

George Mason University  
Department of History and Art History

Fall 2011  
TR 10:30-11:45  
Robinson B 111  
Office Hours: 4-6 Tuesday, 11:45-12:30 Thursday

Randolph Scully  
Robinson B 375A  
(703) 993-1259  
rscully@gmu.edu

## **HISTORY 401: COLONIAL AMERICA**

European exploration and colonization of the Americas marked the beginning of a new era in the history of four continents. As people, microbes, goods, ideas, and institutions circulated throughout this newly connected world, they created new patterns of community, conflict, ideology, and experience in Europe and Africa as well as the Americas. This course concentrates on the North American dimensions of this larger process from the sixteenth through the eighteenth centuries. We will examine the multiple efforts to establish European settlements in North America, the social and political evolution of the various English colonies and their integration into a larger British Empire, the effects of colonization on native peoples and their efforts to adapt to and shape the new world in which they found themselves, the rise of slavery in North America and the experiences of Africans and their descendants in America, and the eighteenth-century political, cultural, and social developments that shaped the coming of the American Revolution.

### **COURSE REQUIREMENTS AND GRADING**

Class Participation and Preparation: This course is heavily based on discussion--your attendance and active participation are crucial to its success. Not coincidentally, participation is a significant portion of your grade. Evidence of preparation (i.e. having done and thought about the reading), quality of discussion, engagement with other students' ideas, completion of minor assignments and exercises, and appropriate behavior all factor into the class participation grade. Although quality is more influential than quantity in terms of class discussion, it is impossible to judge quality without a sufficient sample size, so regular participation is important. And obviously, if you are not in class, you are not participating.

Short Assignments: These are brief written assignments based on the readings or other exercises (in or out of class) used to encourage thought and discussion. Often these will simply be reactions to the reading; other times they might be explorations of primary sources available through various databases; sometimes they might be brief thought pieces asking you to reflect on what we've done so far. They don't usually require much writing, but they should be the result of significant consideration and effort. These will be graded on a check-plus, check, or check-minus scale, with a check-plus being the equivalent of an A, a check the equivalent of a B, and a check-minus the equivalent of a C. Work that falls short of that standard will only receive nominal credit.

Essays: You will write two five-to-six page essays based on the course readings, one in the first half of the semester and one in the second half. You will be able to choose one of two options for each of the papers. *Details of these assignments will be distributed in class during the second week.*

Final Exam: There will be an essay-based final essay exam in the course on Tuesday, December 13, from 10:30 am to 1:15 pm.

Grading:

Participation	20%
Short Exercises	20%
Papers (together)	45%
Final	15%

## **A FURTHER WORD ON APPROPRIATE IN-CLASS BEHAVIOR:**

Behaviors such as frequent tardiness, leaving early or packing up to leave before class is over, not taking notes, sleeping, eating, talking when others are speaking, texting, checking email, playing on Facebook, and doing work for other classes are signals to me and to the rest of the class that you do not take the course seriously. Out of respect for the professor and your classmates you should avoid all of these behaviors. Failure to do so will significantly impact your class participation grade.

## **LATE PAPER POLICY:**

All assignments are due at the beginning of class on the day they are due. Late papers turned in later the same day are subject to a penalty of three (3) points (out of 100). Papers turned in the following day are subject to a five-point (5) penalty. Each subsequent day, a similar 5 point penalty will accrue, which means eventually the penalty would outweigh the total value of the assignment. Don't let this happen.

**IT IS YOUR RESPONSIBILITY TO MAKE SURE I GET THE PAPER.** If you do not turn in the paper in class, you assume all risk of any mischance. Papers surreptitiously deposited in my mailbox or under my door may not reach me in a timely fashion. Papers are not considered to be turned in until I hold them in my hands, or, in the case of electronic submissions, when I email you to confirm trouble-free receipt. Please save and send your paper as a Microsoft Word (.doc or .docx), PDF, or Rich Text Format (.rtf) document. Unopenable, unreadable, or missing attachments fall into the "not my problem" category.

Extensions will be granted at my discretion in appropriate circumstances **IF YOU CONSULT WITH ME BEFORE THE DUE DATE.** Belated excuses for late or poor work will not suffice. In appropriate circumstances and entirely at my discretion, I will negotiate a new due date for papers that are already late, assessing a fixed penalty rather than the daily one outlined above. **BUT**, failure to meet the new deadline will result in failure (no credit) of the assignment.

**In general, if you have any kind of problem that interferes with your work for the class, please consult with me as soon as possible.**

## **HONOR CODE AND PLAGIARISM STATEMENT:**

All work in this course is governed by the George Mason University honor code:

*To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.***

For details on how the honor system at GMU works, consult the university catalog:  
<http://catalog.gmu.edu/content.php?catoid=15&navoid=1039> - Honor

More information can also be found at the GMU [Office of Academic Integrity](#).

**All work submitted in this course must be your own. Any uncredited use of words or ideas not your own (including those of your classmates, from published works, or from the internet) constitutes plagiarism, and will result in failure of the assignment or the course.**

**You** are responsible for avoiding plagiarism. If you have questions, please contact me **BEFORE** the assignment is due. **All cases of suspected plagiarism will be presented to the Honor Board.**

## **OTHER POLICIES AND IMPORTANT INFORMATION:**

### Administrative Dates

Last day to add & to drop with no tuition penalty: September 6

Final drop deadline (with tuition penalty): September 30

Selective Withdrawal period: October 3-October 28

### Disabilities

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services ([ods.gmu.edu](http://ods.gmu.edu)) at (703) 993-2474. All academic accommodations must be arranged through that office.

### GMU Email Accounts

Students must use their MasonLIVE email accounts to receive important University information, including messages related to this class. See [masonlive.gmu.edu](http://masonlive.gmu.edu) for more information.

### Useful Resources

Writing Center ([writingcenter.gmu.edu](http://writingcenter.gmu.edu)): A114 Robinson Hall, (703) 993-1200.

Counseling and Psychological Services ([caps.gmu.edu](http://caps.gmu.edu)): SUB I, Room 3129, (703) 993-2380.  
University Catalog: [catalog.gmu.edu](http://catalog.gmu.edu).  
Other university policies: [universitypolicy.gmu.edu](http://universitypolicy.gmu.edu).

## REQUIRED TEXTS

The following books are required reading for this class, and are available for purchase at the GMU Barnes and Noble in the Johnson Center as well as through online merchants like Amazon, which sometimes offer better prices:

- Fred Anderson, *The War That Made America: A Short History of the French and Indian War*. Penguin, 2005.
- Evan Haefeli and Kevin Sweeney, *Captors and Captives: The 1704 French and Indian Raid on Deerfield*. University of Massachusetts Press, 2003.
- Robert Harms, *The Diligent: A Voyage Through the Worlds of the Slave Trade*. New York: Basic Books, 2002.
- Susan E. Klepp and Billy G. Smith, eds., *The Infortunate: The Voyage and Adventures of William Moraley, an Indentured Servant*. 2nd. ed. Pennsylvania State University Press, 2005.
- Peter C. Mancall, *Envisioning America: English Plans for the Colonization of North America, 1580-1640*. Bedford/St. Martin's, 1995.
- John Ruston Pagan, *Anne Orthwood's Bastard: Sex and Law in Early Virginia*. Oxford University Press, 2003.
- Peter H. Wood, *Black Majority: Negroes in Colonial South Carolina from 1670 through the Stono Rebellion*. W.W. Norton & Co., 1974.

Other required secondary readings are listed in the syllabus and will be available online through the JSTOR ([www.jstor.org](http://www.jstor.org)) database of full-text journal articles from major scholarly publications.

To access JSTOR from on campus, simply go to [www.jstor.org](http://www.jstor.org) and do a search for the author or article title. To access articles in JSTOR or other databases from off-campus, the easiest way is to go through the GMU Library's homepage ([library.gmu.edu/](http://library.gmu.edu/)). Select the "E-Journals" tab above the search box, enter the journal title, and select the link to the database that contains the appropriate volumes/years.

Other readings not listed on the syllabus may be distributed in class or made available online, and they will also be considered part of the required reading for the course.

## SCHEDULE OF CLASSES AND ASSIGNMENTS

### WEEK ONE: OLD WORLDS

**T, Aug. 30:** Course Introduction

**Th, Sept. 1:** Medieval Europe, Medieval North America

**Reading:**

- Neal Salisbury, "The Indians' Old World: Native Americans and the Coming of Europeans," *William and Mary Quarterly* 53:3 (July 1996): 435-458. (JSTOR)

## **WEEK TWO: THE BEGINNINGS OF ENGLISH COLONIZATION**

**T, Sept. 6:** European Expansion, From Africa to the Americas

**Th, Sept. 8:** The English as Latecomers to European Expansion

**Reading:**

- Peter Mancall, *Envisioning America*, Introduction (pp. 1-30).
- Richard Hakluyt (the Elder), "Inducements to the Liking of the Voyage Intended towards Virginia in 40. And 42. Degrees," (1585) in Mancall, *Envisioning America*, pp. 33-44.
- Richard Hakluyt (the Younger), "Discourse of Western Planting" (1584), in Mancall, *Envisioning America*, pp. 45-61.

## **WEEK THREE: FOUNDING VIRGINIA**

**T, Sept. 13:** The Beginnings of English Settlement

**Reading:**

Thomas Harriot, "A Brief and True Report of the New Found Land of Virginia" (1590), in Mancall, *Envisioning America*, pp. 71-106

**Th, Sept. 15:** The Jamestown Ordeal

**Reading:**

- George Percy, "A Discourse of the Plantation of the Southern Colonie in Virginia" (1606-07), in Mancall, *Envisioning America*, pp. 112-126.
- Anonymous, "A True Declaration of the Estate of the Colonie of Virginia" (1610), in Mancall, *Envisioning America*, pp. 127-132.

## **WEEK FOUR: A TOBACCO COLONY**

**T, Sept. 20:** Servitude, Success, and Society in Early Virginia

**Reading:**

- John Ruston Pagan, *Anne Orthwood's Bastard: Sex and Law in Early Virginia*.

**Th, Sept. 22:** Bacon's Rebellion and the Search for Stability in Virginia

## **WEEK FIVE: PILGRIMS, PURITANS, PEQUOTS, PHILIP**

**T, Sept. 27:** Plymouth and Massachusetts Bay

**Reading:**

- John Winthrop, "Reasons to Be Considered for Justifying the Undertakers of the Intended Plantation in New England and for Encouraging Such Whose Hearts God Shall Move to Join them in It," (1629) in Mancall, *Envisioning America*, pp. 133-139.

- John Smith, “A Description of New England” (1616), and “Advertisements for the Unexperienced Planters of New England, or Any Where” (1631), in Mancall, *Envisioning America*, pp. 140-148.

**Th, Sept. 29:** The Expansion of New England

**Reading:**

- William Wood, “New England’s Prospect” (1635), in Mancall, *Envisioning America*, pp. 149-168.
- Virginia DeJohn Anderson, “King Philip’s Herds: Indians, Colonists, and the Problem of Livestock in Early New England,” *William and Mary Quarterly* 51:4 (October 1994): 601-624. (JSTOR)

**WEEK SIX: RECONFIGURING EMPIRE AT THE TURN OF THE 18<sup>TH</sup> CENTURY**

**T, Oct. 4:** Meanwhile, Back in England: Restoration and Revolution

**Th, Oct. 6:** New England, New France, and Native Americans

**Reading:**

- Evan Haefeli and Kevin Sweeney, *Captors and Captives: The 1704 French and Indian Raid on Deerfield*, pp. 1-142.

**WEEK SEVEN: EMPIRE AND IDENTITY ON THE NORTHEASTERN FRONTIER**

**T, Oct. 11:** NO CLASS--MONDAY CLASSES MEET

**Th, Oct. 13:** Captivity and Community in the Northeastern Borderlands

**Reading:**

- Haefeli and Sweeney, *Captors and Captives*, pp. 145-231, 250-271.

**WEEK EIGHT: THE RISE OF SLAVERY IN BRITISH NORTH AMERICA**

**T, Oct. 18:** The Development of Atlantic Slavery

**Th, Oct. 20:** Slavery in the Caribbean, Chesapeake, and South Carolina

**Reading:**

- Peter H. Wood, *Black Majority: Negroes in Colonial South Carolina from 1670 through the Stono Rebellion*, pp. 13-62, 95-166.

**WEEK NINE: RESISTANCE AND REBELLION IN A PLANTATION COLONY**

**T, Oct. 25:** The “Black Rice” Debate and the Rise of Plantation Agriculture in South Carolina

**Reading:**

- S. Max Edelson, “Beyond ‘Black Rice’: Reconstructing Material and Cultural Contexts for Early Plantation Agriculture,” *American Historical Review* 115: 1 (February 2010): 125-135. (JSTOR)

**Th, Oct. 27:** Resistance & Rebellion

**Reading:**

- Wood, *Black Majority*, pp. 195-326.

**WEEK TEN: THE WORLDS OF THE ATLANTIC SLAVE TRADE**

**T, Nov. 1:** European Freedom and African Slavery

**Reading:**

- Robert Harms, *The Diligent: A Voyage Through the Worlds of the Slave Trade*, pp. 3-28.

**Th, Nov. 3:** The First Half of the Journey

**Reading:**

- Harms, *The Diligent*, pp. 65-196.

**WEEK ELEVEN: THE WORLDS OF THE ATLANTIC SLAVE TRADE, CONT'D**

**T, Nov. 8:** Africa and the Slave Trade

**Reading:**

- Harms, *The Diligent*, pp. 199-264.

**Th, Nov. 10:** The Middle Passage and the Slave Market

**Reading:**

- Harms, *The Diligent*, pp. 295-395.

**WEEK TWELVE: THE MIDDLE COLONIES AND 18<sup>TH</sup>-CENTURY EXPANSION**

**T, Nov. 15:** Pennsylvania and New Jersey

**Th, Nov. 17:** The Best Poor Man's Country?

**Reading:**

- Susan E. Klepp and Billy G. Smith, eds., *The Infortunate: The Voyage and Adventures of William Moraley, an Indentured Servant*, pp. xvii-117.

**WEEK THIRTEEN: CULTURES OF EMPIRE**

**T, Nov. 22:** Enlightenment, Awakening, and Material Culture

**Th, Nov. 24:** No Class -- Thanksgiving

**WEEK FOURTEEN: THE GREAT WAR FOR EMPIRE**

**T, Nov. 29:** North American Empires in the Mid-Eighteenth Century

**Reading:**

- Fred Anderson, *The War That Made America: A Short History of the French and Indian War*, pp. xv-176.

**Th, Dec. 1:** The Seven Years War and Colonial Identity

**WEEK FIFTEEN: TOWARD REVOLUTION**

**T, Dec. 6:** Winning!

**Reading:**

- Anderson, *War that Made America*, pp. 179-265.

**Th, Dec. 8:** The End of Empire ... Long Live the Empire?

**FINAL EXAM: TUESDAY, DECEMBER 13, 10:30 am to 1:15 pm**