

**Colonial America, 1500-1750**  
**HIS 110A—Summer 2015**

**Instructor:**

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Office Hours: Mondays 1-3pm and by appointment

**Course Description**

This course outlines the development of European colonialism in North America from the 16<sup>th</sup> century to the mid 18<sup>th</sup> century. The course reviews significant European excursions into North America and the Native American responses European colonization. For much of the colonial period, Native Americans dominated much of the continent while European colonies clung to small outposts on the periphery of North America. The course pays close attention to the interactions between Native peoples and Europeans and how these relations varied in different places and across time. In addition to highlighting the varied nature of Native-European contact, the course examines the role gender and sexuality played in the construction of European colonies in the Americas and in the interactions between the diversity of people from Africa, Europe and North America.

**Course Requirements: Assignments and Evaluation**

*Lectures, Discussion, Participation and Attendance:* Students are expected to attend lecture, do the required weekly readings, and come to each class prepared to discuss the assigned readings for that particular day. Since this is a summer course and each class period covers so much material, attendance is mandatory. Students are allowed one absence, but for each unexcused absence after the first, 5% will be taken off your final grade.

*Primary Source Research Essay*

Each student will be required to write a 8-10 page research paper on an area of historical inquiry into the colonial period. Each student will choose 5 to 7 primary source documents to analyze for this essay. Evaluation for the primary research essay consists of five components: (1) Essay Proposal and Document Report, (2) Document Analysis Essay, (3) rough draft of the Primary Source Research essay (4) the final draft of the Primary Source Research Essay, and (5) a brief 5 minute oral presentation on your research findings on the last day of class. Students will be provided with a more detailed handout on the details of this major assignment on the second day of the course.

*In-class Writing Workshops*

During the quarter, there will be three in-class writing workshops. To make the workshops the most productive, it is of the utmost importance that writing assignments are completed on time. For each writing workshop, I will provide a set of instructions and a worksheet that you must fill out when reviewing the work of your peers. You will submit the worksheets when you hand in your written work. The evaluation of the writing workshops is based on two factors: (1) coming to class with completed assignments that are ready to workshop. And (2) the quality of your peer

review worksheets. Each workshop is worth 3% of your total grade. If you are absent or do not bring material that is due to the workshop, you will receive no credit for that workshop.

### **Grade Breakdown**

(26%) Attendance and Active Class Participation

(9%) Three (3) in-class writing workshops

(65%) Primary Source Research Essay (5 separate components to the grade)

- Essay Proposal and Document Selection Report (1 page), 5%
- Document Analysis Essay (4-5 pages), 15%
- Rough Draft of Historical Essay (at least 6 pages), 10%
- Historical Essay (8-10 pages), 30 %
- Oral presentation of Historical Essay (5 minutes) 5%

### **Required Reading:**

All required reading for the course is located on the course eCommons webpage.

### **Recommended Text:**

Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (Boston: Bedford/St. Martin's, 2015).

### **Academic Integrity:**

Historians often draw upon the writing and thoughts of others. When we write academic essays, we are entering a dialogue with others and citing sources is the best way to enter the conversation and to acknowledge those who have written before you! Historians also use citations in academic essays because it lets a reader know where to find more information about the subject matter under discussion and citing also provides transparency to the ideas and sources that helped shape the historian's viewpoint. However, when a student does not cite their source of reference, it is plagiarism. Plagiarism is a violation of academic integrity that will incur penalties. When in doubt, cite!!! Further information on how to cite properly and avoid plagiarism can be found at:

<http://library.ucsc.edu/help/research/what-is-plagiarism>

### **Accommodation for Students with Disabilities:**

If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me during my office hours or by appointment, preferably within the first week of the Summer Session. Contact DRC by phone at [831-459-2089](tel:831-459-2089) or [drc@ucsc.edu](mailto:drc@ucsc.edu) for more information.

## COURSE SCHEDULE

### Week 1: First Contacts and The Atlantic World

**Day 1 (7/27):** Lecture: Native America before 1492

In-Class: Introductions, Watch film, *The Mystery of Chaco Canyon*

Assigned Reading: None

**Day 2 (7/29):** Lectures: The Spanish Atlantic; New France and the Fur Trade

In-class Discussion: New France and the Fur Trade

Assigned Reading:

-REQUIRED: Susan Sleeper-Smith, “Women, Kin and Catholicism: New Perspectives on the Fur Trade”

-REQUIRED: W. J. Eccles, “The Fur Trade and Eighteenth-Century Imperialism”

-RECOMMENDED: Richard White, “The Middle Ground”

-Guidelines for Document Analysis and the Historical Essay Distributed in Class

### Week 2: The English in North America

**Day 3 (8/3):** Lecture and In-class Discussion: The Chesapeake

Assigned Reading:

-REQUIRED: Kathleen M. Brown, “The Anglo-Indian Gender Frontier” **and** “‘Good Wives’, ‘Nasty Wenches’: Gender and Social Order in Colonial Settlement

-RECOMMENDED: Philip D. Morgan, “Virginia’s Other Prototype: The Caribbean”

**Day 4 (8/5):** Lecture and In-Class Discussion: New England and the Middle Colonies

Assigned Reading:

-REQUIRED: Daniel R. Mandell, “The Saga of Sarah Muckamugg: Indian and African American Intermarriage in Colonial New England.”

-RECOMMENDED: Daniel Richter, “War and Culture: The Iroquois Experience”

**DUE: Essay Proposal/Document Selection Report**

-In-class workshop on essay proposal/document selection report

### **Week 3: Africa and Slavery in the British Colonies**

**Day 5 (8/10):** Lecture and In-class Discussion: Africa, the Transatlantic Slave Trade and Colonial Slavery

Assigned Reading:

- Jennifer L. Morgan, "'Some Could Suckle over Their Shoulder': Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770"
- David Northrup, "The Gulf of Guinea and the Atlantic World"

**Day 6 (8/12):** Lectures: South Carolina, Barbados, Rice

-In-class Discussion: The Indian Slave Trade

Assigned Reading:

- Alan Gallay, "South Carolina's Entrance into the Indian Slave Trade"

**DUE: Document Analysis**

-In-class workshop on Document Analysis

### **Week 4: "The Indians' New World" and 18<sup>th</sup> century British Colonial Society**

**Day 7 (8/17):** Lecture and In-class discussion: Native American Responses to Colonization

Assigned Reading:

- James H. Merrell, "The Indians' New World: The Catawba Experience"
- Pekka Hämäläinen, "The Rise and Fall of Plains Indian Horse Cultures"

**Day 8 (8/19):** 18<sup>th</sup> Century British Colonial Society: Colonial Maturation and Social Change

-In-class Discussion: Women and Gender in the British Colonies

Assigned Reading:

- Cornelia Dayton, "Taking the Trade: Abortion and Gender Relations in an Eighteenth-Century New England Village"

**DUE: Rough Draft of Historical Essay**

-In-class workshop on rough drafts

### **Week 5: Louisiana and Research Presentations**

**Day 9 (8/24):** Lecture and In-class Discussion: French Louisiana

Assigned Reading:

- Jennifer Spear, "Colonial Intimacies: Legislating Sex in French Louisiana"
- Kathleen DuVal, "Interconnectedness and Diversity in 'French Louisiana'"

**Day 10 (8/26):** Lecture: Concluding Remarks

Assigned Reading: None

**DUE: Historical Essay and Short Oral Presentation on your research findings**