HISTORY 370
Colonial America to 1763
Brigham Young University
Fall 2012

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Office Hours: MWF, 11-12

Required Reading: The following books are available at the BYU Bookstore.

Paul Boyer and Stephen Nissenbaum, Salem Possessed: The Social Origins of Witchcraft
Alan Greer, Mohawk Saint: Catherine Tekakwitha and the Jesuits
Eric Hinderaker, The Two Hendricks: Unraveling a Mohawk Mystery
Andres Resendez, A Land So Strange: The Epic Journey of Cabeza de Vaca
Stephanie Smallwood, Saltwater Slavery: A Middle Passage from Africa to the American Diaspora.

Additional reading assignments on Learning Suite

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.

The specific learning outcomes for this course are:

1) Students will demonstrate an understanding of the major events and issues in colonial American history and historiography.

2) Students will be able to identify, evaluate and locate appropriate primary and secondary sources for colonial American history.

3) Students will be able to create and support an argument based on a major issue in colonial American historiography using primary and secondary sources.

4) Students will be able to identify and critically respond to the arguments of historical monographs.

Classroom Procedures:

Teaching Method: Lecture, discussion of readings

Reading: All reading assignments are to be completed before the class period in which the assignment is to be discussed.

Late Work: Work is due on an appointed day and time. If you fail to turn it in then, you will be docked a full letter grade; each subsequent day late will also result in a letter grade loss.
Computer Policy: I strongly discourage the use of laptop computers and tablets in this class. If you choose to use such a device, you may use it only for note-taking. You must turn off instant messaging, games, or anything similar and keep only one window open—your note-taking document. Violations of this policy will result in loss of points on your final grade. This policy is designed to foster a positive learning environment for all students. Research has shown that students who multitask, going back and forth among note-taking, Facebook, shopping, email, solitaire, and first-person shooters have a significantly decreased ability to retain information conveyed in class or to understand concepts beyond a surface level. More importantly, the negative effects of multitasking, which include distraction and loss of retention, extend to students within viewing range of other students’ screens. For more information, see http://news.stanford.edu/news/2009/august24/multitask-research-study-082409.html.

Phone Policy: Ringing phones do upset us. Turn them off before entering the classroom.

University Policies:

Preventing Sexual Discrimination and Harassment: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities: Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty Policy: The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism Policy: Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of
other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

Respectful Environment Policy: "Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional."

"I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Assignments:

1. Short Papers: Students will write two 1-page, single-spaced papers in response to selected major readings in the course. There are six different opportunities to write these papers: students can select any two and turn them on the dates indicated in the schedule. I will provide a guide to writing these assignments on Learning Suite.

2. Mid-Term Exam: On October 12, students will take the short answer/ID section of the midterm in class. At the end of class, students will receive a single essay question based on our lectures and readings. Students will then write (type) a 3-4 page essay in response; essays are due on October 15 in class. Note: students may not work in groups on this assignment.

3. Author Question Sheet: On November 28, our class will welcome Eric Hinderaker, professor of history at the University of Utah and author of The Two Hendricks: Unraveling a Mohawk Mystery. Eric will talk about his book with us for a few minutes, after which you’ll get to ask him questions about the subject, his methods, and colonial history more generally. In preparation for this visit, each student will write a sheet with 5 or 6 informed questions you might ask. This assignment is due at the end of class.

4. Research Paper: Due December 5. This 7-8 page paper represents your chance to make an original contribution in colonial history. The best papers start with a proper research question, and will demonstrate the answer to that question (also known as your thesis) through both primary and secondary sources. For a helpful guide to finding and researching a topic, see William Kelleher Storey, Writing History: A Guide for Students, Chapter 1, on this course’s Blackboard site.

Research Paper Guidelines:
- You must use at least one primary source (meaning, of course, a source from the period you’re writing about). Papers with only one primary source can be perfectly successful; usually, however, the more the merrier, so look hard for them.
- You must use at least four secondary sources (books or articles by modern historians) outside of your assigned readings. These will help you situate your topic in a historiographical context.
- Papers must not be boring (seriously – don’t test me on this one).

5. Final Exam: December 10, 11:00-2:00. The final examination will consist of a several short answer/identification questions (these will cover from the entire semester) and a single essay question.

**Grade Breakdown:**

- Short Papers: 100 points each (200 total)
- Mid-Term Exam Short Answer/ID: 100 points
- Mid-Term Exam Essay: 100 points
- Author Question Sheet: 25 points
- Research Paper: 300 points
- Final Exam: 150 points

Total: 875 points

**Grading Scale:**

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A Note on Grades: Like other disciplines in the humanities, grading history papers or exams is a somewhat subjective exercise. However, there are certain criteria that lead me to assign one letter grade over another. An A paper represents truly superior work. It has a clear argument supported by both primary and secondary evidence, is written in elegant but spare prose, and uses proper citation. A B paper has a strong argument and is well-crafted, but does not approach the excellence and polish of an A paper – again, these papers are well above average, but fall short of excellence in matters of logic, evidence, and/or style. A C paper represents average work. It responds to the question at hand, but without distinction in argumentation, learning, or clarity of prose. A D paper is most often characterized by lack of effort. It has an unclear or undemonstrated argument, is poorly written, and uses improper citation. An F paper represents a catastrophic failure to do even the bare minimum required by the assignment. These papers are, as Hobbes would put it, “nasty, brutish, and short.”

**Schedule:**

Week I:
August 27: Introduction

August 29: The Pre-Columbian Americas: Origins

August 31: The Pre-Columbian Americas: Cultures and Societies


*SHORT PAPER #1 DUE IN CLASS

Week II:

September 3: NO CLASS (Labor Day)

September 5: The Pre-Columbian Americas: The Rise and Fall of Cahokia

September 7: Medieval Europe: Roman Origins

Week III:

September 10: Medieval Europe: Cultures and Societies

September 12: Medieval Europe: Expansionism and State-Building

Reading: Robert the Monk, Historia Iherosolimitana, selected pages.

*SHORT PAPER #2 DUE IN CLASS

September 14: Pre-Colonial Africa: Origins

Week IV:

September 17: Pre-Colonial Africa: The Lever of Riches

Reading: Leo Africanus, A Geographical Historie of Africa, 284-296.

*SHORT PAPER #3 DUE IN CLASS

September 19: Contact: The Columbian Moment

September 21: Contact: Beneficiaries of Catastrophe


Week V:

September 24: Exploration and Exploitation: The Spanish Conquests

September 26: Continental Drift: Cabeza de Vaca’s Journey
Reading: Resendez, A Land So Strange, entire.

*SHORT PAPER #4 DUE IN CLASS

September 28: Into the Shatter Zone: Spain, the Caribbean, and North America

Week VI:

October 1: Religious Conflict and Atlantic Exploration: Sixteenth-Century France and the Atlantic World

October 3: France and Native Americans: Early Encounters in the North

October 5: FILM: Black Robe

Week VI:

October 8: FILM: Black Robe

October 10: Catholicism and Colonies

Reading: Greer, Mohawk Saint, entire.

October 12: Midterm Examination: In-Class Short Answer/ID section, Take-Home Essay

Week VII:

October 15: Holy Experiments: Puritanism from Old(e) to New England

*MIDTERM ESSAY DUE IN CLASS

October 17: Puritans and Indians: Alternative Models

October 19: Methods and Madness: Salem 1692

Reading: Boyer and Nissenbaum, Salem Possessed, entire.

*SHORT PAPER #5 DUE IN CLASS

Week VIII:

October 22: Unholy Experiments? Virginians and their Neighbors

October 24: The Carolinas and Louisiana: Frenemies in the South

October 26: Penn’s Woods: A Layered Civilization

Week IX:

October 29: The Slave Trade: An Overview
October 31: Indian Slavery: The Invisible Institution

*November 1: Jensen Lecture, Edward Muir, Northwestern University

November 2: NO CLASS (Hodson in Alabama)

Week X:

November 5: Slavery in the English Empire


*SHORT PAPER #6 DUE IN CLASS

November 7: The Plantation: Production and Punishment

November 9: Imperial Consolidation: Absolutist France

Week XI:

November 12: Imperial Consolidation: …and the Atlantic World


November 14: Imperial Consolidation: The Invention of Britain

November 16: Imperial Consolidation: Faith and Fear in Anglo-America

Week XII:

November 19: Awakenings: Cultural Transformations

November 20: NO CLASS (Thanksgiving Break)

November 23: NO CLASS (Thanksgiving Break)

Week XIII:

November 26: Warfare and Barbarism

November 28: Crises in Indian Country

Reading: Hinderaker, *The Two Hendricks*, entire.

Author Visit: Eric Hinderaker

*AUTHOR QUESTION SHEET DUE IN CLASS

November 30: The Seven Years’ War

Week XIV:
December 3: Aftermath


December 5: Conclusions

RESEARCH PAPER DUE