

HISTORY 361: COLONIAL AMERICA

Reed College
Spring 2008
MWF 11-11:50
Psychology 102

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Office hours: M 1-2:30, Th 10:30-12
and by appointment, CC124

This course examines the interactions among Indians, Africans, and Europeans in the centuries after they first encountered each other on the North American continent. Many of our readings draw from the historiography of the mainland colonies of British America, but we will also explore how recent historians have sought to expand the temporal, geographical, and theoretical boundaries of “colonial America.” By the end of this course, you should be able to

- Explain how various scholars have interpreted what counts as “colonial American” history. (*For example... What does “colonial” mean in a North American context? Where was colonial America, and when did its history begin and end?*)
- Describe regional variation in colonial America, especially with reference to modes of colonization, labor regimes, and social relations. (*For example... What were the differences in how the Spanish and the English established colonial rule in the Americas? How did slavery in Virginia differ from slavery in South Carolina? Why did these differences matter?*)
- Identify broad transformations and continuities in colonial experience over time, with an emphasis on the seventeenth and eighteenth centuries. (*For example... How did relations between Europeans and Native Americans change from the early period of colonization to the eighteenth-century wars for empire? Over time, did the social, economic, and political landscape of the British colonies come to look more or less like Britain itself?*)
- Analyze the relationship between primary sources and scholarly interpretations in the study of colonial America. (*For example... How have historians’ interpretations of the Salem witchcraft crisis of 1692 changed over time? Was there really a “Great Awakening,” or is this just a convenient label for historians to use?*)

Expectations and assignments

Honor principle

Reed’s honor principle governs our conduct in this course in two ways:

- ***Respect for others.*** If you don’t agree with what someone else has to say, you are welcome (and encouraged) to express your point of view, but you must do so respectfully, and you must support your claims with textual evidence.
- ***Intellectual honesty.*** If you have questions about what constitutes plagiarism and how to avoid it, don’t hesitate to ask. In your written work, please follow the Chicago Manual of Style’s suggested format for citation in the humanities (footnotes, not in-text citations).

There is an abbreviated guide to Chicago style here:

http://www.chicagomanualofstyle.org/tools_citationguide.html

Conference attendance and participation

You are expected to come to conference on time and prepared to participate in discussion of the assigned readings. Participation includes both expressing your own ideas and questions and listening carefully to those of others. Please bring copies of each day's reading to conference with you. Missing more than four conferences will put you at risk of failing the course.

Written assignments

You will receive detailed descriptions of all written assignments ahead of their due dates. All late work will be penalized, although I will consider requests for extensions on a case-by-case basis. (The earlier you ask for an extension, the more likely I am to grant it.) In cases in which your written work will be circulated to other members of the conference as a basis for class discussion (specifically, the colonial research odyssey and the primary source report), I will grant no extensions and accept no late work.

- **Discussion questions.** Beginning in the second week, you will be assigned on a rotating basis to post discussion questions to the course email list. These questions are due by 8 p.m. the day before the conference meets. On days when you are not assigned to comment on readings, you should be sure to review your classmates' comments in preparation for conference.
- **Colonial research odyssey.** This assignment will require you to locate and annotate primary sources in colonial American history available either physically or digitally at Reed. *2-3 page research memo plus primary sources; due 2/15.*
- **Map paper.** This paper will give you a chance to exercise the historian's skills of close reading and contextualization of a primary source. *5-7 pages; due 3/12.*
- **Final paper proposal and bibliography.** *1-2 pages; due 4/4.*
- **Primary source report.** This paper will be a close reading of a primary source that you plan to use in your final paper. *3-4 pages plus the primary source; due 4/18.*
- **Final paper.** This paper will require you to make a historical argument about a primary source (or set of primary sources) of your own choosing. *12-15 pages; due 5/9.*

Reading

As you will learn, colonial America is a huge and diverse place, and its history spans several hundred years. We won't be able to cover this history in its entirety. Instead, I have chosen a series of provocative and influential readings that touch on many of the major problems in colonial American history. The first four weeks of the course raise some "big picture" questions; starting in the fifth week, we will move through a roughly chronological study of the seventeenth

and eighteenth centuries. In general, I have stressed thematic coherence over following a strict narrative. If you would like a narrative introduction to colonial America, you should consult a textbook (good options include *Out of Many* by John Mack Faragher et al and *A People and a Nation* by Mary Beth Norton et al) or a synthetic history (Alan Taylor's *American Colonies* is a good place to start). These books are also useful references for learning more about the events, transformations, people, and places you will encounter in the more specialized readings.

The books listed below are required, as we will be reading them in their entirety. They are on order at the bookstore and on reserve at the library. Earlier editions than the ones listed below are fine (and may be less expensive).

- a) Fred Anderson, *The War That Made America: A Short History of the French and Indian War* (New York: Penguin, 2006). \$16.00
- b) Bernard Bailyn, *The Peopling of British North America: An Introduction* (New York: Vintage, 1988). \$12.95
- c) Jill Lepore, *New York Burning: Liberty, Slavery, and Conspiracy in Eighteenth-Century Manhattan* (New York: Vintage, 2006). \$15.95
- d) Mark M. Smith, ed., *Stono: Documenting and Interpreting a Southern Slave Revolt* (Columbia: University of South Carolina Press, 2005). \$14.95
- e) Camilla Townsend, *Pocahontas and the Powhatan Dilemma* (New York: Holtzbrinck, 2005). \$14.00

The other readings include journal articles, primary sources, chapters from edited volumes, and excerpts from longer monographs. Many of these readings are available electronically, either through online journals, public websites, or the course e-reserves, and the appropriate site or link is marked below. Books marked with an asterisk (*) are on reserve at the library. I strongly advise making photocopies or printouts of reserve and online readings so that you can bring hard copies of the readings to conference. A digital version of the syllabus, with active links to the readings, is available via Moodle (log on to moodle.reed.edu and go to History 361).

WEEKLY SCHEDULE

Week 1: Beginnings

M 1/28 How shall we begin?

W 1/30 Where and when was colonial America?

- a) Jack P. Greene, "Reconsiderations," in *Pursuits of Happiness: The Social Development of Early Modern British Colonies and the Formation of American Culture* (Chapel Hill: University of North Carolina Press, 1988), 28-54. *
- b) Alan Taylor, "Introduction," "Natives, 13,000 B.C.-A.D. 1492," and "Colonizers, 1400-1800," *American Colonies: The Settling of North America* (New York: Penguin, 2001), ix-xvii, 3-49. *

F 2/1 What's colonial?

- a) Jürgen Osterhammel, "'Colonization' and 'Colonies'" and "'Colonialism' and 'Colonial Empires,'" in *Colonialism: A Theoretical Overview*, trans. Shelley L. Frisch (Princeton: Markus Wiener, 1997), 1-22. *
- b) Jack P. Greene, "Colonial History and National History: Reflections on a Continuing Problem," *William and Mary Quarterly* 64.2 (2007): 235-250.
<http://www.historycooperative.org/journals/wm/64.2/greene.html>

Week 2: The colonial archive

M 2/4 Researching colonial America

- a) Allan Kulikoff, "Early American History: It's Free and on the Web!," *Common-place* 8.1 (2007): <http://www.common-place.org/vol-08/no-01/kulikoff/>

Conference meets in the library (L-17) to discuss research strategies for early American history.

W 2/6 Places and things

- a) James Deetz, "The African American Past," in *In Small Things Forgotten: An Archaeology of Early American Life*, rev. ed. (New York: Anchor, 1996), 212-252. <E-reserves>
- b) Laurel Thatcher Ulrich, "Hannah Barnard's Cupboard: Female Property and Identity in Eighteenth-Century New England," *Through a Glass Darkly: Reflections on Personal Identity in Early America*, ed. Ronald Hoffman, Mechal Sobel, and Fredrika J. Teute (Chapel Hill: University of North Carolina Press, 1997), 238-273. <E-reserves>

Questions: Group A.

F 2/8 Words and images

- a) Jill Lepore, "Dead Men Tell No Tales: John Sassamon and the Fatal Consequences of Literacy," *American Quarterly* 46.4 (1994): 479-512.
<http://links.jstor.org/sici?sici=0003-0678%28199412%2946%3A4%3C479%3ADMTNTJ%3E2.0.CO%3B2-H>
- b) Eric Hinderaker, "The 'Four Indian Kings' and the Imaginative Construction of the First British Empire," *William and Mary Quarterly* 53.3 (1996): 487-526.
<http://links.jstor.org/sici?sici=0043-5597%28199607%293%3A53%3A3%3C487%3AT%22IKAT%3E2.0.CO%3B2-S>

Questions: Group B.

Week 3: Encounters and empires

M 2/11 Claiming empire

- a) Patricia Seed, "Taking Possession and Reading Texts: Establishing the Authority of Overseas Empires," *William and Mary Quarterly* 49.2 (1992): 183-209.
<http://links.jstor.org/sici?sici=0043-5597%28199204%293%3A49%3A2%3C183%3ATPARTE%3E2.0.CO%3B2-Q>

- b) Gregory H. Nobles, "Straight Lines and Stability: Mapping the Political Order of the Anglo-American Frontier," *Journal of American History* 80.1 (1993): 9-35. <http://links.jstor.org/sici?sici=0021-8723%28199306%2980%3A1%3C9%3ASLASMT%3E2.0.CO%3B2-%23>
- c) Benjamin Schmidt, "Mapping an Empire: Cartographic and Colonial Rivalry in Seventeenth-Century Dutch and English North America," *William and Mary Quarterly* 54.3 (1997): 549-578. <http://links.jstor.org/sici?sici=0043-5597%28199707%293%3A54%3A3%3C549%3AMAECAC%3E2.0.CO%3B2-C>

Questions: Group C.

W 2/13 New worlds for all

- a) James H. Merrell, "The Indians' New World: The Catawba Experience," *William and Mary Quarterly* 41.4 (1984): 537-565. <http://links.jstor.org/sici?sici=0043-5597%28198410%293%3A41%3A4%3C537%3ATINWTC%3E2.0.CO%3B2-7>
- b) Gregory A. Waselkov, "Indian Maps of the Colonial Southeast," in *Powhatan's Mantle: Indians in the Colonial Southeast*, ed. Peter H. Wood, Gregory A. Waselkov, and M. Thomas Hatley (Lincoln: University of Nebraska Press, 1989), 292-343. <E-reserves>

Questions: Group D.

F 2/15 Charting empire

Conference will meet in 2 sessions, either 1:00 or 2:00 p.m., in L41 to look at the library's antiquarian map collection. No additional assigned reading.

COLONIAL RESEARCH ODYSSEY DUE to my office (CC124), 5 p.m.

Week 4: Newcomers

M 2/18 Research roundtable I

- a) Colonial research odyssey sources: please read the research memo and primary sources posted on Moodle by the two people listed alphabetically after you, PLUS three other sets of memos and documents relevant to your interests.
- b) Choose one primary source (not one of your own) and be prepared to present it to the class on Monday. What is interesting about the source? What historical questions does it raise? If you were to build a paper around it, what sort of argument might you make? What additional research would you do to develop your interpretation of this source? Please come to class with a set of notes addressing these questions. In thinking through these questions, it might help to consider how the scholars we have read so far (especially Ulrich, Deetz, Lepore, Hinderaker, and Seed) built historical arguments out of their close reading and questioning of primary sources.

W 2/20 Peopling British America

- a) Bailyn, *The Peopling of British North America*.

Questions: Group A.

F 2/22 Unwilling migrants

- a) John Thornton, "The African Experience of the '20. and Odd Negroes' Arriving in Virginia in 1619," *William and Mary Quarterly* 55.3 (1998): 421-434.
<http://links.jstor.org/sici?sici=0043-5597%28199807%293%3A55%3A3%3C421%3ATAEOT%22%3E2.0.CO%3B2-0>
- b) Stephanie E. Smallwood, "The Political Economy of the Slave Ship," in *Saltwater Slavery: A Middle Passage from Africa to American Diaspora* (Cambridge: Harvard University Press, 2007), 65-100. <E-reserves>

Questions: Group B.

F 2/22 Research roundtable I

- a) Colonial research odyssey sources (as assigned).

Week 5: English colonization in the seventeenth century

M 2/25 Virginia

- a) Townsend, *Pocahontas and the Powhatan Dilemma*.

Questions: Group C.

W 2/27 New England

- a) John Cotton, *God's Promise to His Plantations* (London, 1634; reprint, Boston, 1686). <E-reserves>
- b) William Cronon, "Seasons of Want and Plenty," in *Changes in the Land: Indians, Colonists, and the Ecology of New England* (New York: Hill and Wang, 1983), 34-53. *

Questions: Group D.

F 2/29 Reconsiderations

- a) Karen Ordahl Kupperman, "Errand to the Indies: Puritan Colonization from Providence Island through the Western Design," *William and Mary Quarterly* 45.1 (1988): 70-99.
<http://links.jstor.org/sici?sici=0043-5597%28198801%293%3A45%3A1%3C70%3AETTPC%3E2.0.CO%3B2-%23>
- b) Review Greene excerpt assigned for 1/30.

Questions: Group A.

Week 6: The Salem witchcraft crisis (case study)

M 3/3 Setting the scene

In class: discussion of Salem witchcraft crisis primary sources.

MAP PAPER DUE in conference.

W 3/5 Community disorder

- a) Paul Boyer and Stephen Nissenbaum, excerpts from "Prologue: What Happened in 1692," "1692: Some New Perspectives," and "Salem Town and Salem Village: The

Dynamics of Factional Conflict,” in *Salem Possessed: The Social Origins of Witchcraft* (Cambridge: Harvard University Press, 1974), 1-9, 30-35, 80-109. *

- b) Carol F. Karlsen, “The Economic Basis of Witchcraft,” in *The Devil in the Shape of a Woman: Witchcraft in Colonial New England* (New York: Norton, 1987), 77-116. *

Questions: Group B.

F 3/7 Colonial dilemmas

- a) Elaine G. Breslaw, “Tituba’s Confession: The Multicultural Dimensions of the 1692 Salem Witch-Hunt,” *Ethnohistory* 44.3 (1997): 535-556.

<http://links.jstor.org/sici?sici=0014-1801%28199722%2944%3A3%3C535%3ATCTMDO%3E2.0.CO%3B2-P>

- b) Mary Beth Norton, “Colonial Encounters in the Visible and Invisible Worlds: The Salem Witchcraft Crisis of 1692 in the Context of the Maine Indian Wars,” in *Colonial Encounters: Essays in Early American History and Culture*, ed. Hans- Jürgen Grabbe (Heidelberg: Universitätsverlag Winter, 2003), 51-68. <E-reserves>

Questions: Group C.

Week 7: Slavery and rebellion

M 3/10 The worlds the slaves made

- a) Philip D. Morgan, excerpts from “Two Plantation Worlds,” “Fieldwork,” and “Family Life,” in *Slave Counterpoint: Black Culture in the Eighteenth-Century Chesapeake and Lowcountry* (Chapel Hill: University of North Carolina Press, 1998), 35-45, 175-194, 498-519, 530-558. *

Questions: Group D.

W 3/12 Anatomy of a revolt

- a) Smith, *Stono*, xi-xvii, 1-29.

Questions: Group A.

F 3/14 Interpreting a revolt

- a) Smith, *Stono*, 59-123.

Questions: Group B.

3/15-3/23 SPRING BREAK

Week 8: Liberty and rebellion

M 3/24 Sweet liberty

- a) Begin Lepore, *New York Burning*.

In conference: discussion of expectations for final paper.

W 3/26 Comparing slave conspiracies

- a) Lepore, *New York Burning*, xi-xx, 1-169.

Questions: Group C.

F 3/28 Morality and methodology

- a) Lepore, *New York Burning*, 170-273.
- b) Brendan McConville, "Of Slavery and Sources," *Reviews in American History* 34.3 (2006): 281-290.

http://muse.jhu.edu/journals/reviews_in_american_history/v034/34.3mcconville.html

Questions: Group D.

Week 9: Workers and markets

M 3/31 Varieties of (un)free labor

- a) Billy G. Smith, "The Vicissitudes of Fortune: The Careers of Laboring Men in Philadelphia, 1750-1800," in *Work and Labor in Early America*, ed. Stephen Innes (Chapel Hill: University of North Carolina Press, 1988), 221-251. *
- b) Excerpts from Gottlieb Mittelberger, *Journey to Pennsylvania in the Year 1750*: <http://historymatters.gmu.edu/d/5712> and <http://historymatters.gmu.edu/d/5713>
- c) Elizabeth Sprigs, letter home (1756): <http://historymatters.gmu.edu/d/5796>
- d) William Moraley, excerpt from *The Infortunate* (1743): <http://historymatters.gmu.edu/d/6229>

Questions: Group A.

W 4/2 Capitalism begins at home

- a) Richard Lyman Bushman, "Markets and Composite Farms in Early America," *William and Mary Quarterly* 55 (1998): 351-374. <http://links.jstor.org/sici?sici=0043-5597%28199807%293%3A55%3A3%3C351%3AMACFIE%3E2.0.CO%3B2-V>
- b) Laurel Thatcher Ulrich, "Martha Ballard and Her Girls: Women's Work in Eighteenth-Century Maine," in *Work and Labor in Early America*, ed. Stephen Innes (Chapel Hill: University of North Carolina Press, 1988), 70-105. *

Questions: Group B.

F 4/4 Workers of the Atlantic world, unite!

- a) Marcus Rediker and Peter Linebaugh, "The Many-Headed Hydra: Sailors, Slaves and the Atlantic Working Class in the Eighteenth Century," *Journal of Historical Sociology* 3 (1990): 225-253. <E-reserves>

FINAL PAPER PROPOSAL AND BIBLIOGRAPHY DUE in conference.

Week 10: George Whitefield in America (case study)

M 4/7 What's all the fuss about?

- a) George Whitefield, *The Marks of the New-Birth* (Boston, 1740). <E-reserves>

- b) Jon Butler, "Enthusiasm Described and Descried: The Great Awakening as Interpretative Fiction," *Journal of American History* 69.2 (1982): 305-325.
<http://links.jstor.org/sici?sici=0021-8723%28198209%2969%3A2%3C305%3AEDADTG%3E2.0.CO%3B2-W>
- c) Frank Lambert, "The First Great Awakening: Whose Interpretative Fiction?," *New England Quarterly* 68.4 (1995): 650-659. <http://links.jstor.org/sici?sici=0028-4866%28199512%2968%3A4%3C650%3ATFGAWI%3E2.0.CO%3B2-D>
- d) (Optional) "Religion in 18th-Century America":
<http://www.loc.gov/exhibits/religion/rel02.html>

Questions: Group C.

W 4/9 Communication, commercialization, and God

- a) Frank Lambert, "'Pedlar in Divinity': George Whitefield and the Great Awakening, 1737-1745," *Journal of American History* 77.3 (1990): 812-837.
<http://links.jstor.org/sici?sici=0021-8723%28199012%2977%3A3%3C812%3A%22IDGWA%3E2.0.CO%3B2-G>
- b) Search on "Whitefield" in *America's Historical Newspapers*. Bring a page of notes to class: do your discoveries support Lambert's argument? What patterns do you discern in the newspaper coverage of Whitefield? How did you focus or limit your search in order to find those patterns?

F 4/11 Whose awakening? [Rescheduled to M 4/14]

- a) James Albert Ukawsaw Gronniosaw, *Narrative* (1774):
<http://etext.lib.virginia.edu/etcbin/browse-mixed-new?id=GroGron&tag=public&images=images/modeng&data=/texts/english/modeng/parsed>

Questions: Group D.

Week 11: Imperial reckoning

M 4/14 War and empire I

- a) Anderson, *The War That Made America*, xv-xxv, 3-115.

Questions: Group A.

W 4/16 War and empire II

- a) Anderson, *The War That Made America*, 119-240.

Questions: Group B.

F 4/18 After the settlement

- a) Anderson, *The War That Made America*, 241-265.
- b) Herman Husband, excerpt from *An Impartial Relation of the First Rise and Causes of the Recent Differences in Public Affairs* (1770): <http://historymatters.gmu.edu/d/6233>

FINAL PAPER PRIMARY SOURCE REPORT DUE. Post to Moodle by 5 p.m.

Week 12: Toward independence

M 4/21 Was the American Revolution anti-colonial?

- a) Joseph Brant on "The Disturbances in America" (1776):
<http://historymatters.gmu.edu/d/8071>
- b) Mary Jemison on the Revolutionary War in Seneca country:
<http://historymatters.gmu.edu/d/5826>
- c) Alan Taylor, "The Divided Ground: Upper Canada, New York, and the Iroquois Six Nations, 1783-1815," *Journal of the Early Republic* 22 (2002): 55-75.
<http://links.jstor.org/sici?sici=0275-1275%28200221%2922%3A1%3C55%3ATDGUCN%3E2.0.CO%3B2-2>

Questions: Group C.

W 4/23 Research roundtable II

- a) Read and critique primary source reports (as assigned).

F 4/25 When does colonial America end?

- a) Adam Rothman, "Jefferson's Horizon," in *Slave Country: American Expansion and the Origins of the Deep South* (Cambridge: Harvard University Press, 2005), 1-35. <E-reserves>
- b) John Demos, "Viewpoints on the China Trade," *Common-place* 5.2 (2005):
<http://www.common-place.org/vol-05/no-02/demos/index.shtml>

Questions: Group D.

Week 13: Evaluations

M 4/28 Where is colonial America going?

- a) W. Jeffrey Bolster, "Putting the Ocean in Atlantic History: Maritime Communities and Marine Ecology in the Northwest Atlantic, 1500-1800," *American Historical Review* 113.1 (2008): 19-47. <http://www.journals.uchicago.edu/doi/full/10.1086/ahr.113.1.19>
- b) Carl H. Nightingale, "Before Race Mattered: Geographies of the Color Line in Early Colonial Madras and New York," *American Historical Review* 113.1 (2008): 48-71.
<http://www.journals.uchicago.edu/doi/full/10.1086/ahr.113.1.48>

W 4/30 What's wrong with this course?

- a) James A. Hijiya, "Why the West Is Lost," *William and Mary Quarterly* 51.2 (1994): 276-292. <http://links.jstor.org/sici?sici=0043-5597%28199404%293%3A51%3A2%3C276%3AWTWIL%3E2.0.CO%3B2-A>
- b) Michael A. McGiffert et al., "Forum: Why the West Is Lost," *William and Mary Quarterly* 51.4 (1994): 717-754. Table of contents at <http://links.jstor.org/sici?sici=0043-5597%28199410%293%3A51%3A4%3C%3E1.0.CO%3B2-W>

F 5/2 Why does colonial America matter?

M 5/12 FINAL PAPER DUE to my office (CC124) by 5 p.m.