

Spring 2017
MW 12:00-1:15 PM
Robinson B 203
Office Hours: MW 2-3 PM

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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, goods, plants, animals, microbes, and ideas circulated throughout this newly connected world, they created new patterns of community, conflict, 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 and any discussion questions), quality of discussion, engagement with other students' ideas, and appropriate behavior all factor into the class participation grade. Obviously, if you are not in class, you are not participating. Please see the Participation Rubric posted on Blackboard for a guide to expectations.

Preparation also includes bringing a copy of the reading, something to write with, and paper to write on in order to be ready for any in-class writing or exercises we may do. (This is subject to accommodation for students with disabilities that may interfere with their ability to write using traditional media.)

Short Exercises: Each week (except when a longer essay is due) there will be a brief written assignment based on the readings or other exercises (in or out of class) used to encourage thought and discussion. Details and instructions for each specific short exercise will be discussed in class and posted on Blackboard. 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 sustained 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 not receive credit.

Please note: Short exercises may not be turned in late—they're due at class time on the day for which they are assigned. I will drop the two lowest grades on these, so there is a bit of a built in cushion for unavoidable, unplanned absences. If you know ahead of time you will be absent on a day when a short exercise is due, you may email the completed assignment *before* class.

Also note: When assigned ahead of time, these must be word processed and printed. In-class exercises may be hand-written. In both cases, make sure to put your name on it.

Essays: You will write two five- to six-page essays based on course materials, one in the first half of the semester and one in the second half. *Details of these assignments will be distributed in class.*

Final Exam: There will be a final exam in the course on Monday, May 15, from 10:30 am to 1:15 pm. Exact format TBD, based on class interest, dynamics

Grading:

Participation	20%
Short Exercises	20%
Papers (together)	40%
Final	20%

A FURTHER WORD ON IN-CLASS BEHAVIOR AND LAPTOPS:

Behaviors such as frequent tardiness, leaving early or packing up to leave before class is over, sleeping, eating, talking when others are speaking, texting, checking email, using social media, 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. All of these will adversely affect your participation grade.

Also note that recent research suggests that taking notes by hand is significantly more effective than typing on a computer—it requires more effort to think about what you are hearing and figure out what's important to write down, and thus promotes greater retention of class material. Laptops also provide nearly endless possibilities for distraction—not just for the student but for others in the class as well. It's also extremely distracting for the professor when it's obvious someone is looking at something on their computer rather than paying attention to class. We can usually tell. So please take some time to consider whether that laptop is necessary or if it will prove a hard-to-resist distraction.

I reserve the right to ask people to close their computers for periods of the class (such as discussion), to switch seats, or to turn off their computers if they prove distracting to you, me, or your classmates.

LATE PAPER POLICY:

All assignments are officially due in hard copy at the beginning of class on the day they are due (although in practice they're usually collected at the end of class). Essays turned in later the same day are subject to a penalty of three (3) points (out of 100). Essays 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 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. If you turn in your paper electronically, please save and send your paper as a Microsoft Word (.doc or .docx), PDF, or Rich Text Format (.rtf) document. You assume all risk of unopenable or missing attachments.

Extensions will be granted at my discretion in appropriate circumstances IF YOU CONSULT WITH ME BEFORE THE DUE DATE. 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:

[Honor Code and System and George Mason University](#)

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: Monday, January 30

Last day to drop with 33% tuition penalty: Monday, February 13

Final drop deadline (67% tuition penalty): Friday, February 24

Selective Withdrawal period: Monday, February 27-Friday, March 31

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) at (703) 993-2474. All academic accommodations must be arranged through that office.

GMU Email Accounts

Students must use their Mason email accounts to receive important University information, including messages related to this class. See masonlive.gmu.edu for more information.

Useful Resources

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

Counseling and Psychological Services (caps.gmu.edu): SUB I, Room 3129, (703) 993-2380.

University Catalog: catalog.gmu.edu.

Other university policies: 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.
- Peter C. Mancall, *Envisioning America: English Plans for the Colonization of North America, 1580-1640*. Bedford/St. Martin's, 1995.
- Evan Haefeli and Kevin Sweeney, *Captors and Captives: The 1704 French and Indian Raid on Deerfield*. University of Massachusetts Press, 2003.

Additional required readings listed on the syllabus are available via Blackboard or through GMU's subscriptions to various online databases, which can be accessed via the GMU Library's homepage (library.gmu.edu).

Other readings may be handed out in class or distributed electronically, and those will also be considered part of the required reading.

You should always bring a hard copy of the reading to refer to in class.

SCHEDULE OF CLASSES

(NOTE: this schedule is subject to change due to a variety of factors—weather, illness, class interests, newly announced discoveries, etc... Any changes will be announced multiple times in class, and an updated syllabus will be uploaded to Blackboard. Please make sure to keep informed about any changes.)

WEEK ONE: OLD WORLDS

M, Jan. 23: Course Introduction

W, Jan. 25: 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.
- Annalee Newitz, "Finding North America's Lost Medieval City," *Ars Technica*, December 13, 2016, <http://arstechnica.com/features/2016/12/theres-a-1000-year-old-lost-city-beneath-the-st-louis-suburbs/>

WEEK TWO: THE BEGINNINGS OF ENGLISH COLONIZATION

M, Jan. 30: European Expansion, from Africa to the Americas

W, Feb. 1: The English as Latecomers to European Expansion

Reading:

- Peter Mancall, *Envisioning America*, Introduction (pp. 1-31).
- 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. 35-46.

WEEK THREE: FOUNDING VIRGINIA

M, Feb. 6: Indians and English at Roanoke

Reading:

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

W, Feb. 8: 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: TOBACCO COLONIES

M, Feb. 13: Tobacco and Servitude in the Chesapeake

Reading:

- Notes on Indentured Servitude in Virginia (1640)
- Virginia Law “Concerning Hiring of Servants” (1658)
http://www.encyclopediavirginia.org/_Concerning_Hiring_of_Servants_1657-1658
- Irmina Wawrzyczek, “The Women of Accomack versus Henry Smith: Gender, Legal Recourse, and the Social Order in Seventeenth-Century Virginia,” *Virginia Magazine of History and Biography* 105:1 (Winter 1997): 5-26.

W, Feb. 15: Expansion and Conflict in the Seventeenth-Century Chesapeake

WEEK FIVE: SETTLING THE NORTHEAST

M, Feb. 20: Expanding Dimensions of European Colonization, 1600-1640

Reading:

- Ferdinando Gorges, “A briefe Relation of the Discovery and Plantation of New England” (1622), in Mancall, *Envisioning America*, pp. 138-149.
- 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. 131-137.

W, Feb. 22: Massachusetts Bay and the Puritan Diaspora

Reading:

- “Passengers to the New World: Two Lists of Emigrants, Bound for New England and Virginia” (1635).

WEEK SIX: AN EXPANDING WORLD OF EMPIRE AND COMPETITION

M, Feb. 27: Expansion and Conflict in Seventeenth-Century New England

Reading:

- 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.

W, Mar. 1: The English in the Caribbean and the Rise of the English Slave Trade

Reading:

- Thomas Phillips, “A Journal of a Voyage Made in the *Hannibal* of London, Ann. 1693-1694, from England, to Cape Monseradoe, in Africa.”

ESSAY ONE DUE

WEEK SEVEN: THE RISE OF SLAVERY IN BRITISH NORTH AMERICA

M, Mar. 6: The Carolinas & the Chesapeake

Reading:

- Edward B. Rugemer, “The Development of Mastery and Race in the Comprehensive Slave Codes of the Greater Caribbean during the

Seventeenth Century,” *William and Mary Quarterly* 70:3 (July 2013): 429-458.

W, Mar 8: Empire, Politics and New Colonies in the Late Seventeenth Century

WEEK EIGHT: SPRING BREAK—NO CLASSES

WEEK NINE: EMPIRES AND PEOPLES IN THE NEW EIGHTEENTH CENTURY

M, Mar. 20: New England, New France, and Native Americans

Reading:

- Evan Haefeli and Kevin Sweeney, *Captors and Captives*, pp. 1-92.

W, Mar. 22: Frontier Warfare

Reading:

- Haefeli and Sweeney, *Captors and Captives*, pp. 95-142.

WEEK TEN: EMPIRE AND IDENTITY ON THE NORTHEASTERN FRONTIER

M, Mar. 27: Captivity and Community in the Northeastern Borderlands

Reading:

- Haefeli and Sweeney, *Captors and Captives*, pp. 145-207.

W, Mar. 29: Aftermaths

Reading:

- Haefeli and Sweeney, *Captors and Captives*, pp. 211-231, 250-277.

WEEK ELEVEN: SLAVE SOCIETIES IN THE EIGHTEENTH CENTURY

M, Apr. 3: Slavery, Religion, and Rebellion

Reading:

- Mark M. Smith, “Remembering Mary, Shaping Revolt: Reconsidering the Stono Rebellion,” *Journal of Southern History* 67:3 (August 2001): 513-534.

W, Apr. 5: Marriage, Family, and Household among the Colonial Virginia Elite

Reading:

- Excerpts from *The Secret Diary of William Byrd of Westover* (1709-1711)
- Paula A. Treckel, “‘The Empire of My Heart’: The Marriage of William Byrd II and Lucy Parke Byrd,” *Virginia Magazine of History and Biography* 105:2 (Spring 1997): 125-156.

WEEK TWELVE: ENLIGHTENMENT & AWAKENING

M, Apr. 10: The Rise of Print Culture & the Enlightenment

Reading:

- Ned Landsman, “A Transatlantic ‘Republic of Letters,’” chapter 2 of *From Colonials to Provincials: American Thought and Culture, 1680-1760* (New York: Twayne Publishers, 1997), pp. 31-56.
- Two issues (your choice) of the *Virginia Gazette* from 1738 or 1739.
<http://research.history.org/DigitalLibrary/va-gazettes/VGAllIssues.cfm>

W, Apr. 12: Religious Revival in the Eighteenth Century

Reading:

- Frank Lambert, “‘Pedlar in Divinity’: George Whitefield and the Great Awakening, 1737-1745,” *Journal of American History* 77:3 (December 1990): 812-837.

WEEK THIRTEEN: SOCIETY AND CULTURE IN THE EIGHTEENTH CENTURY

M, Apr. 17: Identity and Status in the Eighteenth Century

Reading:

- Stephen C. Bullock, “A Mumper among the Gentle: Tom Bell, Colonial Confidence Man,” *William and Mary Quarterly* 55:2 (April 1998): 231-258.

W, Apr. 19: Family, Gender, and Community in the Eighteenth Century

Reading:

- Cornelia Hughes Dayton, “Taking the Trade: Abortion and Gender Relations in an Eighteenth-Century New England Village,” *William and Mary Quarterly* 48:1 (January 1991): 19-49.
- Ava Chamberlain, “Bad Books and Bad Boys: The Transformation of Gender in Eighteenth-Century Northampton, Massachusetts,” *New England Quarterly* 75:2 (June 2002): 179-203.

WEEK FOURTEEN: EMPIRES, BORDERLANDS, FRONTIERS, WARS

M, Apr. 24: Atlantic and Continental Politics in the Eighteenth Century

ESSAY TWO DUE

W, Apr. 26: North American Empires in the Mid-Eighteenth Century

Reading:

- Fred Anderson, *The War That Made America*, pp. xv-176.

WEEK FIFTEEN: THE GREAT WAR FOR EMPIRE

M, May 1: The End of Empire ... Long Live the Empire?

Reading:

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

W, May 3: Catch Up and Review

FINAL EXAM: Monday, May 15, 10:30 am to 1:15 pm.