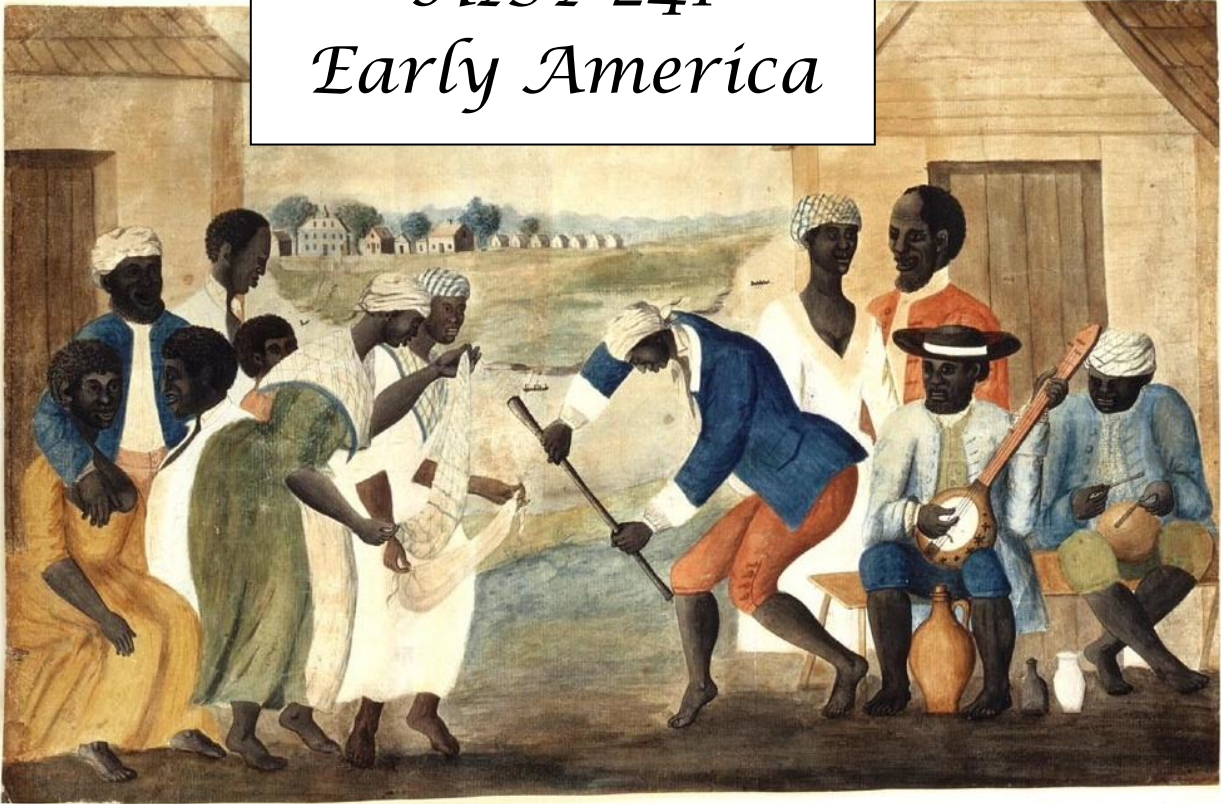


HIST 241

Early America



Dr. James Paxton

Comenius 306

Office Hours: Wed. & Fri. 10:05-noon, 2:30-3:30, or by appointment.

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Course Description

Welcome to 241! Traditionally Americans have viewed colonial history as little more than a background and lead up to the founding of the United States. If the goal of colonial history is the nation, then the logical focus is the political development of the thirteen English-speaking colonies. But early America not only has a history in its own right but it was far more crowded and diverse than earlier histories allowed. Native, English, African, French, Spanish and Dutch peoples met, intermingled, and jostled for power. While this course cannot convey all the complexity of early America, by focusing on a range of themes, such as American exceptionalism, the nature of cultural contact, and the rise of racism and race slavery, we will trace the evolving relationships between America's founding people, Native Americans, Africans, and Europeans, and the societies they created together.

Course Objectives

By the end of the course, you will have enhanced your abilities to:

- Locate, evaluate, and use secondary sources.
- Identify major schools of thought and historiographical debates that have shaped historians' understanding of the colonial period.
- Use writing conventions appropriate to the discipline of history.
- Become familiar with some important themes in colonial American history.
- Develop clear and effective oral and written communications skills.

Attendance

While there is no formal penalty for missing classes, students are strongly encouraged to attend all classes. Success in the course depends upon comprehension of the lecture material and participation in class discussions.

Please turn off or mute all electronic devices in the classroom.

Grade Distribution

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| Reading Journals | 16% |
| Assignments | 6% (2@3%) |
| Topic & Bibliography | 5% |
| Abstracts | 12% |
| Draft | 12% |
| Peer Review | 7% |
| Final Essay | 20% |
| Participation | 12%* |
| Presentation | 10% |

*** This grade reflects your active participation in class and is not an attendance grade**

Late Policy

Papers turned in after the beginning of the class on which they are due will be assessed a penalty of 5% for the first day they are late and 2% for each day thereafter. I do not accept late reading logs. They must be turned in at the beginning of the class in which they are due. Computer and printing problems are not acceptable reasons for lateness. I do **not** accept essays or logs via email without prior consent.

Assignments

Reading Journals

You will be writing a reading journal for most classes in which there is assigned reading. A journal should be a one to two paragraph summary of an article, chapter, or book that condenses the author's main ideas and arguments. Do not describe the work or reiterate its content; rather, identify the thesis and major arguments. For our purposes, a good journal will also identify the work's historiographical contribution. That is address how the argument compares to other

works we have read and what assumptions the author makes based on his or her evidence. A journal should not exceed one page double spaced. Abstracts will be graded on a scale of 0-3. During the course of the semester, you may miss two journals without penalty.

Historiographical Essay

The course will culminate in a twelve-page historiographical essay. A historiographical essay provides comment and analysis on a number of works pertaining to one subject. Do not summarize the contents of the books. Instead, write a coherent essay with a thesis that assesses how historians have interpreted the topic over time. You will choose an appropriate subject in consultation with the instructor. You must utilize at least eight books or an equivalent number of articles.

I will place two collections of historiographical essays on reserve in Reeve's Library. Once you have chosen a topic, you should consult the appropriate essay(s).

Morgan, Gwenda, *The Debate on the American Revolution* (Manchester and New York: Manchester University Press, 2007).

Daniel Vickers, ed. *A Companion to Colonial America* (Blackwell, 2003).

Academic Dishonesty

According to the Moravian College Student Handbook, the following constitutes plagiarism: "the use, deliberate or not, of any outside source without proper acknowledgment. While the work of others often constitutes a necessary resource for academic research, such work must be properly used and credited to the original author. This principle applies to professional scholars as well as to students....All work that students submit or present as part of course assignments or requirements must be their own original work....When students use the specific thoughts, ideas, writings, or expressions of others, they must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks...and be accompanied by an appropriate citation." Plagiarism will result in the offender receiving zero in the course. Please consult the Student Handbook for fuller details.

It is normal and desirable that students will assist each other with assignments. Such assistance may take two forms. In discussing your papers outside of class, someone may give you an idea or clarify your thinking that you later incorporate into the paper. Note you are not taking their ideas word for word. This is permissible but you must acknowledge your friend's contribution either in the text or in a footnote. Similarly, you should acknowledge in a footnote anyone who has read and commented on your paper.

Students with Disabilities

Students with physical, learning, or medical disabilities should speak to me and contact Laurie Roth, Director of the Learning Center, to arrange the appropriate accommodations. Please make these arrangements in the first weeks of the semester.

Schedule

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| Week 1 Jan. 16 | Introduction to Early America |
| Jan. 18 | Articles and Books |
| Week 2 Jan. 23 | Historiography of Early America: Invasion Francis Jennings, <i>Invasion of America: Indians, Colonialism, and the Cant of Conquest</i> (New York: W.W. Norton, 1975), 3-14, 202-227. (Blackboard) Library Assignment Due |
| Jan. 25 | Historiography of Early America: Middle Ground or Creoles? Richard White, <i>The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815</i> (Cambridge: Cambridge University Press, 1991), ix-xvi, 50-93. (Blackboard) James Carson, "American Historians and Indians," <i>Historical Journal</i> 49 (Sept. 2006): 921-933. (Blackboard) Identify the main argument of both articles and then compare how their arguments differ. For Carson focus on his |
| Week 3 Jan. 30 | How Many Old Worlds? Neal Salisbury, "The Indians Old World: Native Americans and the Coming of Europeans," <i>William and Mary Quarterly</i> (July 1996): 435-458. (Blackboard/AHL) |
| Feb. 1 | Exchange Martin H. Quitt, "Trade and Acculturation at James Town, 1607-1609: The Limits of Understanding," <i>William and Mary Quarterly</i> (April 1995): 227-258. (Blackboard/AHL) Charles C. Mann, <i>1493: Uncovering the New World Columbus Created</i> (New York: Vintage, 2011), 251-271, 282-289. (Blackboard) |
| Week 4 Feb. 6 | Trade Denys Delage, <i>Bitter Feast: Amerindians and Europeans in Northeastern North America, 1600-1664</i> (Vancouver: UBC Press, 1995), 78-82, 132-142, 154-162. Footnote Assignment Due |
| Feb. 8 | Environment Carolyn Merchant, <i>Ecological Revolutions: Nature, Gender, and Science in New England</i> (Chapel Hill: University of North Carolina Press, 1989), 69-111. |

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| Week 5 Feb. 13 | Culture James Paxton, "A New World: Creating Kinship in the Mohawk and Schoharie Valleys," 1-29. (Blackboard) James H. Merrell, "Reading Andrew Montour," in <i>Major Problems in American Colonial History</i> , 419-427. (Blackboard) Why do these authors come to such different conclusions? Topic (one short paragraph) and Bibliography (12 sources) Due |
| Feb. 15 | Slavery Ira Berlin, "Time, Space, and the Evolution of Afro-American Society," in <i>Major Problems in American Colonial History</i> , 302-315. (Blackboard) |
| Week 6 Feb. 20 | Archaeology Peter H. Wood, "Black Labor-White Rice," in T.H. Breen, ed., <i>Shaping Southern Society: The Colonial Experience</i> (New York: Oxford University Press, 1976), 135-155. (Blackboard) Leland Ferguson, <i>Uncommon Ground: Archaeology and Early African America, 1650-1800</i> (Washington: Smithsonian Institution Press, 1992), 63-107. (Blackboard) |
| Feb. 22 | Colonial Societies Plank, <i>Unsettled Conquest</i> , 1-67. |
| Week 7 Feb. 27 | Plank, <i>Unsettled Conquest</i> , 68-105. |
| Mar. 1 | Email Abstracts (8 total) Due before class Writing a historiographical paper |
| Week 8 Mar. 6 | Spring Recess - No Class |
| Mar. 8 | Spring Recess - No Class |
| Week 9 Mar. 13 | Plank, <i>Unsettled Conquest</i> , 106-167. |
| Mar. 15 | Individual Meetings with Instructor – No Class |
| Week 10 Mar. 20 | Mechal Sobel, <i>The World They Made Together: Black and White Values in Eighteenth-Century Virginia</i> (Princeton: Princeton University Press, 1987), 178-204. Gregory Evans Dowd, "The Indians' Great Awakening," in <i>Major Problems in American Colonial History</i> , 427-434. |
| Mar. 22 | Peter Silver, <i>Our Savage Neighbors: How Indian War Transformed America</i> (New York: Norton, 2008), 95-123. |
| Week 11 Mar. 27 | Draft of Historiographical Paper Due – Submit via email to me and members of your writing group Read: "Useful Feedback and Constructive Criticism." "Revision," in <i>A Sequence for Academic Writing</i> , 245-250. |
| Mar. 29 | Easter – No Class |
| Week 12 April 3 | Peer Review Workshop |
| April 5 | Woody Holton, <i>Forced Founders</i> , 1-129. |

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| Week 13 April 10 | Woody Holton, <i>Forced Founders</i> , 131-220. |
| April 12 | James Sidbury, <i>Ploughshares into Swords: Race, Rebellion, and Identity in Gabriel's Virginia, 1730-1810</i> (Cambridge: Cambridge University Press, 1997), 14-49, 55-94. |
| Week 14 April 17 | James Taylor Carson, "Molly Brant: From Clan Mother to Loyalist Chief," in Theda Perdue, ed., <i>Sifters: Native American Women's Lives</i> (New York: Oxford University Press, 2001), 48-59. Colin Calloway, <i>The American Revolution in Indian Country: Crisis and Diversity in Native American Communities</i> (Cambridge: Cambridge University Press, 1995), 272-301. |
| April 19 | Final Paper due by email by 4pm |
| Week 15 April 24 | TBA |
| April 26 | An effective presentation |
| May 1 | Presentations will be held during the exam period on May 1 at 1:30 |