

History 3010: Colonial American History to 1763
Spring 2014, TuTh 5:30pm – 6:50pm, Denney Hall 0253

Instructor: Dr. Joseph R. Wachtel
Office Hours: TuTh, 4:00pm – 5:15pm
or by appt.

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Course Description:

In history 3010 we will explore how European settlers, indigenous Americans, and African slaves converged to create new societies in North America. We will analyze how religious interaction, the growth of export commodities, and imperial contests between European powers and between Indian groups further shaped colonial development. Such an interpretation should help students understand what made America unique from the rest of the world by the middle of the eighteenth century.

Objectives:

- Better understand both the origins and development of social, political, religious, economic, and cultural institutions in American societies from first settlement until the middle of the eighteenth century.
- Learn to read sources critically, locating biases, challenging arguments, and connecting ideas between readings.
- Develop the skill and make historical arguments using evidence selected from primary and secondary texts.

Course Requirements:

Grading: In order to receive credit for HST 3010, students must complete all reading, in-class writing, and actively participate in all discussions.

Reading Quizzes	35%
Final Exam	35%
Office Visit and Discussion Questions	5%
<u>Participation</u>	<u>25%</u>
Total	100%

ASSIGNMENTS:

Readings:

All students will complete the following readings, available for purchase at SBX:

Taylor, Alan. *American Colonies*

Hall, Gwendolyn Midlo, *Africans in Colonial Louisiana: The Development...*

Smolenski, John. *Friends and Strangers: The Making of Creole Culture in Colonial Penn.*

Richter, Daniel K. *Facing East from Indian Country: A Native History of Early America*

Various other readings will be posted to Carmen

Reading Quizzes:

Each week, you will read between 100 and 150 pages. If you read consistently (5 nights per week), the workload will be about 20-30 pages per night. Don't fall behind.

We will begin each class with a reading quiz. **These are objective quizzes—multiple choice, fill-in-the-blank, true/false, etc. that will focus on the content of the readings.** On the one hand, these quizzes are intended to make sure each student reads the text in its entirety. On the other hand, it should make you a *faster* reader: by the end of the semester, you should know which parts of the text to focus on. The questions will focus on larger themes and should be obvious to students who have read; when I include an obscure question, it will be over something that should have stood out as bizarre, surprising, etc., in order to reward those who read carefully. **Quizzes may not be made up for any reason,** however, I will **drop the lowest three.** What this means: I do not distinguish between “excused” and “unexcused”; if you choose to skip three classes, do not expect to make up additional quizzes for legitimate absences later in the semester.

Final Exam

At the end of the semester, you will write an approximately 2500-word essay answering one of the key questions tying the course together. This essay will draw on readings and class discussions only, and requires no outside research. Instead, it will ask you to think about the major themes of the course and come to your own conclusions. I will give you the prompt toward the end of the course and you will have roughly three weeks to complete it.

Book Discussion Questions:

For each discussion, a handful of you will be responsible for submitting discussion questions over the assigned readings. Each week will have its own Carmen discussion forum. **As a group,** please post **at least eight** discussion questions to the Carmen board **prior** to class discussion. Since discussion meets twice per week, that means you can either read ahead and post everything at once, or post questions twice during the week.

What constitutes a “good” discussion question? A good discussion question (or talking point) will not have a verifiable answer that can simply be looked up (i.e., what year did the English settle Virginia?). Rather, it is interpretive: you might ask why the author chose to use a particular piece of evidence, whether you think the author is credible, you might contest the author's interpretation. You might have found a particular point confusing, or possibly interesting, and want to discuss it further. **The point is, a discussion question should be open ended enough to promote discussion, but narrow enough to stay on topic.**

Participation:

This is a **discussion-based** course, and participation comprises a large portion of the final grade. As such, **I take participation seriously**, that is to say, this is not a buffer grade. While I expect all students to participate in every discussion, I understand that class time is often not enough for everyone to have their say. For this reason, I will open discussion forums for each week on Carmen—those worried about their participation grade may continue the discussions there. Please see attached “Participation Rubric” to understand my expectations.

Course Policies

Attendance: You are required to attend all sessions. After three absences, I will deduct **one third of a letter grade** from your final grade for every day missed. After **five** absences, you will lose all participation points. In addition, you may not make up missed quizzes.

Plagiarism: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Here is a direct link for discussion of plagiarism:

http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm

Here is a direct link to the OSU Writing Center: <http://cstw.osu.edu>

Respect: Please be respectful of others. Most of the ideas that we will discuss have no exact answers, and a hostile discussion environment will discourage thoughtful debate.

E-Mail: I encourage you to contact me via email. I will check my email on a regular basis, but **don't wait until the last minute**. If you email me without notice the night before an exam, I might not be able to get back to you in time.

Students with Disabilities: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>.

Technical Difficulties: It is the sole responsibility of the student to contact the Carmen help line to resolve technical difficulties. They can be reached at <http://elearning.osu.edu/carmen-help/students/index.htm>, or 614.688.4357 (688.HELP).

All students **must** be officially enrolled in the course by the end of the first full week of the semester. Enrolling officially and on time is solely the responsibility of each student.

Note: The Instructor reserves the right to alter this syllabus if necessary and will make students aware of any changes in advance.

Rough Schedule of Topics and Assignments:

This Schedule is subject to adjustment!

WEEK ONE: Introducing Early America; Indians before 1492

Tues, Jan 7: **Canceled—weather**

Thurs, Jan 9: *Introduction*

WEEK TWO: Early Contacts in Spanish and French America

Tues, Jan 14: Richter, *introduction*, Taylor, ch. 1 *Natives*, ch. 2, *Colonizers*,

Thurs, Jan 16: Taylor, ch. 3, *New Spain, 1500-1600*, ch. 4, *The Spanish Frontier*

WEEK THREE: Indians in the Sixteenth- and Seventeenth-Centuries

Tues, Jan 21: Taylor ch. 5, *Canada and Iroquoia*, Richter, ch. 1, *Imagining a Distant New World*

Thurs, Jan 23: Richter, ch. 2, *Confronting a Material New World*, ch. 3, *Living with Europeans*

WEEK FOUR: Catholicism and Indians in the seventeenth-century Great Lakes

Tues, Jan 28: White, pp. Excerpt from *The Middle Ground*, pp. 50 - 82 [on Carmen]

Thurs, Jan 30: Greer, pp. “Introduction,” pp. 1 – 19 [on Carmen]

Thwaites, Excerpts from *The Jesuit Relations* [on Carmen]

WEEK FIVE: Colonial Virginia, New England

Tues, Feb 4: Taylor, ch. 6, *Virginia*, ch. 7, *Chesapeake Colonies*

Thurs, Feb 6: Taylor, ch. 8, *New England*, ch. 9, *Puritans and Indians*

WEEK SIX: Africans and Slave Societies I

Tues, Feb 11: Hall, preface, ch. 1, *Settlers, Soldiers, Indians, and Officials*,
ch. 2, *Senegambia During the French Slave Trade to Louisiana*

Thurs, Feb 13: Hall, ch. 3, *Death and Revolt*, ch. 4, *The Bambara in Louisiana*

WEEK SEVEN: The Colonial South

Tues, Feb 18: Taylor, ch. 10, *The West Indies*, ch. 11, *Carolina*

Thurs, Feb 20: Gomez, “Talking Half African: Middle Passage, Seasoning, and Language”
[Carmen]

WEEK EIGHT: Africans and Slave Societies II

Tues, Feb 25: Hall, ch. 5, *French New Orleans*, ch. 6, *The Creole Slaves*

Thurs, Feb 27: Hall, ch. 7, *Bas du Fleuve*, ch. 8, *The Point Coupee Post*

WEEK NINE: The Middle Colonies

Tues, Mar 4: Taylor, ch. 12, *The Middle Colonies*

Tues, Mar 6: Smolenski, Introduction, part I: *Beginnings*

WEEK TEN: SPRING BREAK NO CLASSES

Read Smolenski!

WEEK ELEVEN: Creole Culture in Colonial Pennsylvania

Tues, Mar 18: Smolenski, part II: *Disorder*

Thurs, Mar 20: Smolenski, part III: *Triumph*

WEEK TWELVE: The American Colonies and the Atlantic World

Tues, Mar 25: Taylor, ch 13, *Revolutions*, ch. 14, *The Atlantic*

Thurs, Mar 27: Elliott, “The Iberian Atlantic and Virginia,” pp. 541 – 557 [Carmen]

Gould, “Entangled Histories, Entangled Worlds,” pp. 764 – 786 [Carmen]

WEEK THIRTEEN: Forging of an American Identity

Tues, Apr 1: Taylor, ch. 15, *Awakenings*, ch. 16, *French America*

Thurs, Apr 3: Taylor, ch. 18, *Imperial Wars and Crisis*

Morgan, excerpt from *Slavery and Freedom*, pp. 363 – 389 [Carmen]

***Final Exam Prompt Handed out in Class Today**

WEEK THIRTEEN: The Indians’ New World

Tues, Apr 8: Richter, ch 4, *Native Voices*, ch. 5, *Native Peoples*

Thurs, Apr 10: Taylor, ch. 17, *The Great Plains*

WEEK FOURTEEN: American colonialism beyond the frontier

Tues, Apr 15: Richter, ch. 6, *Separate Creations*, epilogue: *Eulogy from Indian Country*

Thurs, Apr 17: Taylor, ch. 19, *The Pacific*

FINAL PAPERS DUE

WED, APRIL 23

IN MY OFFICE

I WILL BE THERE BETWEEN 12pm and 5pm

HARD COPIES ONLY – NO EXCEPTIONS

NO LATE SUBMISSIONS ACCEPTED – NO EXCEPTIONS

Participation Rubric

Student Name: _____

Engagement with coursework is the key to academic growth. To sharpen your critical thinking skills, I require you to actively participate during class time. This rubric is designed to help give guidelines about my expectations.

Part I: Basic Engagement

At the most basic level, I expect you to attend sessions and be **actively engaged with the material**. At the end of the quarter, I will assign you a letter grade by assessing:

Did you arrive on time, or were you often tardy?

Were you prepared? Did you complete all required readings beforehand?

Is it evident that you usually reviewed the material at home?

Did you participate in discussions? If so, were contributions relevant and thoughtful?

Did you take initiative in group discussions, or allow group members to carry the weight?

***Were you paying attention in class? Did you text, surf the Internet, or sleep?*

Please keep in mind that there are many ways for one to participate, and that I evaluate everyone on an individual rather than formulaic level.

My comments:

Part II: Extras

Some students might not thrive in discussion environments. While I still expect a level of participation from all students (and encourage the shy among you to use this class to sharpen your communication skills), I will raise the participation grade of those students who show initiative in other ways by:

Discussing course content on online "discussion boards"

Discussing course content in office hours, in either small groups or individually

Giving a short presentation on an approved topic

Attend optional movie night (when available)

Think of this as informal "extra credit" applied only to the **participation grade**.

My comments:

Part III: Attendance

On the other hand, students who do not attend class cannot participate. You are allowed **three unexcused absences**, after which I will drop your participation by 1/3 letter grade. If you miss **five** class without clearing it with me first, you will lose all participation points, which will make it difficult to pass the course.

Absences: _____

Final Participation Grade: _____