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 16th century to the mid 18th century. The course reviews significant European excursions into North America and the Native American responses to 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 of 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:**

**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](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 or 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:
- 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:
- RECOMMENDED: Daniel Richter, “War and Culture: The Iroquois Experience”

-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 18th 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): 18th 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