

Spring 2019
MW 10:30-11:45 PM
Merten Hall 1200
Office Hours: MW 1-2 PM, R 5-6 PM

Randolph Scully
Robinson B 375
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, 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: Most weeks 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; 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.

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 turned in as the assignment specifies. In-class exercises may be hand-written. In both cases, make sure to put your name on your assignment.

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 an essay-based final exam, scheduled for Wednesday, May 8.

Grading:

Participation	20%
Short Exercises	25%
Papers (together)	40%
Final Exam	15%

IN-CLASS BEHAVIOR

Behaviors such as frequent tardiness, leaving early, 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 have a strong negative effect on your own learning as well as on your classmates' ability to concentrate in class. These behaviors will adversely affect your participation grade.

LAPTOP & DEVICE USAGE GUIDELINES

Laptops can provide nearly endless possibilities for distraction—not just for the student but for others in the class as well. It is also extremely distracting for the professor when it is 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.

If you do decide to use a laptop in class, you must **TURN OFF YOUR WIFI CONNECTION WHILE IN CLASS** in order to avoid the distractions mentioned above.

I reserve the right to ask people to close their computers for periods of the class when listening and participating is more important than taking notes, or to switch seats or 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 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.***

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

OTHER POLICIES AND IMPORTANT INFORMATION

Administrative Dates

Last day to add: Tuesday, January 29

Last day to drop without tuition penalty: Tuesday, February 5

Final drop deadline (tuition liability TBD): Tuesday, February 12

Student Self-Withdrawal period: Wednesday, February 13-Monday, February 25

Selective Withdrawal period: Tuesday, February 26-Monday, March 25

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:

- Anderson, Fred. *The War That Made America: A Short History of the French and Indian War*. Penguin, 2005.
- Haefeli, Evan and Kevin Sweeney. *Captors and Captives: The 1704 French and Indian Raid on Deerfield*. University of Massachusetts Press, 2003.
- White, Sam. *A Cold Welcome: The Little Ice Age and Europe's Encounter with North America*. Harvard University Press, 2017.

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 a general plan that is subject to change due to a variety of factors—weather, illness, class interests, the need to spend more time to understand a topic, newly announced discoveries, etc... Any major schedule adjustments will be announced in class, on Blackboard, and via email, and an updated syllabus will be uploaded to Blackboard. Smaller adjustments such as extension of discussion to a following class period will simply be announced in class. Please make sure to keep informed about any changes.)

WEEK ONE: INTRODUCTION AND OVERVIEW

W, Jan. 23: Course Introduction

WEEK TWO: OLD WORLDS

M, Jan. 28: 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.

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

Reading:

- Sam White, *A Cold Welcome*, Introduction and ch. 1.

WEEK THREE: EUROPEANS IN NORTH AMERICA

M, Feb. 4: The Spanish and their European Challengers in North America

Reading:

- Sam White, *A Cold Welcome*, chs. 2-3.

W, Feb. 6: English and Indians in Eastern North America

Reading:

- Selections from Thomas Harriot, *A Brief and True Report of the New Found Land of Virginia* (1590). Read the editor’s introduction (pp. 71-72), the section titled “Of the nature and maners of the people,” (pp. 75-82), and examine the illustrations (pp. 85-106).

WEEK FOUR: SPANISH AND ENGLISH STRUGGLES

M, Feb. 11: The Jamestown Ordeal

Reading:

- Sam White. *A Cold Welcome*, chs. 4-6 (skim ch. 4, focus on chs. 5-6).

W, Feb. 13: The Spanish in the Southwest

Reading:

- Sam White, *A Cold Welcome*, ch. 8.

WEEK FIVE: FRENCH AND ENGLISH SURVIVAL**M, Feb. 18:** French Canada**Reading:**

- Sam White, *A Cold Welcome*, ch. 9.

W, Feb. 20: Saving Jamestown and Expanding Virginia**Reading:**

- Sam White, *A Cold Welcome*, ch. 10 and conclusion.

WEEK SIX: CREATING ENGLISH SOCIETIES IN NORTH AMERICA**M, Feb. 25:** Virginia, Massachusetts Bay, and the Puritan Diaspora**Reading:**

- “Passengers to the New World: Two Lists of Emigrants, Bound for New England and Virginia” (1635).
- 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. 27: Economic, Social, and Political Development in the English Mainland Colonies**Reading:**

- Virginia DeJohn Anderson, “Thomas Minor’s World: Agrarian Life in Seventeenth-Century New England,” *Agricultural History* 82:4 (October 2008): 496-518.

WEEK SEVEN: THE ENGLISH CARIBBEAN AND SLAVERY**M, Mar. 4:** The Rise of Atlantic Slavery**Reading:**

- Ira Berlin, “From Creole to African: Atlantic Creoles and the Origins of African-American Society in Mainland North America,” *William and Mary Quarterly* 53:2 (April 1996): 251-288.

W, Mar. 6: Barbados, Jamaica, and South Carolina**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.

WEEK EIGHT: SPRING BREAK—NO CLASSES**WEEK NINE: EMPIRES AND PEOPLES IN THE NEW EIGHTEENTH CENTURY****M, Mar 18:** Empire, Politics, and Colonies in the Late Seventeenth Century**W, Mar. 20:** New England, New France, and Native Americans

Reading:

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

WEEK TEN: EMPIRE AND IDENTITY ON THE NORTHEASTERN FRONTIER

M, Mar. 25: Frontier Warfare

Reading:

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

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

Reading:

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

WEEK ELEVEN: DIMENSIONS OF EMPIRE IN THE EIGHTEENTH CENTURY

M, April 1: Aftermaths

Reading:

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

W, Apr. 3: The Economy of Empire: Production and Consumption in the British Atlantic

Reading:

- Nuala Zahedieh, "London and the Colonial Consumer in the Late Seventeenth Century," *Economic History Review* 47:2 (1994): 239-261.

WEEK TWELVE: COMMERCE AND CULTURE IN THE EIGHTEENTH CENTURY

M, Apr. 8: Slavery, Trade, and the Slave Trade in Eighteenth-Century South Carolina

Reading:

- Gregory E. O'Malley, "Slavery's Converging Ground: Charleston's Slave Trade as the Black Heart of the Lowcountry," *William and Mary Quarterly* 74:2 (April 2017): 271-302.

W, Apr. 10: Commerce, Print Culture, and 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.
- Two issues (your choice) of the *Virginia Gazette* from 1738 or 1739.
<http://research.history.org/DigitalLibrary/va-gazettes/VGAllIssues.cfm>

WEEK THIRTEEN: RESHAPING IDENTITY AND COMMUNITY

M, Apr. 15: 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. 17: 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.

WEEK FOURTEEN: EMPIRES, BORDERLANDS, FRONTIERS, WARS

M, Apr. 22: Consumer Culture in Indian Country

Reading:

- Timothy Shannon, "Dressing for Success on the Mohawk Frontier: Hendrick, William Johnson, and the Indian Fashion," *William and Mary Quarterly* 53:1 (January 1996): 13-42.

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

Reading:

- Fred Anderson, *The War that Made America*, pp. xv-24.

WEEK FIFTEEN: THE GREAT WAR FOR EMPIRE

M, Apr. 29: North American Empires in the Mid-Eighteenth Century

Reading:

- Fred Anderson, *The War That Made America*, pp. 25-176.

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

Reading:

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

WEEK SIXTEEN:

M, May 6: Catch Up and Review

FINAL EXAM: 10:30 AM—1:15 PM, WEDNESDAY, MAY 8