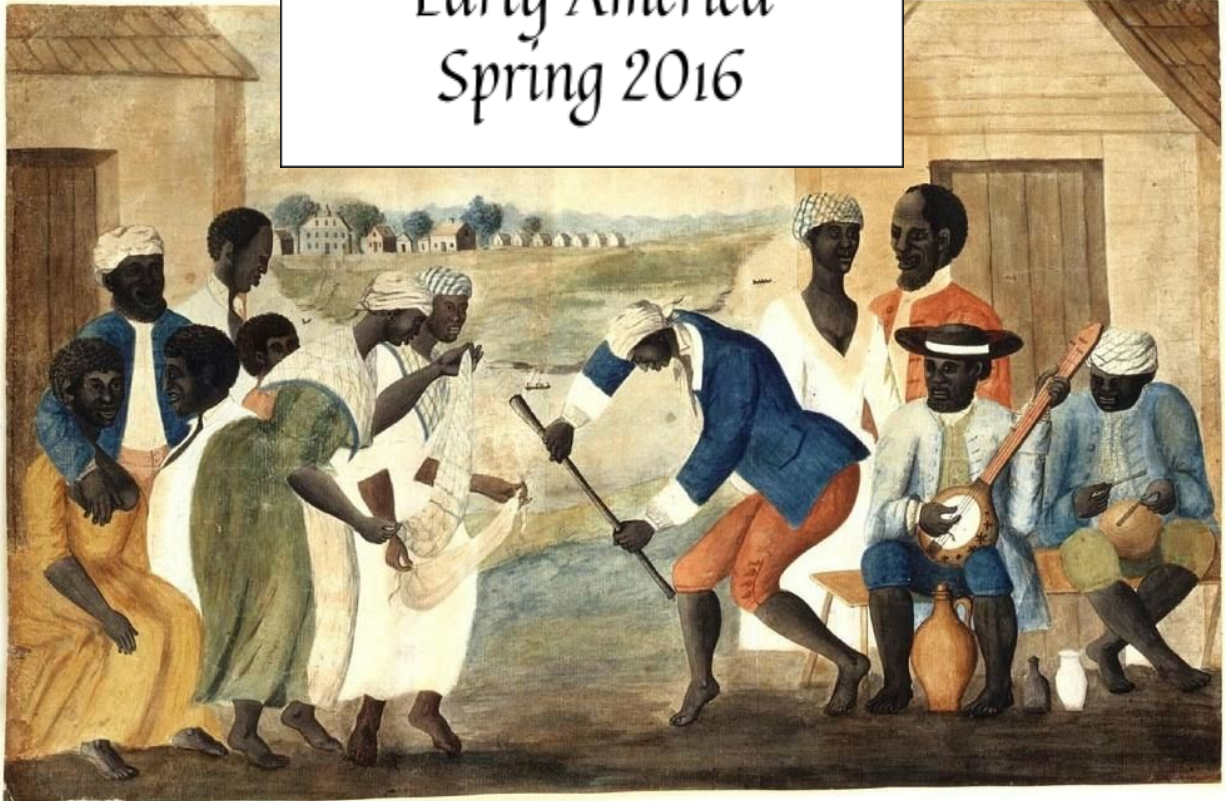


HIST 241  
Early America  
Spring 2016



John Rose, The Old Plantation, ca. 1780s.

Dr. Jamie Paxton

Comenius 306

Office Hours: Mon. & Wed. 10:05-11:30; Tues. & Thurs. 1:00-2:00

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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 Early America.
- Use writing conventions appropriate to the discipline of history.
- Become familiar with important themes in Early 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**

Reading Journals	18% (20 journals @ 1% - I drop the lowest 2)
Topic & Preliminary Bibliography	5%
Bibliography Assignment	8%
First Draft	10%
Second Draft	13%
Final Essay	18%
Peer Review	6%
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 ¾-1 page long, double-spaced, numbered (ie. Journal 6) with the author's name and title. The journal should clearly and explicitly identify the author's main arguments. Do not describe the work or reiterate its content; rather, identify the thesis and supporting arguments. Wherever possible try to make connections between readings by comparing one argument or approach with others we have read. Consider what assumptions the author makes based on his or her evidence. Abstracts will be graded on a scale of 0-3. During the course of the semester, you may miss two journals without penalty.

### *Essay*

**Part 1:** The major assignment in this course is a twelve-page essay written in stages that combines historiography with primary research. First, you will select a topic in consultation with me. Beyond fitting within the chronologically and geographic limits of the course, the primary criterion for choosing a topic is that both primary and secondary sources must be available to you. See the last page of the syllabus for examples of readily obtainable primary sources. You will work with the secondary sources first. On March 3, you will turn in a five to six-page historiographical analysis of at least three major books on your topic. 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. We will discuss historiography and historiographical papers in class.

**Part 2:** Once you have written the historiographical paper, you will then analyze the pertinent primary sources and in a six to seven-page paper assesses the strengths and weaknesses of the historiography. A full draft is due April 5 and the final paper on April 28.

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 details.

<http://www.moravian.edu/static/studentLife/handbook/academic/academic2.html>

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 who wish to request accommodations in this class for a disability should contact the Academic Support Center, located in the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

### **Schedule**

<b>Week 1</b> Jan. 19	<b>Introduction to Course</b>
Jan. 21	<b>Early America: An Introduction</b> Alan Taylor, <i>Colonial America: A Very Short Introduction</i> (New York: Oxford University Press, 2013), 1-65. <b>Due:</b> Reading Journal 1:
<b>Week 2</b> Jan. 26	<b>Early America: An Introduction</b> Alan Taylor, <i>Colonial America: A Very Short Introduction</i> (New York: Oxford University Press, 2013), 66-123. <b>Due:</b> Reading Journal 2

Jan. 28	<b>Native Americans Responses to Europeans</b> Daniel K. Richter, "War and Culture: The Iroquois Experience," <i>William and Mary Quarterly</i> 40 (1983): 528-559. <b>Due:</b> Reading Journal 3
<b>Week 3</b> Feb. 2	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. <b>Due:</b> Reading Journal 4
Feb. 4	David J. Silverman, Indians, Missionaries, and Religious Translation: Creating Wampanoag Christianity in Seventeenth-Century Martha's Vineyard," <i>William and Mary Quarterly</i> 62 (2005): 141-174. <b>Due:</b> Reading Journal 5 <b>Due: Topic, Preliminary bibliography</b>
<b>Week 4</b> Feb. 9	<b>New France</b> W.J. Eccles, "Institutions and Environment" and "Society and the Frontier," in <i>The Canadian Frontier, 1535-1760</i> (Albuquerque: University of New Mexico Press, 1969), 60-102. <b>Due:</b> Reading Journal 6
Feb. 11	Brett Rushforth, "'A Little Flesh We Offer You': The Origins of Indian Slavery in New France," <i>William and Mary Quarterly</i> 60 (Oct. 2003): 777-808. <b>Due:</b> Reading Journal 7
<b>Week 5</b> Feb. 16	<b>Race and Slavery</b> Edmund S. Morgan, "Slavery and Freedom: The American Paradox," <i>Journal of American History</i> 59 (June 1972): 5-29. Ira Berlin, "Time, Space, and the Evolution of Afro-American Society," in <i>Major Problems in American Colonial History</i> , 302-315. (Blackboard) <b>Due:</b> Reading Journal 8
Feb. 18	T.H Breen and Stephen Innes, <i>Myne Owne Ground: Race and Freedom on Virginia's Eastern Shore, 1640-1676</i> (New York: Oxford University Press, 2005), 19-35, 68-109. <b>Due:</b> Reading Journal 9
<b>Week 6</b> Feb. 23	<b>Black Robe</b> <b>Due:</b> Reading Journal after class 10 <b>Due:</b> Bibliography Assignment - 8 sources, a minimum of 7 secondary sources. One page comparing and contrasting interpretations of your topic. One paragraph showing how the primary source relates to the

	secondary sources, or how you might use the primary source to test the interpretations presented.
Feb. 25	T.H. Breen, "The Culture of Agriculture: The Symbolic World of the Tidewater Planter, 1760-1790," in David Hall, John Murrin, Thad W. Tate eds., <i>Saints and Revolutionaries: Essays on Early American History</i> (New York: W.W. Norton, 1984), 247-284. <b>Due:</b> Reading Journal 11
<b>Week 7</b> Mar. 1	<b>No Class</b>
Mar. 3	Lois Green Carr and Lorena S. Walsh, "The Planter's Wife: The Experiences of White Women in Seventeenth-Century Virginia," <i>William and Mary Quarterly</i> (Oct. 1977): 542-71. <b>Due:</b> Reading Journal 12
<b>Week 8</b> Mar. 8	<b>Spring Recess - No Class</b>
Mar. 10	<b>Spring Recess - No Class</b>
<b>Week 9</b> Mar. 15	<b>No Class</b> <b>Due: Draft of Historiographical Paper (5-6 pages)</b>
Mar. 17	<b>Witchcraft</b> Read Jane Kamensky, "Outspoken Women and Witchcraft Accusation," 145-151. And either Elaine G. Breslaw, "Tituba's Confession: The Multicultural Dimensions of the 1692 Salem Witch-Hunt," <i>Ethnohistory</i> (1997): 535-549. or John Demos, "Communities: The Social Matrix of Witchcraft," <i>Entertaining Satan: Witchcraft and the Culture of Early New England</i> (1982), 275-312. <b>Due:</b> Reading Journal 13
<b>Week 10</b> Mar. 22	<b>Workshop</b>
Mar. 24	<b>Diversity and Unity in Early America</b> Mechal Sobel, <i>The World They Made Together: Black and White Values in Eighteenth-Century Virginia</i> (Princeton: Princeton University Press, 1987), 178-204. <b>Due:</b> Reading Journal 14
<b>Week 11</b> Mar. 29	Read either

	<p>Gregory Evans Dowd, “The Indians’ Great Awakening,” in <i>Major Problems in American Colonial History</i>, 427-434.</p> <p>or</p> <p>Peter Silver, <i>Our Savage Neighbors: How Indian War Transformed America</i> (New York: Norton, 2008), 95-123.</p> <p><b>Due:</b> Reading Journal 15</p>
Mar. 31	<p><b>Imperial Crisis</b></p> <p>Read</p> <p>Edmund S. Morgan. <i>The Birth of the Republic, 1763-1789</i> (Chicago and London: University of Chicago Press, 1977), 14-27.</p> <p>And either</p> <p>Gary B. Nash, <i>The Unknown American Revolution: The Unruly Birth of Democracy and the Struggle to Create America</i> (New York: Penguin, 2005), 44-59.</p> <p>or</p> <p>T.H. Breen, “Baubles from Britain: The American and Consumer Revolutions of the Eighteenth Century,” <i>Past and Present</i> 119 (1988), 73-104. JSTOR</p> <p><b>Due:</b> Reading Journal 16</p>
<b>Week 12</b> April 5	<p><b>No Class</b></p> <p><b>Due: Complete Draft of Paper</b></p> <p><b>Individual Meetings with Me</b></p> <ul style="list-style-type: none"> <li>• <b>Schedule a meeting</b></li> </ul>
April 7	<b>No Class - Individual Meetings</b>
<b>Week 13</b> April 12	<b>Workshop</b>
April 14	<p><b>A Free People Wage War</b></p> <p>Read either</p> <p>Charles Royster, “1775: Rage Militaire,” in <i>A Revolutionary People at War: The Continental Army and American Character, 17750-1783</i> (New York: W.W. Norton, 1979), 25-53.</p> <p>or</p> <p>John Shy, “Hearts and Minds in the American Revolution: The Case of ‘Long Bill’ Scott and Peterborough, New Hampshire,” in <i>A People Numerous and Armed: Reflections on the Military Struggle for American Independence</i> (Ann Arbor: University of Michigan Press, 1990), 163-179.</p> <p><b>Due:</b> Reading Journal 17</p>

<b>Week 14</b> April 19	Read either Linda Kerber, "The Revolution and Women's Rights," in <i>Major Problems in the Era of the American Revolution</i> , 296-305. or Janice Potter, "Patriarchy and Paternalism: Eastern Ontario Loyalist Women," in Victoria Strong-Boag, ed., <i>Rethinking Canada: The Promise of Women's History</i> (Toronto: Longman, 1991), 59-71. <b>Due:</b> Reading Journal 18
April 21	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. <b>Due:</b> Reading Journal 19
<b>Week 15</b> April 26	John M. Murrin, "The Dilemma of American National Identity," 460-465. David Waldstreicher, "Rites of Rebellion, Rites of Assent: Celebrations, Print Culture, and the Origins of American Nationalism," <i>Journal of American History</i> (June 1995): 37-61. <b>Due:</b> Reading Journal 20
April 28	<b>Wrap Up</b> <b>Due: Final Paper due by beginning of class</b>
Fri. May 6, 8am	<b>Presentations will be held during the exam period</b>

### A Partial List of Primary Sources Available Online or in Reeves Organized by Topic

#### Native Americans

*Jesuit Relations* - Highly detailed accounts of French missionaries in Quebec, Ontario New York and the Great Lakes region from 1600s to the 1700s.

<http://puffin.creighton.edu/jesuit/relations/>

*Papers of Sir William Johnson* - Britain's Indian Superintendent from 1755-1774  
Reeves Library

Samuel Kirkland Papers - Missionary to the Oneidas in the 1760s and 1770s  
<http://elib.hamilton.edu/kirkland>

Journal of Rev. Samuel Kirkland - - Missionary to the Oneidas in the 1760s and 1770s  
Reeves Library

*Journal of Major John Norton* - Largest body of writing by an Aboriginal person in the eighteenth or nineteenth century  
Reeves



### **Jamestown, Early Virginia, Powhatans**

Virtual Jamestown - A digital archives of early Virginia

<http://www.virtualjamestown.org/>

Geography of Slavery - Runaway slave ads

<http://www2.vcdh.virginia.edu/gos/>

The Old Dominion in the Seventeenth Century - Reeves

Diary of Landon Carter, 1752-1778 - Reeves

William Fitzhugh and His Chesapeake World - Reeves

Papers of George Washington - Reeves

### **Witchcraft Trials**

Salem Witchcraft Trials Archives and Transcripts

<http://saalem.lib.virginia.edu/home.html>

Another site devoted to Salem

<http://law2.umkc.edu/faculty/projects/ftrials/salem/SALEM.HTM>

### **Religion**

The Great Awakening: Documents on the Revival of Religion

Works of Jonathan Edwards online

<http://edwards.yale.edu/archive/>

George Whitefield Journals - Reeves

### **American Revolution**

In the words of women : the Revolutionary War and the birth of the nation, 1765-1799 - Reeves

Davies, K. G., ed. *Documents of the American Revolution, 1770-1783 (Colonial Office Series)*. Vol. 8. *Transcripts 1774*. Dublin: Irish University Press, 1975. Great source for British documents on the Revolution. Reeves

Force, Peter, ed. *American Archives*. Ser. 4. 6 Vols. Washington, D.C.: M. St. Clair Clarke and Peter Force, 1837-1846. Great Source on the Revolution. Reeves

Search Mosys for **United States History Revolution 1775 1783 Personal Narratives; United States History Revolution 1775 1783 Sources**

### **Moravians**

Single Brethren's Diary, 1744-1804  
The Bethlehem Diary  
Moravian Journals relating to Central New York (Missionary Accounts)  
Gideon's People: A Chronicle of an American Indian in Colonial Connecticut  
Springplace Mission Diary  
All available in Reeves Library

### **Lewis and Clark**

The Journals of Lewis and Clark have been published in many forms and should be readily accessible

### **Pennsylvania**

Pennsylvania Archives - an enormous collection of documents. Guides are available in Reeves.  
Reeves

Narratives of Early Pennsylvania - Reeves

Paxton Papers - About the Paxton Massacre - Reeves

Henry Bouquet Papers - Reeves

Papers of William Penn - Reeves

### **New York**

New York Colonial papers [electronic resource] / LeGrand J. Weller. Reeves Library as CD ROM

Narratives of New Netherland, 1609-1664. Reeves

### **North Carolina**

Early Narratives of North Carolina - Reeves

Society in North Carolina - Reeves

### **Women**

In the words of women : the Revolutionary War and the birth of the nation, 1765-1799 - Reeves

Diary of Martha Ballard - A nEW England Midwife

<http://dohistory.org/book/>

Women's Voices, Women's Lives : Documents In Early American History - Reeves

### **General**

Internet Archive - A really impressive collection of digitized books. Contains many old printed primary sources.

<https://www.archive.org/>

Early America's Digital Archive

<http://mith.umd.edu/eada/>

American Notes: Travel in America - A large collection of published travel accounts. Good for observations on various regions of the country.

<http://memory.loc.gov/ammem/lhtnhtml/lhtnhome.html>