**History 300: Early America and its Borderlands**

SPRING 2014

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Class Meeting Time:

Location: HV 104

Office Location: HV 201

Office Hours: TBA

**Course Description:**

This course explores pre-contact, colonial, and revolutionary North America. Relying heavily upon a transnational perspective, it looks at the role Native Americans and Afro-Eurasians (and their non-human “tool kits”) played in forging what would become the United States. It also investigates the historical construction of race, ethnicity, and gender within the parameters of early American history. You will be encouraged to reconsider the transformation of local and regional identities during this time by uncovering their origins and effects through the lens of world historical connections. Most importantly, you will be asked to think outside of the traditional geographic and temporal boundaries of early American history through the history of the borderlands across the Americas. “Borderlands” include any region on the periphery of a hegemonic or colonial entity (i.e. non-Native empires and Indian polities) where no particular group or community held a monopoly on power. These seemingly isolated regions produced political-economic and cultural exchanges unique to periphery—otherwise known as the “borderlands.”

**Course Goals and Learning Objectives:**

In this class, students will have the opportunity to learn key concepts and themes that shaped Early America, analyze and evaluate primary and secondary sources, and communicate knowledge gained in this course through writing and public presentation assignments. By the end of this course through in-class discussions, interactions, presentations, and written papers, students will demonstrate an ability to apply fundamental knowledge about U.S. history to other topics of study, understand the historical construction of race, gender, ethnicity, and nationalism, and possess effective communication skills in various formats for diverse audiences.

# Course Requirements:

This course is intended to elicit extensive discussions and requires intensive reading and participation. You will be graded on respectful, articulate, and thoughtful responses (more on participation below). Once during the semester, you will be responsible for leading group discussion, which includes presenting questions, context, and topics as well as managing participation. You will also be graded on your close reading of the material and are expected to bring the assigned texts to every class. Weekly in-class reading reflections and journal entries (one or more a week) will be part of your overall grade.

You will also present a group project (see below). The main purpose of all these assignments is to collectively develop active reading, writing, speaking, and critical thinking skills while also emphasizing collaborative work.

**Assignments:**

Assignments will include weekly reading reflection quizzes, 3 individual short papers, leading class discussion, and a final group project. All papers must be submitted as a hard copy. I won’t accept papers electronically.

Papers #1-2 Focus – The first two papers (3-4 pages, double-spaced, 12-point font, 1” margins) will analyze the assigned weekly readings. You will compare and contrast issues discussed in the material and class discussions. I expect the paper to clearly identify the authors’ argument and signify the importance of this reading. I welcome students to disagree with the author—provided they back up their viewpoints. Paper deadlines will be during the 4th and 8th weeks of the semester (exact date TBD).

Paper #3 Focus – The third paper (3-4 pages, double-spaced, 12-point font, 1” margins, due) will require you to construct an early American timeline (no more than one page) listing up to 20 significant events. For the remainder of the paper, you will argue why these events belong and why others were left out. This paper will be due week 12.

Final Group Project - For the final group project, you will partner up with two other colleagues to create a brief (15-20 minutes) public history exhibit (monument, museum, historic site, etc.) to be presented during the last week of class. Your collaboration will be a work of synthesis incorporating the themes, readings, and discussions over the course of the semester. It will require at least one field excursion to observe a local (city-wide) public history venue. I will provide a list of suggested places. Your presentation will also include a 3-4-page summary of your vision, process, and research, as well as a brief review of the venue you visited.

*Plagiarism*

Plagiarism is a growing problem throughout higher education. Many times, students inadvertently commit plagiarism without being fully aware of their transgression. We will periodically discuss ways to ensure that you avoid such pitfalls. **IF YOU PLAGIARIZE, YOU WILL FAIL THE ASSIGNMENT AND POSSIBLY THE COURSE.**

**Attendance and Participation:**

*Attendance*

Since you are graded for attendance, I will take roll call at the beginning of class. If you miss role call, you will be counted absent so arrive on time—NO EXCEPTIONS. Failure to attend class will result in a lower grade. After you miss three classes, you will lose half-a letter on your final grade (for example, if you get a “B” for your final grade but missed 4 classes, you will automatically earn a “B-”; if you missed 5 classes, you will earn a “C+”. However, if you have perfect attendance you will receive 10 extra points on your final grade.

*Participation*

**NO LAPTOPS OR ANY TECHNOLOGY WILL BE ALLOWED IN CLASS** (i.e. text messaging devices, mobile phones, etc.). Participation is also crucial during this course. There is no set criteria or “participation quota,” but I expect you to contribute through active conversation, listening, and visiting me during office hours. You must bring the assigned texts or notes on the text to class. I expect you to bring questions and thoughts for discussion and will periodically collect these notes to see how you’re processing the material. During the eighth week of the course, I will ask you for a 1-2 page self-evaluation of your class participation. This exercise will help you identify the variety of ways you have participated and locate other avenues for improvement.

**Office Hours:**

While not required, I strongly recommend that you make an appointment with me at least a few times over the course of the semester. In particular, I would like to meet with your group to discuss your final presentation at least once. I am also available outside of my office hours if your schedule conflicts with my posted days/times. During my hours, I can provide some extensive feedback and give you a better sense of how you’re doing in class, so take advantage of this valuable time.

**Readings:**

You will be responsible for reading 150-200 pp. of text each week. You MUST bring the readings to class. During the first week, we will explore the most effective active reading techniques and strategies so you can get the most out of these assignments.

**Grading**:

Leading Discussion 15%

Attendance/Participation 10%

Reading Reflection Quizzes 15%

Three Papers 30%

Group Presentation 30%

**Course Texts:**

[Daniel Vickers](https://mail.whittier.edu/owa/redir.aspx?C=3b54573ae0e14312b672cb090f07534e&URL=http%3a%2f%2fwww.wiley.com%2fWileyCDA%2fSection%2fid-302475.html%3fquery%3dDaniel%2bVickers) (Editor), A Companion to Colonial America

Pauline Mauer, Declaration of Independence and other Founding Documents

Moodle Readings

**Course Schedule:**

Week 1: Course Introduction

1/31– Materials, Requirements, and Strategies

Week 2: Before the Nation: Placing America in the Early Modern World

2/3 – The “*Longue Durée”*: Reexamining Pre-Contact History

2/5 – 1450: Native America on the Eve of the Encounter

2/7 – The Little Ice Age, Afro-Eurasian Tool Kits, and Early Modern Conjunctures

Readings – Jared Diamond, “Spacious Skies and Tilted Axes”

Week 3: The Columbian Exchange – Or the Native American Discovery of Afro-Eurasians

2/10 – Impacts of the Columbian Exchange

2/12 – Early Conquests, Ambivalent Conquests

2/14 – Commemorations of 1492

Readings – moodle

Week 4: Before Jamestown and Plymouth Rock: The First Global Products and the Birth the Atlantic World and Pacific Rim

2/17 – Silver and Spain’s Global Perimeter

2/19 – The Global Beaver Pelt Trade

2/21 – Cocoa, Tobacco, and Porcelain

Readings – Martin H. Quitt, “Trade and Acculturation at Jamestown, 1607-1609: The Limits of Understanding”

Week 5: Religion in Early America: Jesuits, Puritans, and Native Americans

2/24 – Jesuits in North America

2/26 – Calvinists and the “City on the Hill”

2/28 – Indigenous Faiths: Conversion, Incorporation, and Rebellion

Readings – David J. Silverman, “Indians, Missionaries, and Religious Translation: Creating Wampanoag Christianity in Seventeenth-Century Martha’s Vineyard”

Week 6: The African Diaspora and the “Black Atlantic”

3/2 – Africa, Sugar, and the Atlantic World

3/4 – Cities and Slaves

3/6 – African American Culture and Slave Societies

Readings – Alden T. Vaughan, “Slaveholders’ "Hellish Principles": A Seventeenth-Century Critique”

Wendy Anne Warren, "The Cause of Her Grief": The Rape of a Slave in Early New England”

Week 7: Facing East from Indian Country: Native America and Colonial America

3/10 – Iroquoian Hegemony

3/12 – Spaniards, Pueblos, and the *Apacheria*

3/14 – Indigenous Borderlands: Middle Grounds, Native Grounds, and Divided Grounds

Readings – Daniel K. Richter, “War and Culture: The Iroquois Experience”

Colin G. Calloway, “Rebellions and Reconquests in Northern New Spain”

Jenny Hale Pulsipher “Subjects . . . unto the same king": New England Indians and the Use of Royal Political Power”

Week 8: The Construction of Race and Families in Colonial America

3/17– Colonial Families

3/19 – The Origins of Race in Colonial America

3/21 – Race in the City and along the Frontier

Readings – April Lee Hatfield, “Chesapeake Slavery in Atlantic Context”

Barry J. Levy, "Tender Plants": Quaker Farmers and Children in the Delaware Valley, 1681-1735”

Anne S. Brown and David D. Hall, “Family Strategies and Religious Practice: Baptism and the Lord’s Supper in Early New England”

Week 9: The Construction of Gender in Colonial America

3/24 – Captivity on the Frontier: Masculinity and Colonial Identity

3/26 – Gender, Race, and Work

3/28 – The Great Awakening: Religious Revivals and Gender in the Colonies

Readings – Brett Rushforth, "A Little Flesh We Offer You": The Origins of Indian Slavery in New France”

Philip D. Morgan, “Social Transactions between Whites and Blacks”

Frank Lambert, "Peddler in Divinity": George Whitefield and the Great Awakening, 1737-1745”

Week 10: Rivers to Oceans: Frontiers and Identities in the Colonial “West”

3/31 – Horses and Continental Connections

4/2 – Otter Furs and Pacific Connections

4/4 – Commemorating the “West”

Readings – “Politics of Grass”

Week 11: The Seven Years War: the First Global War and the End of Colonial Identity

4/7 – Empires on the Eve of War

4/9 – The Events of the War

4/11 –Indian Country and the Proclamation Line

Readings – Fred Anderson, “George Washington Enters the World Stage”

Denver Brunsman, “The Knowles Atlantic Impressment Riots of the 1740s”

Brendan McConville, “The Passions of Empire: Affection, Desire, and the Bonds of Nation in the British Atlantic”

Week 12: The American Revolution and the Formation of the U.S.

4/14 – Rebellion or Revolution?

4/16 – The Events of the War and the Revolution within the Revolution

4/18 – TBD

Readings – Pauline Mauer, Declaration of Independence and other Founding Documents

T.H. Breen, "Baubles of Britain": The American and Consumer Revolutions of the Eighteenth Century”

Week 13: The Birth of Nations: Global Enlightenment and the Founding Documents

4/21 – Enlightenment in the Atlantic World

4/23 – The Founding Documents and Revolutionary Movements in the Americas

4/25 – Critiquing the Nation: Federalism, States Rights, and the “Others”

Readings – Slavery’s Constitution (section assigned on moodle)

Week 14/15: Commemorations: Connecting with Early America

4/28 – Final thoughts

4/30 – FINAL PRESENTATIONS

5/2 – FINAL PRESENTATIONS

5/9 – FINAL PRESENTATIONS