Colonial America

History 370

Fall 2010
T-Th 8:00-9:15 AM
275 MARB

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Books:


Course overview: This course on colonial America explores a series of questions and issues arising from the events of the period from first contact between Native Americans and European colonists to about 1765. Students will be expected to read and come prepared to discuss the assigned books and articles. Because this is an issue-based course, rather than a comprehensive one, students who are not familiar with the period may wish to take History 220 (the first half of the American History survey) before taking this class.

Learning outcomes: The history department has developed a set of expected learning outcomes which should be achieved by history majors during the course of their study. These can be accessed at: [https://learningoutcomes.byu.edu/wiki/index.php/History](https://learningoutcomes.byu.edu/wiki/index.php/History)
This course directly fills the first, second, third, and fourth outcomes: 1) gain a historical consciousness by demonstrating a knowledge of major developments in American and world history, and understand key historical terms and theories; 2) acquire the ability to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions; 3) demonstrate proficiency in using the historical method of research effectively by skillfully and honestly using primary and secondary sources; and 4) skillfully integrate data into a coherent argument expressed through a clear, well-written style and through oral communication.

Grading:

2 one-page papers: 10%
Draft of research paper: 5%
Research paper (10 pages): 25%
Outside Readings/Participation 10%
Mid-term exam: 25%
Final exam: 25%

Assignments: One-page papers (10%): Students will write two one-page papers as responses to the required major readings of the course. The purpose of the short papers is to help students synthesize information and think critically as they go along in the semester. I will provide an assignment sheet outlining how I would like the short papers to be written (available also on Blackboard). In addition, students may look at an example of an excellent 1-page paper on Blackboard.

Research paper and draft (30% and 5%): The research paper is designed to provide students with an opportunity to make personal connections with colonial America, to think critically about issues relevant to the course, and to conduct original research. I will provide an assignment sheet for the research paper (available on Blackboard). You may also get some ideas by looking at the list of research paper titles from previous 370 classes, posted on Blackboard. You will be working with writing fellows on the draft for this research paper. The draft is due on November 1. In order to get the full 5% credit for the draft, you must turn the draft in on the due date AND work with the writing fellow.

Discussion/participation (10%): In order to draw a number of interesting perspectives into our class discussion, students will be asked to select and read two books outside of the required readings from a list that will be provided. The books are relevant to particular issues that will be discussed in class, and those students who read the selected books will be expected to contribute actively to the specific discussion in order to share information and perspectives with the other students. Students will receive credit for participation by doing two things: 1) Writing a brief (no more than 1 page) response to the outside reading, due on the assigned day in class and 2) contributing to class discussion on the assigned day (2 1/2% credit for each, for a total of 5% for each book, and 10% for both).

Exams: The midterm (20%) and final exams (25%) will be short-answer and essay examinations. I will provide students with a list of terms to study before each exam. One essay on each exam will be on one of the required readings, similar to the two one-page papers assigned during the semester. Students may choose to write the essay before coming to the midterm and simply attach it to the exam, or they may write it during the exam.

All assignments are due on the date specified in the syllabus, unless I indicate otherwise. Late papers will be docked a grade a day (ie, A- to B-) unless you have made other arrangements with me BEFORE the due date. Computer or printer problems are not acceptable excuses for late work. Plan ahead, and make sure you ALWAYS back up your work on a disk. Assignments
that are more than a week late will not be accepted. Any evidence of plagiarism (intentional or unintentional use of another person’s words, ideas, or organization without attribution) will result in a failing grade on the assignment.

HISTORY DEPARTMENT AND BYU POLICIES:

Honor Code Standards: In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination or Harassment: Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440).

Students with Disabilities: If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.

Class Schedule:

T 31 Introduction to Early American History

Did Europeans have the right to dispossess the Native Americans?

    Dickason, “Old World Law, New World Peoples, and Concepts of Sovereignty” (Blackboard)

Were Indians “civilized”?  

T 7 Readings: *Cabeza de Vaca’s Adventures in the Unknown Interior of America*, all
    Shannon, *Iroquois Diplomacy*, chapter 1

Th 9

Did the Spanish deserve the “Black Legend”?  

T 14 Readings: Taylor, *American Colonies*, chapters 3-4

Th 16

Was English colonization driven by principle or profit?
T 21   Readings: Morgan, *The Puritan Dilemma*, all
        *Mourt’s Relation* (Blackboard)
        Hakluyt the elder, “Inducements to the Liking of the Voyage intended
        towards Virginia” (Blackboard)
        Assignment: Short paper due date #1: *Cabeza de Vaca*

Th 23

T 28   Readings: Taylor, *American Colonies*, chapters 6-8, 10-12

Th 30   Assignment: Question and sources for research paper

**Were the French kinder, gentler colonizers?**

T 5   Readings: Taylor, *American Colonies*, chapter 5
        Greer, *Mohawk Saint*, all
        Assignment: Short paper due date #2: *The Puritan Dilemma*

Th 7   Movie: “Black Robe”

T 12   Movie: “Black Robe”

Th 14   Midterm exam

**Was Anne Hutchinson the first American feminist?**

T 19   Readings: Excerpts from Hutchinson trial (Blackboard)
        Carr and Walsh, “The Planter’s Wife” (Blackboard)
        Plane, “Putting a Face on Colonization” (Blackboard)
        Assignment: Short paper due date #3: *Mohawk Saint*

Th 21

**Was there religious freedom in early America?**

T 26   Readings: Taylor, *American Colonies*, chapter 15

Th 28   Assignment: Research paper draft due

**Was Indian/English conflict inevitable?**

T 2   Readings: Taylor, *American Colonies*, chapter 9
        Salisbury, *The Sovereignty and Goodness of God*, all
        John Easton’s narrative of King Philip’s War (Blackboard)
        Anderson, “King Philip’s Herds” (Blackboard)

Th 4

T 9

**Were colonists becoming more or less “English” over time?**

Th 11   Readings: Taylor, *American Colonies*, chapter 14
        Breen, “Baubles of Britain” (Blackboard)

T 16   Assignment: Short paper due date #4: Salisbury, *The Sovereignty and Goodness of God*
What motivated the imperial wars of the 18th century?

Th   18    Assignment: Research paper due
T    23    No class. University Friday.
Th   25    No class. Thanksgiving holiday.

           Shannon, *Iroquois Diplomacy*, chapter 2-end

Th   2
T    7
Th   9    Last day of class
           Assignment: Short paper due date #5: Shannon, *Iroquois Diplomacy*

Final exam: Tuesday, Dec. 14, 3-6 PM