Nov. 18**

George Washington, Reflections on the 7 Years’ War (online in pdf)

**RESEARCH PAPER**

For this paper, you will build off of your earlier primary source paper to write a longer research paper that will allow you to go deeper into some of the issues you raised in your earlier analysis. Ideally, your reading of the primary source raised additional questions for you. This is your chance to try to find an answer to one of those questions. Aided by a class library session, you will identify an additional primary source (or more) and at least two secondary sources (books or scholarly articles) to help you make a historical argument about the theme you choose.

There is an extra-credit option with this paper. If you would like, you can sign up to present your research to the class in the last week of classes for a maximum extra credit of 5 points (it can replace your lowest score on the response papers).

Due Dec. 2

The grade for this paper will make up 15% of your total grade. You will be evaluated on the following:

- Did you meet the minimum length requirement and follow formatting instructions (1” margins, double-spacing, 12 point Times New Roman font)? (1 point)
- Did you cite your sources (primary and secondary sources AND any course readings or lecture that you discuss) properly? (1.5 points)
- Is your writing clear, easy to understand, and correct? Are there grammatical or spelling errors? (1.5 points)
- Do you have a *thesis* that is clearly stated and specific? (3.5 points)
- Does your argument *demonstrate* your thesis? Do you effectively *analyze* the sources you use? (4.5 points)
- Are you able to *connect* your argument to larger course themes, explaining the significance of your topic to the broader history of colonial America? (3 points)