

# HIST 302: American Colonies

## I. Course Information

### Instructor Info:

Dr. T. Cole Jones

Email: [colejones@purdue.edu](mailto:colejones@purdue.edu)

Office: UNIV 222

### Class Time and Location:

Monday, Wednesday, Friday

12:30-1:20 PM

UNIV 301

### Office Hours:

Mondays and Wednesdays 1:30-2:30

or by appointment

### Course Website:

Blackboard

## II. Course Description

Christopher Columbus did not discover a “New World” in 1492, he invaded an old one. Little did he know this first trans-Atlantic voyage would launch one of the largest migrations in history. For the next three centuries Europeans vied with indigenous peoples, and with each other, for control of a continent they called “America.” Contact between natives, forced immigrants from Africa, and colonizers from Spain, France, Sweden, the Netherlands, and the British Isles, led to brutally violent conflict but also to productive exchange, creating the first global economy in the process.

This course will examine the dynamic world born of that contact, conflict, and commerce. The confluence of diverse peoples, animals, crops, goods, ideas, and even microbes shaped the development of North America and by extension the nation we live in today. Throughout the course, we will ask, “what was colonial about Colonial America?” and we will wrestle with the legacies of colonialism all around us.

## III. Learning Objectives:

This course asks you:

1. To increase your knowledge of the key events and themes in colonial American history.
2. To become aware of the cultural, linguistic, gender, and racial diversity of colonial America.
3. To analyze and contextualize historical evidence.

4. To appreciate the role of contingency in historical events.
5. To understand the enduring influence of the colonial past on contemporary American society.
5. To articulate original historical claims in the form of thesis statements.
6. To improve your oral and written communication skills.

#### IV. Course Requirements

##### 1. Attendance and Active Participation—**20%**

Attendance and active participation are required. Lectures provide the background knowledge necessary to analyze the primary sources during Friday's discussion. If you have trouble participating in class, please come see me early on so we can strategize solutions.

##### 2. Midterm Exam—**15%**

In class exam on October 11

Midway through the semester we will have an exam designed to evaluate your comprehension of the course material. The exam will take the format of several identifications and one essay.

##### 3. Document analysis (2-3 pages)—**15%**

Each student will be assigned one of the primary sources in Kupperman, *Major Problems in American Colonial History: Documents and Essays* to analyze and present in class. It is your job to make the source intelligible to your fellow students. Who is the author? What do we know about his/her background? What is going on at the time when the piece was produced? Who is the author's audience? What is his/her main point? Why is it significant? This assignment will hone your public speaking and presentation skills while preparing you for the rigorous analysis required for the Primary Source Project.

##### 4. Primary Source Project—**30%**

Due: November 15

This assignment asks you to locate and identify a primary source from the period under study and write an **8-10 page** critical analysis. I am not looking for a mere summary of the source; I want you properly contextualize the source and explain its historical significance. This will require you to do additional research in the secondary scholarship on the topic. You may not use one of the sources we have discussed in class. I will provide you with a list of online databases that you can use to locate primary sources, but you may also branch out. Consider visiting a local museum, looking at an auction catalog, or browsing the collections of a historical society or archive. Think outside the box. The source need not be a traditional printed document; you could also examine a painting or an object of material culture. The key is to consider what the source can tell us about the person or persons who created it and to place it within its proper historical context. In order to do this, you must use at least five secondary sources of which three must be books. All sources need to be cited with footnotes according to the Chicago Manual of Style. We will discuss this project in more depth in class.

**All writing assignments must be typed and double-spaced, in 12-point font with 1-inch margins**

#### 6. Final Exam—20%

The final exam will occur during the university's exam week. It will cover the second half of the course and consist of several identifications and one essay.

#### V. Course Readings

We will be reading a combination of classic and current scholarship (ie. secondary sources) as well as period documents (ie. primary sources). Articles and selections from books will be listed under the heading for each class meeting. Articles are available on blackboard.

Primary source readings can be found in Kupperman ed., *Major Problems in American Colonial History*.

#### Required Text:

Karen Ordahl Kupperman, *Major Problems in American Colonial History: Documents and Essays*, Third Edition (Boston: Wadsworth Cengage Learning, 2013).

#### VI: Classroom Policies:

##### **My policies are simple:**

Show up to every class on time having done the reading.

Do the assignments.

Be respectful.

Use common sense.

Do your own work.

Don't cheat.

If you have a question, ask me in person or via Email.

Late papers will be penalized **one-third grade per day** [example: an A paper that is one day late becomes an A- paper]

For a more detailed explanation of the above, see the University Policies:

*"Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, Student Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and*

*abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest."*  
[University Senate Document 72-18, December 15, 1972]"

<https://www.purdue.edu/odos/academic-integrity/>

### **Students with Disabilities:**

Students who need special accommodations to participate fully in class should contact me as soon as possible. While I will do everything in my power to accommodate your needs, Purdue University requires you to provide me with appropriate written documentation and to have that documentation on file with Student Services. Students should be aware that Services for Student Disabilities are available at 494-1247 if you need further assistance.

### VII. Course Content:

#### **WEEK 1**

Mon. August 19: What is Colonial North American History?

Wed. August 21: The Americas before Europeans

Fri. August 23: Discussion

#### Reading:

Kupperman ed., *Major Problems in American Colonial History*, 1-13.

#### Primary Sources:

In the Beginning: Tewa Creation Story, Oral Tradition from Pre-Contact Times, p. 27

#### **WEEK 2**

Mon. August 26: The Atlantic before Colonization

Wed. August 28: Invasion

Fri. August 30: Discussion

#### Reading:

Neal Salisbury, "The Indians' Old World: Native Americans and the Coming of Europeans," *William and Mary Quarterly*, 3d Series, vol. 53, no. 3, (July 1996), 435-58.

#### Primary Sources:

Maushop Leaves New England: An Indian Legend About Colonization, 1787, p. 29

Canadian Natives Recount Their Traditions of the First Sight of Men Dressed in Iron, 1633, p. 31

Pueblo Indians See the Apparition of the Lady in Blue and Fray Alonso de Benavides Identifies Her as the Spanish Nun Sor Maria de Agreda, 1630s, p. 34

#### **WEEK 3**

Mon. September 2: Labor Day, NO Class

Wed. September 4: Walter Isaacson Visit

Fri. September 6: Discussion

Reading: None

Primary Sources:

John Rolfe Reports Large Amounts of Tobacco Planted in Virginia, 1616, p. 70

Virginia Company Acknowledges That the Colony Will Never Be Successful Without Women and Family Life, 1621, p. 70

Powhatan Empire Strikes Back at Expanding Virginia Colony, 1622, p. 72

Richard Frethorne Begg His Parents for Support, 1623

#### **WEEK 4**

Mon. September 9: The Jamestown Project

Wed. September 11: The Spanish Frontier

Fri. September 13: Discussion

Reading: Rachel B. Hermann, "The 'tragicall historie': Cannibalism and Abundance in Colonial Jamestown," *William and Mary Quarterly*, 3d series, 68, no.1 (January 2011): 47-74.

Primary Sources:

Coronado Explores the Southwest, 1540-1542, p. 61

Pedro Menéndez de Avilés Visits the Calusa King Carlos After the Foundation of St. Augustine, p. 63

Menéndez Encounters Spaniards Who Had Lived as Captives Among the Indians and Finds that Female Captives Sometimes Chose to Stay with Their Native Families, p. 64

#### **WEEK 5**

Mon. September 16: New France

Wed. September 18: The Great Migration

Fri. September 20: In class Presentation by Prof. Chapman from the Library

Reading:

John Canup, "'The Cry of Sodom Enquired Into': Bestiality and the Wilderness of Human Nature in Seventeenth-Century New England," *Proceedings of the American Antiquarian Society*, 98 (1988), 113-134.

Primary Sources:

Pilgrim Leaders Create the Mayflower Compact and Describe the First Thanksgiving, 1620, 1621, p. 89

Governor John Winthrop Gives a Model of Christian Charity, 1630, p. 92

Colonist John Pond Writes to His Mother and Father for Help, 1631, p. 94

#### **WEEK 6**

Mon. September 23: City Upon a Hill

Wed. September 25: Indentured Servitude

Fri. September 27: Discussion

Reading:

Russell Menard, "From Servant to Freeholder: Status Mobility and Property Accumulation in Seventeenth-Century Maryland," *William and Mary Quarterly*, 30 (1973), 37-64.

Primary Sources:

A Blank Servant Indenture Form, 1635, p. 99

George Alsop Argues That Servants in Maryland Have a Good Deal, 1666, p. 103

**WEEK 7**

Mon. September 30: Rebellion

Wed. October 2: Conflict

Fri. October 4: NO CLASS

Reading:

Richard Latner, "'Here Are No Newtens': Witchcraft and Religious Discord in Salem Village and Andover." *The New England Quarterly* 79, no. 1 (2006): 92-122.

Primary Sources:

John Easton Tries to Avert the War by Hearing King Philip's Grievances, 1675, p. 121

Cotton Mather Describes the Indians of Massachusetts and John Eliot's Mission to Them, 1702, p. 122

Mary Rowlandson Interprets Her Captivity during King Philip's War, 1676, p. 124

**WEEK 8**

Mon. October 7: Fall Break, NO CLASS

Wed. October 9: Religion and Superstition

Fri. October 11: MIDTERM EXAM

Reading: No reading

Primary Sources: No sources

**WEEK 9**

Mon. October 14: Low Country and West Indies

Wed. October 16: Many Slaveryes

Fri. October 18: Discussion

Reading:

Justin Roberts and Ian Beamish, "Venturing Out: The Barbadian Diaspora and the Carolina Colony, 1650-1685," in Brad Wood and Michelle LeMaster, eds., *Creating and Contesting Carolina: Proprietary Era Histories* (Charleston: University of South Carolina Press, 2013), 49-72.

Primary Sources:

Richard Ligon Describes the Beginnings of Sugar Cultivation and Planters' Adaptation to the Climate in Barbados, 1654, p. 191

Thomas Nairne Reassures Prospective Settlers About the Environment and Trade of South Carolina, 1710, p. 196

The Board of Trade Seeks Information on the Slave Trade, 1708, p. 226

The Reverend Hugh Jones Describes Virginia Slavery, 1724, p. 231

Letter Authorizing Sale of Enslaved Girl Named Ester, p. 237

### **WEEK 10**

Mon. October 21: New Netherland

Wed. October 23: Penn's Woods

Fri. October 25: Discussion

#### Reading:

Middleton, Simon. "'How It Came That the Bakers Bake No Bread': A Struggle for Trade Privileges in Seventeenth-Century New Amsterdam." *The William and Mary Quarterly* 58, no. 2 (2001): 347-72.

#### Primary Sources:

Traveler Jasper Danckaerts Calls on New York Planter Maria van Rensselaer, 1680  
p. 157

Sarah Kemble Knight Encounters Dutch and English in New York, 1704, p. 158

William Pen Offers a Prospectus for Merchants, 1683, p. 160

Merchant and Massachusetts Bay Mint-Master John Hull Appeals for Freedom to Trade,  
1677, p. 378

### **WEEK 11**

Mon. October 28: Revolutions

Wed. October 30: Imperial Borderlands

Fri. November 1: Discussion

#### Reading:

Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region*, 50-93. [available online through Purdue Libraries' ACLS Humanities E-Books]

#### Primary Sources:

Conrad Weiser Describes Madame Montour, 1737, p. 339

Moravian Leader Count Zinzendorf Records His Impressions of Madame Montour and  
Andrew Montour, 1742, p. 340

Mary Jemison Recounts Her Experience of Capture and Adoption as a Seneca, 1755,  
p. 341

### **WEEK 12**

Mon. November 4: Gender and Sexuality

Wed. November 6: Commerce

Fri. November 8: Discussion

#### Reading:

Wendy Warren, "'The Cause of Her Grief': The Rape of a Slave in Early New  
England." *The Journal of American History* 93, no. 4 (2007): 1031-049.

#### Primary Sources:

Will of Margarita van Varick, New York Merchant, 1695, p. 384

Club of Widowed Matrons Meets to Send Their Thanks for Publishing Letter, 1753,  
p. 383  
Letter from a Widow on the Abuses of the Road and City-Watch, 1752, p. 382

### **WEEK 13**

Mon. November 11: Awakenings

Wed. November 13: Legal and Political Development

Fri. November 15: Discussion—Primary Source Project Due

#### Reading:

Lambert, Frank. "'Pedlar in Divinity': George Whitefield and the Great Awakening, 1737-1745." *The Journal of American History* 77, no. 3 (1990): 812-37.

#### Primary Sources:

Benjamin Franklin Listens to His Friend George Whitefield, 1739, p. 266

Nathan Cole Describes the Crowds Going to Hear Whitefield at Middletown, 1740,  
p. 269

Jonathan Edwards Describes the Awakening in his Congregation in Northampton,  
Massachusetts, 1737, p. 271

### **WEEK 14**

Mon. November 18: The Plains

Wed. November 20: Empires at War

Fri. November 22: Discussion

#### Reading:

"Washington's Apprenticeship: Imperial Victory and Collapse" in Fred  
Anderson and Andrew Cayton, *The Dominion of War*, 104-159.

#### Primary Sources:

Quaker Storekeeper James Kenny Comments on Relationships on the Frontier at the End  
of the French and Indian War, p. 414

Sir William Johnson Confers with Iroquois Leaders, 1762, p. 346

[Benjamin Franklin], A Narrative of the Late Massacres, in Lancaster County, of a  
Number of Indians, Friends of this Providence, by Persons Unknown. 1764, p.  
351

The Apology of the Paxton Volunteers Addressed to the Candid & Impartial World,  
1764, p. 353

### **WEEK 15**

Mon. November 25: Contesting the West

Wed. November 27: Thanksgiving Break, No Class

Fri. November 29: Thanksgiving Break, No Class

#### Reading:

None

#### Primary Sources:



None

**WEEK 16**

Mon. December 2: Crisis

Wed. December 4: Resistance

Fri. December 6: Discussion

Reading:

Dirk Hoerder, "Boston Leaders and Boston Crowds, 1765–1776" in Alfred F. Young, ed., *The American Revolution: Explorations in the History of American Radicalism*, 233-71.

Primary Sources:

Janet Schaw Visits Wilmington, North Carolina, 1774, p. 451

William Eddis Praises the Society of Annapolis, Maryland, and Speculates on the Fate of the American Indians, 1771, p. 452

EXAM WEEK: December 9-14

Disclaimer:

*In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted on Blackboard or can be obtained by contacting the instructor via email. You are expected to read your @purdue.edu email on a frequent basis.*