

Early America to 1763

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History 320
Class meets from
9:05-9:55 MWF
in Ross Hall 0274

Course Description and Goals:

This course explores the history of North America and the Atlantic World from 1492 to 1763. In the early weeks of the semester, we will address the European arrival and evaluate its consequences. We will then examine the great variety of cultures, economies, and people that came together across early America. Along the way, you will interpret, discuss, and write about a variety of primary and secondary sources related to early America.

The goals of this course are:

1. To enhance your understanding of early America's complexity.
2. To improve your ability to think, read, write, and speak about the past.
3. To develop your research skills.

Format

History 320 is an upper-division history course that combines reading, lectures, writing and discussion. In addition to reading five books and numerous primary sources, it requires two exams, seven response papers, and an 8-10 page research paper.

Reading

You will be reading six carefully-selected books this semester. Learning to love reading is perhaps the most important outcome of a solid university education. I hope the reading in this course contributes to that end. You will be reading a combination of primary and secondary sources, both of which historians rely on to make sense of the past.

The books:

- Brett Rushforth and Paul Mapp, eds., *Colonial North America and the Atlantic World: A History in Documents*
- Tony Horwitz, *A Voyage Long and Strange: On the Trail of Vikings, Conquistadors, Lost Colonists, and Other Adventurers in Early America*
- Carol Berkin, *First Generations: Women in Colonial America*
- Allan Greer, *Mohawk Saint: Catherine Tekakwitha and the Jesuits*
- Jill Lepore, *New York Burning: Liberty, Slavery, and Conspiracy in Eighteenth-Century Manhattan*
- Ned Landsman, *From Colonials to Provincials: American Thought and Culture, 1680-1760*

There is no textbook for History 320. If you would like one, I suggest using either Alan Taylor's, *American Colonies* or the relevant chapters of a U.S. History textbook—my favorite is Eric Foner's, *Give Me Liberty*.

Assignments

Discussion and Participation

Communicating your questions, observations, and conclusions about the topics addressed in this course could be the most interesting aspect of our time together this semester.

Your participation grade will be based on your attentiveness, your contributions to class discussions, your performance on in-class writing exercises and peer-review feedback.

Writing

You will be completing five writing assignments, all of which should be typed (double-spaced) using 12-point Times New Roman and 1-inch margins. Everything you write in this course must follow Kate Turabian's, *A Manual for Writers of Term Papers, Theses, and Dissertations*, also known (affectionately) as the Chicago Style. If you are a history major, you should probably buy this book. Alternatively, you can purchase the history department's "manual of style" for \$3.00 in Ross 3270.

All papers (except the inventory essay) must be turned in through blackboard's "Assignments" tab by the beginning of class on the due date. Each assignment's location will be clearly marked. If for any reason, you are unable to submit your assignments through blackboard, email them to me (tj.tomlin@unco.edu) by the due date.

For details on the unpleasant consequences of tardiness, see the portion of this syllabus devoted to late exams and papers.

Inventory Essay. The first writing assignment, due on Wednesday, January 11, is a short, 2-3 page description of your current understanding of early America to 1763. I do not want you to do *any* reading or research to complete this essay. It will not be graded. Your task is simply to sit down and write out what you know. Pretend that someone with no prior knowledge of American history before 1763 has asked you to summarize everything you know about it. Although it will not be graded, this essay is a fundamental course requirement. If you do not turn in an inventory essay by the beginning of class on Wednesday, January 11, you will automatically fail the course.

Response Papers. The second writing assignment is a collection of seven response papers to the course reading. This assignment gives you the chance to reflect on the assigned reading and gives me the chance to observe how and what you are thinking about it.

Each entry should be 1-2 pages (no longer!) and must contain the following elements:

- 1) A summary of one the author's *arguments*; in the case of primary sources, you may address an author's observation or experience.
- 2) An explanation of how the author supports this argument with evidence.
- 3) An assessment of the argument's significance. How does it broaden, amend, or confirm your understanding of early American history? Why does the argument matter? In short, answer the "So what?" question with respect to this reading assignment.

A few examples of how to write great response papers:

- Connect the author's specific argument to a theme, debate, or development in American history. Be bold and creative while paying close attention to contexts and changes over time. That is, avoid big, broad generalizations about how, for example, the French and Indian War is "just like" the Vietnam War.
- Explain why you were or were not convinced by the author's claim. Be specific.
- Carefully examine the author's evidence. What strengths and/or weaknesses does it have? How might a different kind of primary source confirm or challenge the argument?
- Compare the perspective or argument of one author with one of my lectures or with another author.

You are required to write one paper on each of the five secondary sources (Horwitz, Greer, Berkin, Lepore, Landsman). In addition, you must complete two papers on *Colonial North America and the Atlantic World: A History in Documents*. Please write one of these response papers before the midterm exam and one after the midterm.

Any day on which reading is assigned is fair game for a response paper. It is your responsibility to make sure you have submitted seven entries by April 23.

Turn in a copy of each entry to me (via blackboard) at the beginning of class on the day the assigned reading about which you write is due. Be sure to save a copy for yourself and bring it to class. I will return it within a week marked with a check, meaning that it met every requirement, a check-minus, meaning that it did not meet the criteria for this assignment, or a check-plus, meaning that it showed exceptional insight or reflection.

Your seven response papers will receive a grade according to the following grading scheme: seven checks equals 80/100; every check-plus will add 3 points to your grade; every check-minus will subtract 3 points from your grade; every late entry will subtract an additional 6 points from your final grade.

Your response papers will be graded on:

- The quality of your summary. (Did you grasp and articulate the author's claim?)
- The sophistication of your analysis, particularly regarding the book's historical significance. (Did you answer the "So what" question? Why should anyone care about or read this source?)
- The elegance and mechanics of your writing.

Note: even if you do not turn in a response paper for every book on time, your final journal must contain the seven required entries to pass the course.

Research Paper. The third writing assignment, due Monday, April 2, is an 8-10 page research paper based on one of the questions found at the end of a document in *Colonial North America and the Atlantic World*. Your research paper must use the document for which the question you select was written as well as two additional primary sources not found in *Colonial North America*, two books, and a journal article.

During the second week of class, I will pass out a separate assignment sheet explaining how to complete, do well on, and even enjoy this assignment.

Your research paper will be graded on:

- The effectiveness and sophistication of your argument. (Do you have a clear and thoughtful thesis?)
- The extent to which you support your claims with evidence and place them in a clear historical context. (Do you use both primary and secondary sources to develop arguments?)
- The elegance and mechanics of your writing.
- The clarity of your organization

Research Proposal: The fourth writing assignment, due on or before Friday, March 2, is a research proposal containing the question your paper will answer and a bibliography of the secondary sources (two books and a journal article) you will rely on to do so.

Introduction and Thesis Statement. The fifth writing assignment, due on Friday, March 23, is your research paper's introduction and thesis statement. Bring a printed copy (no longer than one page) with you to class on that day. You will be giving and receiving peer feedback on this assignment.

I suggest that you take advantage of UNC's writing center, located in Ross 1230. You can meet one-on-one with writing lab tutors or email a copy of your paper to a tutor who will usually send you comments within 24 hours. The writing lab is particularly good at helping you correct common writing and grammatical errors. You can arrange an appointment by email, crystal.brothe@unco.edu, phone, 351-2056, or in person. Visit them online at: <http://www.unco.edu/english/wcenter>

A serious word of warning: do not use online sources without formally citing them in your paper. There is no need to use internet sources for any of the writing assignments in this class. If you choose to use additional sources, it is your responsibility to avoid plagiarism. Plagiarized papers will receive no points.

Exams

There will be two in-class exams. You will need to bring a bluebook (available at the university bookstore) to each of them. These will be a combination of matching, short answer, and essay questions. The midterm exam will cover material through the first part of the course. The final exam will focus on the topics we cover after the midterm, although the final essay will be comprehensive.

Grading

Your grade for History 320 will be calculated out of 410 points:

- Response papers will be worth 100 points
- The research paper will be worth 100 points
- The midterm exam will be worth 75 points
- The final exam will be worth 100 points
- Discussion and participation will be worth 35 points

All questions regarding the accuracy of exam and paper grades must be addressed no later than two weeks from the day I return the assignment. Any student who does not complete every assignment in the bulleted list above will automatically fail the course.

Course Grading Scheme

Your grade will be calculated using the plus/minus system. Specifically, pluses will be given to every grade ending in 7 or above within its percentile; minuses will be given to all grades ending in 3 or below within a percentile. The percentiles are as follows: 90th=A, 80th=B, 70th=C, 60th=D, 50th and below=F. For example, within the B range, an 80 to an 82 percent overall grade will earn a B-, an 83 to 86 will earn a B, and an 87 to an 89 will earn a B+. There will be no A+ or F-.

Students with Disabilities

Any student requesting disability accommodation for this class must inform the instructor by giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

UNC's Honor Code

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

Course Schedule (subject to revision)

Week One

- Jan. 9 Introduction
- Jan. 11 The First Americans
- Jan 13 Native American and European Origin Stories
Discuss *Colonial North America* [hereafter *C.N.A.*] document 1:1 and Genesis 1-2:8 [available on blackboard]

Week Two

- Jan. 16 **Martin Luther King Holiday**. No class.
- Jan. 18 Europe in the Age of Discovery
Discuss Horwitz, Prologue and Ch. 2
- Jan. 20 Discuss *C.N.A.* document 2:1
Discuss Research Paper Assignment and Strategies

Week Three

- Jan. 23 Early Spanish Expansion
- Jan. 25 Discuss Horwitz Chs. 3-4
- Jan. 27 Discuss *C.N.A.* documents 2:2, 3:1, and 3:4

Week Four

- Jan. 30 Exploring America
Discuss Horwitz Chs. 5-7
- Feb. 1 Discuss *C.N.A.* 1:2, 4:1
- Feb. 3 Missions and Rebellion
Discuss Horwitz, Chs. 8-10 and *C.N.A.* document 4:2

Week Five

- Feb. 6 Early French Canada
- Feb. 8 Discuss *C.N.A.* documents 5:1, 5:2, and 5:3
- Feb. 10 Indian and European Encounters
Discuss Berkin Ch. 3

Week Six

- Feb. 13 Jesuits and Indians
Discuss Greer Chs. 1-3
- Feb. 15 Discuss Greer, Chs. 4-6
- Feb. 17 Discuss Greer Chs. 7-9

Week Seven

- Feb. 20 Early English Efforts
Discuss Horwitz Ch. 11 and *C.N.A.* document 6:1
- Feb. 22 T.B.A.
- Feb. 24 **Midterm Exam**

Week Eight

- Feb. 27 Jamestown
Discuss Horwitz Ch. 12 and *C.N.A.* document 6:2, 6:3
- Feb. 29 A Paradise for Women?
Discuss Berkin, Ch. 1
- Mar. 2 Slavery in the Chesapeake
Discuss *C.N.A.* document 7:4
Research Proposal Due

Week Nine

- Mar. 5 Growing Pains
Discuss *C.N.A.* documents 7:1, 7:2, 7:3
- Mar. 7 Early New England
Discuss Horwitz, Ch. 13
- Mar. 9 Being Puritan
Discuss *C.N.A.* 8:1 and 9:3

Week Ten

- Mar. 12-16 **Spring Break**

Week Eleven

- Mar. 19 Women in New England
Discuss Berkin, Ch. 2 and *C.N.A.* documents 8:2, 13:3
- Mar. 21 Interpreting Witchcraft
Discuss *C.N.A.* document 8:3
- Mar. 23 Peer Review Introduction and Thesis Statement

Week Twelve

- Mar. 26 The Middle Colonies
Discuss *C.N.A.* documents 12:1, 12:2
- Mar. 28 Discuss Berkin, Ch. 4
- Mar. 30 Discuss *C.N.A.* documents 12:3, 12:4, and 14:1

Week Thirteen

- Apr. 2 The Caribbean and the Carolinas
Research Paper Due
- Apr. 4 Living in Slavery
Discuss Berkin, Ch. 5
- Apr. 6 Living in Slavery
Discuss *C.N.A.* document 14:2

Week Fourteen

- Apr. 9 Slavery and Liberty in the Eighteenth Century
Discuss Lepore, Prologue and Chs. 1-3
- Apr. 11 Discuss Lepore, Chs. 4-5
- Apr. 13 Discuss Lepore, Chs. 6-7

Week Fifteen

- Apr. 16 French Expansion
- Apr. 18 Becoming American
Discuss Landsman, Introduction and Chs. 1-2
- Apr. 20 Enlightenment and Revival
Discuss Landsman, Chs. 3-4

Week Sixteen

- Apr. 23 Discuss Landsman, Chs. 5-7
- Apr. 25 North America in 1763
- Apr. 27 Conclusion

****The final exam for this course is scheduled from 10:45-1:15 on Tuesday, May 1****