HIST 302: American Colonies

I. Course Information

**Instructor Info:**
Dr. T. Cole Jones  
Email: 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.
6. To articulate original historical claims in the form of thesis statements.

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:

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
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:
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:
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 Begs 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
  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:**
**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 Slaveries
**Fri. October 18:** Discussion
**Reading:**
**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
WEEK 10
Mon. October 21: New Netherland
Wed. October 23: Penn’s Woods
Fri. October 25: Discussion
Reading:
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:
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:
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:

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:

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.