



History 401: Early America

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Winter 2008
TR 4:40-6:00 p.m.
Room: 52-0E45
Office hours: MTWR 1:10-2
& by appointment

Course Description:

This course will investigate the history of British Colonial America from first contact until the mid-eighteenth century. We'll examine how the diverse Native American, African, and European peoples made sense of one another and adapted to life in colonial North America. We will read primary documents and historians' accounts of the transformations, conflicts, and experiences that gave early America its distinctive history.

Course Objectives:

- Build knowledge of British Colonial American history.
- Develop understanding of major areas of historiographical debate within British Colonial American history: encounters, the Atlantic World, regional differentiation, the rise of slavery, gender, the origins of racism, and the character of colonial politics.
- Build knowledge of the cultural, political, economic, environmental, intellectual, and religious frameworks that shaped the communities of British Colonial America.
- Develop critical thinking skills necessary to evaluate and analyze primary sources.
- Hone historical research and writing skills.

Required Texts:

Patricia Bonomi, *The Lord Cornbury Scandal* (ISBN 0-8078-4869-7)
Kathleen Brown, *Good Wives, Nasty Wenches, & Anxious Patriarchs* (ISBN 0-8078-4623-6)
Karen Kupperman, *Major Problems in American Colonial History* (ISBN 0-395-93676-4)
Edmund Morgan, *American Slavery, American Freedom* (ISBN 0-393-32494-X)
Daniel Richter, *Facing East from Indian Country* (ISBN 0-674-01117-1)

Note: Any edition of the above titles is fine; however, the page numbers listed below correspond to the edition referenced by the foregoing ISBN numbers.

Course Requirements:

1. Participation: All students are required to attend class unless a documented emergency (e.g. illness or death in the family) or unavoidable conflict (e.g. job interview or professional obligation) prevents your attendance. This means being present for the full class period. Students will be graded based on their contributions to class discussions. It is therefore possible to attend every class and receive a zero in participation. If you have to miss class, please notify me as soon as possible.
2. Class lead: Each student will sign up to lead the first twenty minutes of one day's discussion. On the day of your lead, you must turn-in a list of at least five discussion questions at the end of class.
3. Reading response: Each student will also sign up to write a response to the assigned reading for a day on which they are *not* leading discussion. This short analysis (2-3 pages) of the day's reading must be turned in on the day the reading is listed on a syllabus. Your analysis should briefly summarize the author(s)' major arguments and critique their persuasiveness.
4. Midterm: The midterm will be held on February 12. It will consist of identification (ID) questions and an essay. Questions will draw upon both required readings and material covered in class. Please bring a blue book and a pen to the midterm.
5. Graduate students only - Historiographical essays (2): In lieu of a midterm, graduate students will write two historiographical essays or book reviews (*not book reports*) of approximately 5-7 pages. One of these reviews will be of a required text (Morgan, Brown, Richter, or Bonomi) of your choice, and the other a review of one of the monographs listed in the "Further Reading" sections below. A review not only summarizes a book's major arguments, but also offers a critique. It suggests how the book fits with other scholarship in the field. If you are unclear as to what I mean by a review, please take a look at some published reviews in leading journals such as the *Journal of American History* and *The William and Mary Quarterly*. The Cal Poly library does not own all the titles listed below. However, all are available through Interlibrary Loan/LINK+ and most can be purchased online. Please turn your essays in as you finish them; at the very latest they are due by the end of the term. *Note: You may not use the same text for your historiographical essay, reading response, and class lead.*
6. Research paper: One of the major objectives of this course is for students to explore in greater depth a topic within colonial American history of particular interest to them by writing an original research paper. Four-hundred level history courses meet three hours a week rather than four in order to accommodate the extensive individual research such an assignment entails. Research papers should use *at least* two primary sources and two secondary sources. You may use readings assigned for class, but you need to supplement these with materials from the library and approved online resources. Use footnotes to cite all sources, following the *Chicago Manual of Style*. Your paper will be evaluated on the following components:
 - a. Topic – 5 points – by January 24 (Week 3)
 - i. By January 24 you must submit your proposed topic, in writing. You should pick your topic in consultation with the instructor.
 - b. Thesis and bibliography – 15 points – by February 19 (Week 6)
 - i. By February 19, please submit a draft of your thesis statement and a complete bibliography of primary and secondary sources.
 - c. Final draft – 80 points - due during assigned final exam period, Thursday, March 20 at 7 p.m.
 - i. Be sure your paper follows the *Chicago Manual of Style* and includes a bibliography.
 - ii. See guidelines for research papers handout for additional requirements.

- iii. If you wish to turn your paper in early, please put a hard copy in my mailbox in the history department.
- d. Length (double-spaced in 12-point font):
 - i. Undergraduates: 10-12 pages including footnotes and bibliography
 - ii. Graduate students: 15-20 pages including footnotes and bibliography

Students will be evaluated as follows:

Undergraduates:

Participation	20%
Class lead	15%
Reading response	15%
Midterm	20%
Research paper	30%

Graduate students:

Participation	10%
Class lead	10%
Reading response	10%
Historiographical essays (2)	30%
Research paper	40%

Course Policies:

Late papers – Late papers will be docked 1/3 letter grade for each day that they are late.

Submission policy – All papers and assignments must be turned in as a hard copy. I will not accept any papers via email.

My grading scale – I grade on a standard 100-point scale.

For example: 89-87 = B+; 86-83 = B; 82-80 = B-

Cellular phones – All cellular phones and pagers must be switched completely off before entering the classroom. During exams in particular, please be courteous to your classmates and ensure your phone is completely off, *not on vibrate*.

Academic Integrity:

The academic community at Cal Poly is built upon the free, open, and honest exchange of ideas and opinions. In order to achieve such an environment, students need to be confident that their peers are holding themselves to the same high standards. Cheating undermines the reputation of a university's degrees and violates the trust of all members of Cal Poly's intellectual community. Accordingly, no form of cheating will be tolerated in this course.

All students are expected to conform to the university's code of conduct at all times. Any student found cheating will be referred to the Office of Student Rights and Responsibilities without exception or negotiation as per university Executive Order 969 (2006). Cheating on any exam will result in an automatic failure of the course.

In order to ensure an honest and distraction-free environment during exams, all forms of electronic devices (including, but not limited to cell phones, PDAs, iPods, mp3 players, digital cameras, and calculators) are to be left outside of the classroom or switched completely off and placed in a sealed book bag. During exams, all books and papers must be completely enclosed within a sealed book bag.

Cal Poly Policy on Plagiarism:

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references, i.e. quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to the following: the submission of a work, either in part or in whole completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing, without credit or originality; use of another's project or programs or part thereof without giving credit. (CAM, 683.4)

History Department Addendum:

The History Department considers submission of a work completed for another class either in a previous or concurrent term as academic dishonesty. In short, it is not allowed under any circumstances.

Weekly Reading Assignments and Lecture Schedule:

The following schedule of lecture and assignments is tentative and subject to change. Please have the reading completed by the day listed and remember to bring it with you to class.

BB = available on Blackboard under "Course Materials"

Week 1: Old Worlds: England

T Jan. 8

R Jan. 10 Brown, *Good Wives*, pg. 13-41 ("Introduction," pg. 1-9 recommended)
 Morgan, *American Slavery*, pg. 3-43 & 58-70
 Kupperman, *Major Problems*, Doc. 8.1, pg. 222-225

Further Reading (Graduate Historiography Option):

Pagden, Anthony: *Lords of All the World: Ideologies of Empire in Spain, Britain, and France, c. 1500-1800* (New Haven, 1995).

Seed, Patricia: *Ceremonies of Possession in Europe's Conquest of the New World* (Cambridge, 1995).

Week 2: Old Worlds: America

T Jan. 15

Richter, *Facing East*, pg. 1-68
Kupperman, *Major Problems*, Doc. 2.1, 2.3, 2.4 & 2.5, pg. 27-28 & 30-38

R Jan. 17

Brown, *Good Wives*, pg. 42-74
Morgan, *American Slavery*, pg. 44-58

Further Reading (Graduate Historiography Option):

Crosby, Alfred: *Columbian Exchange: Biological and Cultural Consequences of 1492* (Westport, 1972).

Schwartz, Stuart: *Implicit Understandings; Observing, Reporting and Reflecting on the Encounters between Europeans and Other Peoples in the Early Modern Era* (New York, 1994).

Merrell, James: *The Indians' New World: Catawbas and their Neighbors from First Contact through Indian Removal* (Chapel Hill, 1989).

Richter, Daniel K.: *The Ordeal of the Longhouse: The Peoples of the Iroquois League in the Era of European Colonization* (Chapel Hill, 1992).

Week 3: New Worlds for All

- T Jan. 22 Morgan, *American Slavery*, pg. 71-130
 Richter, *Facing East*, pg. 69-78
 Kupperman, *Major Problems*, Doc. 3.1, pg. 58-63
- R Jan. 24 Morgan, *American Slavery*, pg. 133-179
 Brown, *Good Wives*, pg. 75-104
 Kupperman, *Major Problems*, Doc. 3.3 & 3.4, pg. 65-67

RESEARCH PAPER TOPICS DUE

Further Reading (Graduate Historiography Option):

- Calloway, Colin G.: *New Worlds for All: Indians, Europeans, and the Remaking of English America* (Baltimore, 1997).
Hatfield, April: *Atlantic Virginia: Intercolonial Relations in the Seventeenth Century* (Philadelphia, 2003).
Horn, James: *A Land as God Made It: Jamestown and the Birth of America* (Basic Books, 2005).
Kelso, William M.: *Jamestown, The Buried Truth* (Charlottesville, 2006).

Week 4: A Tobacco Society: Life in the Seventeenth-Century Chesapeake

- T Jan. 29 Morgan, *American Slavery*, pg. 180-249
 Kupperman, *Major Problems*, Doc. 3.5 & 3.6, pg. 68-72
- R Jan. 31 Morgan, *American Slavery*, pg. 250-292
 Brown, *Good Wives*, pg. 137-186

Further Reading (Graduate Historiography Option):

- Bond, Edward L.: *Damned Souls in a Tobacco Colony: Religion in Seventeenth-Century Virginia* (Macon, Ga, 2000).
Horn, James: *Adapting to a New World: English Society in the Seventeenth-Century Chesapeake* (Chapel Hill, 1994).
Rutman, Darrett B. and Anita H. Rutman: *A Place in Time: Middlesex County, Virginia, 1650-1750* (New York, 1984).

Week 5: A Godly Society: Life in New England

- T Feb. 5 Kupperman, *Major Problems*, Doc. 4.1, 4.3, 4.4 & 4.5, pg. 88-90 & 91-95
 Kupperman, *Major Problems*, "Religion, the Common Thread," pg. 98-109
 Greene, Chapters 1 & 2, *Pursuits of Happiness*, pg. 7-54, on **BB**
- R Feb. 7 Richter, *Facing East*, pg. 90-129
 Kupperman, *Major Problems*, Doc. 5.1 & 5.2, pg. 118-124
 Kupperman, *Major Problems*, "John Sassamon" pg. 135-144

Further Reading (Graduate Historiography Option):

- Boyer, Paul and Stephen Nissenbaum, *Salem Possessed: The Social Origins of Witchcraft* (Cambridge, MA, 1974).
Demos, John: *The Unredeemed Captive: A Family Story from Early America* (New York, 1994).
Innes, Stephen: *Creating the Commonwealth: The Economic Culture of Puritan New England* (New York, 1995).
Hall, David. *Worlds of Wonder, Days of Judgment: Popular Religious Belief in Early New England* (Harvard UP, 1990)
Karlsen, Carol F.: *The Devil in the Shape of a Woman: Witchcraft in Colonial New England* (New York, 1987).
Lepore, Jill: *In the Name of War: King Philip's War and the Origins of American Identity* (New York, 1998).

Vickers, Daniel: *Farmers and Fishermen: Two Centuries of Work in Essex County, Massachusetts, 1630-1850* (Chapel Hill, 1994)

Week 6: Many Babylons: The Diverse Middle Colonies

T Feb. 12 **MIDTERM**

R Feb. 14 Greene, selection from Chap. 6, *Pursuits of Happiness*, pg. 124-141, on **BB**
Kupperman, *Major Problems*, Doc. 7.1, 7.3, 7.4, 7.5, 7.7 & 7.8, pg. 180-182,
183-191 & 194-203
Kupperman, *Major Problems*, “Dutch Colonists Cope...,” pg. 203-211

Further Reading (Graduate Historiography Option):

Merrell, James: *Into the American Woods: Negotiators on the Pennsylvania Frontier* (New York, 2000).

White, Richard: *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815* (New York, 1991).

Lepore, Jill: *New York Burning: Liberty, Slavery, and Conspiracy in Eighteenth-Century Manhattan* (Vintage, 2006).

Wulf, Karin: *Not All Wives: Women of Colonial Philadelphia* (Ithaca, 1999).

Week 7: The Origins Debate: Slavery and Racism

T Feb. 19 Morgan, *American Freedom*, 295-387

THESIS AND BIBLIOGRAPHY DUE

R Feb. 21 Brown, *Good Wives*, 187-244

Vaughan, “The Origins Debate,” 136-167, on **BB**

Further Reading (Graduate Historiography Option):

Eltis, David: *The Rise of African Slavery in the Americas* (New York, 2000).

Jordan, Winthrop D.: *White Over Black: American Attitudes toward the Negro, 1559-1812* (Chapel Hill, NC., 1968).

Berlin, Ira: *Many Thousands Gone: The First Two Centuries of Slavery in North America* (Cambridge, Mass., 1998).

Burnard, Trevor: *Mastery, Tyranny, and Desire: Thomas Thistlewood and His Slaves in the Anglo-Jamaican World* (Chapel Hill, NC., 2004).

Week 8: Consumers and Consumption in Eighteenth-Century Colonial America

T Feb. 26 Kupperman, *Major Problems*, “Consumption, Anglicization...” pg. 454-460

Richter, *Facing East*, 151-188

R Feb. 28 Brown, *Good Wives*, pg. 283-373

Further Reading (Graduate Historiography Option):

Isaac, Rhys: *Landon Carter’s Uneasy Kingdom: Rebellion and Revolution on a Virginia Plantation* (New York, 2004).

Sobel, Mechal: *The World They Made Together: Black and White Values in Eighteenth-Century Virginia* (Princeton, 1987).

Bushman, Richard: *The Refinement of America: Persons, Houses, Cities* (New York, 1992).

Week 9: Politics in the Eighteenth Century

T Mar. 4 Bonomi, *Lord Cornbury*, pg. 1-98

R Mar. 6 Bonomi, *Lord Cornbury*, pg. 99-189

Further Reading (Graduate Historiography Option):

Bushman, Richard L.: *King and People in Provincial Massachusetts* (Chapel Hill, NC., 1985).

Colley, Linda: *Britons: Forging the Nation, 1707-1837* (New Haven, 1992)

Wood, Gordon: *The Americanization of Benjamin Franklin* (New York, 2004).

Week 10: Science and Enlightenment

T Mar. 11 Drayton, “Knowledge and Empire,” pg. 231-252, on **BB**

Delbourgo, “Wonderful Recreations,” pg. 87-128, on **BB**

R Mar. 13 Minardi, “The Boston Inoculation Controversy of 1721-1722,” pg. 47-76, **BB**

Parrish, “The Female Possum and the Nature of the New World,” pg. 475-514, on **BB**

Further Reading (Graduate Historiography Option):

Delbourgo, James: *A Most Amazing Scene of Wonders: Electricity and Enlightenment in Early America* (Cambridge, MA, 2006)

Parrish, Susan Scott: *American Curiosity: Cultures of Natural History in the Colonial British Atlantic World* (Chapel Hill: University of North Carolina Press, 2006).

Londa Schiebinger. *Plants and Empire: Colonial Bioprospecting in the Atlantic World*. (Cambridge, MA, 2004).

Slaughter, Thomas P.: *The Natures of John and William Bartram* (New York, 1996)



John Smith, “Map of Virginia,” 1612.