

The Peopling of Colonial America, 1492 to 1776

History 335
M & W 3:30-4:45
Fall 2001

Dr. Hunter
Office: 224C McIver
Hours: W 2:00-3:00 & by appointment



Manhattan Island, 1661

The Peopling of Colonial America

This course serves as an introduction to early American history at the college level. The course has three goals: to familiarize students with the cultures of diverse groups that inhabited North America before the American revolution, to examine the society and culture of these various peoples, and to gain an understanding of and practice in using a variety of evidence to develop historical interpretations. Students will work individually and in groups with both primary and secondary sources and will be introduced to problems of cultural representation and historical interpretation. The course will provide a background for exploring the colonial period in greater depth and for thinking about issues of cultural change and ethnic and racial diversity in present-day America.

Required Texts:

- Josephy, Alvin M., ed. *America In 1492: The World of the Indian Peoples Before the Arrival of Columbus*. New York: Vintage Books, 1993
- Fischer, David Hackett. *Albion's Seed: Four British Folkways in America*. New York: Oxford University Press, 1989.
- Wolf, Stephanie Grauman. *As Various As their Land: The Everyday Lives of Eighteenth-Century Americans*. New York: Harper Collins, 1993

Course Requirements:

CLASS PARTICIPATION:

The most important requirement for this course is a careful reading of the assignments and thoughtful participation in class discussion, group exercises, and library workshops. The assigned reading must be done before coming to class. When you read, take notes, write down questions, talk to the text as you read along. Become an active reader, imagine you are looking at the same evidence and having a conversation with the author about it. Then share your ideas and questions in class. You will be graded on class participation.

Attendance is required and more than three absences may adversely affect your grade. Please bring the appropriate text, reading notes, and any relevant handouts to class with you.

EXAMS:

The course is divided into three units. There will be an exam for each unit of the course. The exams will be primarily essay questions with possible additions of identifications, short answers, and/or map questions.

FINAL PROJECT:

In this project students are to use primary sources and the understanding of developments in colonial American history gained during the course to study a family, a town, a group of people or a cultural practice in early America. The hope is that you will choose something that relates to your own life -- a paper on your ancestors, about your home town if it was settled during colonial times, or about a hobby that interests you as it appeared in early America -- in other words, a topic you can enjoy delving into. You might want to research the history of your favorite sport or craft, or a place you have visited with family or friends. Another possibility is to follow up on something in the reading that you find particularly intriguing. You will be doing a 5-10 minute presentation of your final project to the class. You will also turn in a written paper. Both elements will be part of your grade. The length of the text should be 7-10 pages with at least three pages of supplementary materials such as inventories, letters, maps, deeds, and other primary sources. Detailed instructions will be provided later in the semester.

STUDENT LEARNING OUTCOMES:

1. Students will gain a basic understanding of the variety of native American cultures present before European contact.
2. Students will learn the characteristics of different cultural groups that peopled early America.
3. Students will develop a historical imagination that will allow them to envision what everyday life was like in various times and places during the period studied.
4. Students will learn to locate primary and secondary historical sources through various means such as the Jacklin catalogue, the world wide web, historical atlases, monographs, and scholarly journals.
5. Students will be introduced to using a variety of historical evidence including not only published documents but also, diaries, inventories, maps, and material artifacts.
6. Students will begin to understand that history is more than a collection of facts; that it is an interpretive practice.
7. Students will learn to develop and present orally and in writing their own interpretation of historical evidence and social and cultural change over time.

The learning outcomes will be assessed in class discussion, group work with primary documents, library workshops and presentations, essay exams, and a final project that combines class presentation, a written paper, and use of visual and/or material evidence.

GRADING:

Class participation and Group projects	40%	
Essay Exams	30%	
Final Project	30%	= 100%

Course Schedule:

Mon Aug 20 Introduction

UNIT ONE

Wed Aug 22 Class Discussion
Reading: Josephy, “Introduction: The Center of the Universe” and Chapter 1, “The Becoming of the Native.”

Mon Aug 27 Class Discussion
Reading: Josephy, Chap 3 “People of the Salmon” **and** Chap 5 “Farmers of the Woodlands.”

Wed Aug 29 Black Robe

Mon Sept 3 OFF! Labor Day

Wed Sept 5 Class Discussion
Reading: Chap 6, “Men of Maize” and TBA

Mon Sept 10 Debate: Sepulveda vs. Las Casas

Wed Sept 12 Library Workshop or Web Lab

Mon Sept 17 Library Workshop

Wed Sept 19 Presentations by Library Groups

Mon Sept 24 **Exam**

UNIT TWO

Wed Sept 26 Class Discussion
Reading: Fischer, Introduction

Mon Oct 1 Class Discussion and Report on Folkways
Reading: Fischer, “East Anglia to Massachusetts” (13-57) and folkways

Wed Oct 3 Group Work on primary sources

Mon Oct 8 OFF! Fall Break

Wed Oct 10 Class Discussion
Reading: Fischer, “South of England to Virginia” (207-256) and folkways

Mon Oct 15 Report on Folkways

Wed Oct 17 Group Work on primary sources

Mon Oct 22 Class Discussion and Report on Folkways
Reading: Fischer, “North Midlands to the Delaware” (419-470) and folkways

Wed Oct 24 Field Trip.

Mon Oct 29 Class Discussion and Report on Folkways
Reading: Fischer, “Borderlands to the Backcountry” (605-651) and folkways

Wed Oct 31 Do the Backcountry folkways still persist? Your family stories
Due: Two page paper on this question and your own experiences.

Mon Nov 5 **Exam**

UNIT THREE

Wed Nov 7 Library Workshop # 2: Europeans and Africans in North Carolina

Mon Nov 12 Class Discussion and Introduce Final Project
Reading: Wolf, Chap. 3 “Human Dynamics”

Wed Nov 14 Presentations of Library Workshop
Due: Paragraph on topic for final project.

Mon Nov 19 Library work on Final Project

Wed Nov 21 OFF! Thanksgiving

Mon Nov 26 Class Discussion – Eighteenth-century Changes
Reading: Wolf, Chap 6 “Tinker, Tailor” and Chap 8 “Community Networks”

Wed Nov 28 **Exam**

Mon Dec 3 Library work on Final Project

Wed Dec 5 Presentations of Final Project

Mon Dec 10 Presentation of Final Project – Last Class

Wed Dec 12 **Final Project Due** in my box or folder by 5 PM.