

**The University of Texas at Austin
History Department**

**History 317L (39735)
American Colonial History
Spring Term 2014**

Instructor: A. Tully
Main History Office, Garrison Hall
Office Hours: Tue. 10:00-12:00

TA:
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This course examines the chief characteristics of Anglo-American culture from the initial permanent English settlement of British North America in the early seventeenth century to the emergence of provincial societies in the mid-eighteenth century. Its theme is the settlement and unsettlement of North America as migrants from Europe and Africa mingled with aboriginals already in the New World. We will look comparatively at different colonizing experiments in North America and the Caribbean, in order to comprehend the varied and often international context within which colonial history took place. At the same time, we will look for the values that shaped early American institutions and social norms and examine them against alternatives both that other contemporary societies offered and that the circumstances of colonial life suggested. In doing so we will attempt to understand how environment and experience shaped distinctive new world cultures.

Course Requirements

All students will attend weekly lectures and discussions that take place in the third class hour. Discussions will focus on the assigned readings and students will be expected to participate actively. Participation marks will be based on attendance and the instructor's evaluation of student contributions to discussion. Students are responsible for lecture material along with that contained in the required readings and for any changes to the syllabus that are announced in class. Although there is some overlap between texts and lectures, lectures do not simply repeat material in the readings. I do not provide copies of lectures and attendees are prohibited from recording lectures and discussions. A schedule of the required readings is attached.

Written Work: Students will hand in three short essays. The first will be a 5-page paper comparing the autobiographies of Benjamin Franklin and John Woolman. This essay is due on Feb. 4 for peer review, final version due Feb. 11. The second is a comparison of

Richard S. Dunn, *Sugar and Slaves* and Anthony Parent, *Foul Means*, due on Mar. 4 for peer review, final version due Mar. 18. The third is a comparison of EITHER Laurel Thatcher Ulrich, *A Midwife's Tale* and Daniel Vickers, *Farmers and Fishermen*, OR Evan Haefeli and Kevin Sweeny, *Captors and Captives* and Fred Anderson, *The War that Made America* due on April 15 for peer review, final version due Apr. 22. These papers will be a maximum of 7 pages. You may choose to hand in ONE of these papers up to a week late. Essays later than one week will be credited as work completed but will receive a mark of zero.

Examination: The final examination will cover all material addressed in class and all readings assigned for essays or for consideration in the classroom. We will discuss the nature of the examinations and essays in class.

Marking Scheme:

Essay on assigned primary sources (5 pages) – 15%
 Comparative essay on Dunn and Parent (7 pages) – 25%
 Comparative essay on either Ulrich and Vickers or Anderson and Haefeli & Sweeney (7 pages) – 25%
 Class discussion participation - 10%
 End-of-Term Examination – 25%
 Final marks will include a plus and minus range.

Readings:

The following books are available at the Bookstore.

Richard Middleton and Anne Lombard, *Colonial America. A History, 1565-1776*, 4th edition (Oxford, 2011).
 Richard Dunn, *Sugar and Slaves: The Rise of the Planter Class in the English West Indies, 1624-1713* (Chapel Hill, 1972; 2000).
 Benjamin Franklin, *Autobiography*. Various editions. [Joyce Chaplin ed., *Norton Critical Edition* (New York, 2012)].
 Anthony S. Parent Jr., *Foul Means: The Formation of Slave Society in Virginia, 1660 - 1740* (Chapel Hill, 2003).
 John Woolman, *Journal*. Various editions. [Phillips P. Moulton, *The Journal and Major Essays* (Richmond, IN 1971, 2007)]

Alternative books for essay #3

Fred Anderson, *The War that Made America: A Short History of the French and Indian War* (New York, 2005).
 Evan Haefeli and Kevin Sweeny, *Captors and Captives: the 1704 French and Indian Raid on Deerfield* (Boston, 2003)

Laurel Thatcher Ulrich, *A Midwife's Tale: the Life of Martha Ballard, Based on her Diary, 1785-1812* (New York, 1990).

Daniel Vickers, *Farmers and Fishermen: Two Centuries of Work in Essex County Massachusetts, 1630-1850* (Chapel Hill, 1994).

Schedule of Lecture Topics and Readings

- Jan. 14 **Introduction**
- Middleton, *Colonial America*, 28-41, 369-380.
- Jan. 21 **Chesapeake Society in the Seventeenth Century**
- Middleton, *Colonial America*, 41-77, 120-128, 157-167, 194-196.
- Jan. 28 **West Indian Colonization**
- Middleton, *Colonial America*, 128-133, 148-155, 217-222.
Discussion of Dunn, *Sugar and Slaves*, chapters 1-3, 6-10
- Feb. 4 **Slavery in the South**
- Middleton, *Colonial America*, 232-240, 336-366.
Essay #1 due for peer review. Final version of essay due Feb. 14
- Feb. 11 **New York**
- Middleton, *Colonial America*, 113-120, 140-148. 189-194, 433.
Final version of essay #1 due
- Feb. 18 **New France**
- Middleton, *Colonial America*, 108-112, 213-217, 380-396.
- Feb. 25 **Puritan New England**
- Middleton, *Colonial America*, 79-105, 167-173, 182-189, 203-217.

- Mar. 4 **The Quaker Presence**
- Middleton, *Colonial America*, 173-180, 222-225, 269-270, 276, 428-437.
Essay #2 due for peer review. Final version due Mar. 20.
- Mar. 11 **Spring Break**
- Mar. 25 **Natives and Newcomers**
- Middleton, *Colonial America*, 4-26, 398-426.
- Apr. 1 **Trans-Atlantic and Domestic Economies**
- Middleton, *Colonial America*, 230-232, 240-307.
- Apr. 8 **Religious Revivals and Civil Society**
- Middleton, *Colonial America*, 309-334, 438-446.
- Apr. 15 **The Political Economy and Politics of the British Atlantic**
- Middleton, *Colonial America*, 135-140, 181-199, 449-472.
Essay #3 due for peer review. Final version due Apr. 24.
- Apr. 22 **The Clash of Empires (and Review)**
- Middleton, *Colonial America*, 473-506.
- Apr. 39 **Examination**

University Regulations

Students with Disabilities

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. To determine if you qualify, please contact the Division of Diversity and Community Engagement at <http://www.utexas.edu/diversity/ddce/ssd/>. If that office certifies your needs, I will work with you to make appropriate arrangements.

Notice about Missed Work due to Religious Holy Days

A student who misses an examination, work assignment, or other project due to the observance of a religious holy day will be given an opportunity to complete the work missed within a reasonable time after the absence, provided that he or she has properly notified the instructor. It is the policy of the University of Texas at Austin that the student must notify the instructor at least fourteen days prior to the class scheduled on dates he or she will be absent to observe a religious holy day. For religious holy days that fall within the first two weeks of the semester, the notice should be given on the first day of the semester. The student will not be penalized for these excused absences, but the instructor may appropriately respond if the student fails to complete satisfactorily the missed assignment of examination within a reasonable time after the excused absence.

Academic Integrity

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Because such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services Web site: <http://deanofstudents.utexas.edu/sjs/>

Writing Center:

I encourage you to think of using the Undergraduate Writing Center, FAC 211, 471-6222: <http://www.uwc.utexas.edu/>). The UWC offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. These services are not just for writing that has "problems": Getting feedback from an informed audience is a normal part of a successful writing project. The UWC's trained consultants work with students from every department on both academic and non-academic writing. Using methods that preserve the integrity of your work, they help you develop strategies to improve your writing and become a more independent writer. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you.