

Colonial and Revolutionary America

History 331 Section 001

MWF 2:00-2:50, Brock Hall 401

Fall 2009

Dr. Michael D. Thompson

Office: Brock Hall 407

Office Hours: M 3:00-4:00; F 12:00-2:00; or by appointment

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COURSE DESCRIPTION AND OBJECTIVES

This course examines the colonial and revolutionary periods of American history from the earliest settlements in North America to independence and the U.S. Constitution. Special emphasis will be given to the diverse peoples, ideas, and cultures that shaped early America, the impact of the European colonization of the New World, the development of colonial social, cultural, political, and economic institutions, the origins and consequences of the American Revolution, and the debate over the federal Constitution. In addition, the course will strive to strengthen students' critical thinking, analytical, and writing skills. The class format generally will be two lectures and one discussion session each week. Readings will include a textbook, three supplemental texts, primary historical documents, and secondary source essays and articles. Lectures and textual sources will be complemented by images, audio recordings, and film clips.

REQUIRED TEXTBOOKS

The following texts are required and are available for purchase at the bookstore located in University Center:

James L. Roark, et al, *The American Promise: A History of the United States, Volume A: To 1800* (4th Edition)

William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England* (Revised Edition)

Benjamin Franklin and Louis P, Masur, ed., *The Autobiography of Benjamin Franklin with Related Documents* (2nd Edition)

Thomas Paine and Thomas P. Slaughter, ed., *Common Sense and Related Writings* (1st Edition)

STUDENT RESPONSIBILITIES AND ASSIGNMENTS

Attendance and Participation: Students are expected to actively and intelligently participate in all class discussions and activities, including lectures. To facilitate dynamic and informative discussions, all students must read the course material by Friday of each week. Attendance is not required; however, participation is a major component of your course grade and students who do not attend class cannot participate. Engaging in inappropriate conduct during class time (e.g. habitual tardiness, sleeping, texting, cell phone or internet use, reading the newspaper, etc.) will negatively impact your participation grade.

Group Presentation: Students will be placed into small groups, and each group will be responsible for leading one class discussion. After reading the weekly material, all group members are expected to meet at least once to prepare the following: (1) a summary of the argument(s) and main points of each of the weekly readings (excepting the *American Promise* text if assigned that week), which is to be presented (approx. 10 minutes) to the class on discussion day; and (2) a list of thoughtful and pertinent questions based upon the readings for the class to discuss and debate. All group members are expected to participate equally in both the preparation and presentation of this assignment. A copy of the summary and the list of questions should be submitted to the instructor immediately following the class discussion. The assessment of students' performances on this assignment will constitute a significant portion of students' participation grades.

Essay Assignments: Students will be required to write two short essays (approx. 5-6 pages each). The first will be a book review of William Cronon's *Changes in the Land*. The second essay will be an analysis of a primary source document or collection of documents of your own choosing. Details about these essays will be distributed well in advance of the due dates. Unexcused late essays automatically will be reduced by one full letter grade for each day the essay is late.

Quizzes: Several unannounced quizzes may be given during the semester to ensure that students are reading and understanding the course material. Quiz grades will be factored into students' participation grades. I generally do not offer make-up quizzes; however, your lowest quiz grade will be dropped.

Examinations: This course features an in-class midterm examination and a comprehensive final exam given during the final examination period. Students should arrive for exams on time and with blue books. Students who anticipate scheduling conflicts should contact the instructor beforehand to discuss an alternative time and location for the exam and be able to provide appropriate documentation. Make-up exams only will be granted with the prior consent of the instructor or in the event of a legitimate and documented emergency situation. The instructor reserves the right to determine what constitutes such circumstances.

EVALUATION AND ASSESSMENT

Students will be graded based upon active and intelligent classroom participation, and upon their performance on the group assignment, two essays, quizzes, a midterm examination, and a final examination. Please note that if you are taking the course Satisfactory/No Credit (i.e. Pass/Fail) you

must earn a passing grade in each of the categories below in order to earn a passing grade for the course.

Participation (including group assignment and quizzes):	20%
Essay 1:	20%
Essay 2:	20%
Midterm Examination:	15%
Final Examination:	25%

Grading Scale:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59 and below

HONOR CODE STATEMENT

All students are expected to abide by UTC's Honor Code, which is in effect at all times and which prohibits all forms of academic dishonesty, including cheating and plagiarism. Any attempt to use the work of others as your own is grounds for failing the course and suspension or expulsion from UTC. In accordance with the policies of UTC, all violations of the Honor Code will be reported immediately to the Honor Court. The Honor Code is available for students to read carefully in the UTC Student Handbook. If you are unsure of what constitutes cheating or plagiarism, please consult the instructor and refer to the UTC Student Handbook.

ACCOMMODATION STATEMENT

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think you might need special assistance or a special accommodation in this class or any other class, please speak with the instructor as soon as possible. Also contact the UTC Office for Students with Disabilities at 423-425-4006 and/or go to their office in 110 Frist Hall on the UTC campus. Please note that special academic accommodations will be provided only after the instructor has received official notice from UTC's Office for Students with Disabilities. These accommodations cannot be applied retroactively. Therefore, it is imperative that you contact the Office for Students with Disabilities immediately if you think you may need special academic accommodations.

COURSE SCHEDULE

Note: Additional readings will be assigned. Students will receive sufficient notification and the reading assignments will be made available online via UTC Online and/or library reserves.

Week One
August 17-21

Topics: Course Introduction: Whose Colonial History?
Europe and America before 1492
Explorers and Conquistadors

Readings: *American Promise*, Ch. 1
American Promise, Ch. 2

Week Two
August 24-28

Topics: European Impressions of the “New World”
Native Responses to the European Invasion
The Columbian Exchange

Readings: Cronon, *Changes in the Land* (Preface-Ch. 4)
Axtell, “Imagining the Other”
Vaughan, “From White Man to Redskin”
Miller & Hamell, “A New Perspective on Indian-White Contact”

Assignment: Essay 1 Guidelines Distributed on Monday, August 24

Week Three
Aug. 31-Sept. 4

Topics: The Consequences of Contact
Epidemic Disease and Ecological Disruptions

Readings: Cronon, *Changes in the Land* (Ch. 5-8)
Selected Readings (TBA)

Assignment: Essay 1 Due (submit as an email attachment by 2:00 PM on Friday, September 4, AND submit a hard copy at the beginning of class)

Note: Class will not be held on Monday, September 7 (Labor Day).

Week Four
September 9-11

Topics: The Southern Colonies
Jamestown and the Early Chesapeake
White Servitude in Colonial America

Readings: *American Promise*, Ch. 3
Morgan, “The Labor Problem at Jamestown”
Galenson, “British Servants and the Colonial Indenture System”

Week Five
September 14-18

Topics: The Origins of American Racial Slavery
Tobacco and Slaves
The Lower South and the West Indies

Readings: Menard, “From Servants to Slaves”
Vaughan, “The Origins Debate”
Vaughan, “Blacks in Virginia”
Handlin & Handlin, “Origins of the Southern Labor System”

Week Six
September 21-25

Topics: A City upon a Hill: The Puritans and New England
Neither Puritans nor Plantations: The Middle Colonies
Witches and Wars: Crisis in New England

Readings: *American Promise*, Ch. 4
Breen & Foster, “Moving to the New World”
Anderson, “King Philip’s Herds”

Week Seven
Sept. 28-Oct. 2

Topics: Women, Gender, and Family in Colonial America
Piracy and the Colonial Maritime World

Readings: *American Promise*, Ch. 5 (pp. 144-45)
Carr & Walsh, “The Planter’s Wife”
Selected Readings (TBA)
Prepare for Midterm

MIDTERM – Friday, October 2, 2:00-2:50 PM, Brock Hall 401 (Bring a Blue Book).

Week Eight
October 5-9

Topics: The Atlantic Slave Trade
Colonial Slave Life and Culture

Readings: *American Promise*, Ch. 5 (pp. 137-39, 151-57)
Selected Readings (TBA)

Week Nine
October 12-16

Topics: Colonial America in the 18th Century
Colonial American Commerce and Culture
The Great Awakening

Readings: *American Promise*, Ch. 5 (pp. 140-43, 146-51, 158-73)
Franklin, *Autobiography of Benjamin Franklin* (pp. 1-168)

Note: Class will not be held on Monday, October 19 (Fall Break).

Week Ten
October 21-23

Topics: The Origins of the American Revolution:
The British Empire and Mercantilism
The Seven Years' War/French and Indian War
British Reforms and Colonial Resistance

Readings: *American Promise*, Ch. 6
Nash, "Social Change and the Growth of Pre-Revolutionary
Urban Radicalism"
Lemisch, "Jack Tar in the Streets"

Assignment: Essay 2 Guidelines Distributed on Friday, October 23

Week Eleven
October 26-30

Topics: The Origins of the American Revolution (cont.):
From Resistance to Revolution
The Case for Independence

Readings: *American Promise*, Ch. 7 (pp. 215, 218-22)
Paine, *Common Sense* (pp. 1-56, 72-119)
The Declaration of Independence (*American Promise*, A1-A3)

Workshop: Library Workshop on Primary Source Documents (Details TBA)

Week Twelve
November 2-6

Topics: Loyalists, Indians, and Slaves
The Revolutionary Homefront
How Revolutionary Was the American Revolution?

Readings: *American Promise*, Ch. 7 (pp. 212-14, 216-17, 222-49)
Selected Readings (TBA)

Week Thirteen
November 9-13

Topics: All Men Are Created Equal?
Slavery and the Roots of the Sectional Divide
America's First Constitution: The Articles of Confederation

Readings: *American Promise*, Ch. 8 (pp. 251-71)
The Articles of Confederation (*American Promise*, A3-A6)
Selected Readings (TBA)

Week Fourteen
November 16-20

Topics: Making and Debating the Constitution
Republicanism and Democracy
Federalists and Anti-Federalists

Readings: *American Promise*, Ch. 8 (pp. 271-85)
The Federalist Papers (TBA)
Constitution of the United States (*American Promise*, A7-A12)

Week Fifteen
November 23

Topics: Debating the New Nation
Federalists and Republicans
The Federalist Era

Readings: *American Promise*, Ch. 9
The Bill of Rights (*American Promise*, A12-A15)

Assignment: Essay 2 Due (submit as an email attachment by 2:00 PM on Monday, November 23, AND submit a hard copy at the beginning of class)

Note: Class will not be held on Wednesday, November 25, or on Friday, November 27 (Thanksgiving).

Week Sixteen
November 30

Topics: Themes of American Colonial and Revolutionary History
Explanation of the Final Exam Format

Readings: Prepare for Final Examination

FINAL EXAM – Friday, December 4, 2:00-4:00 PM, Brock Hall 401 (Bring a Blue Book).

Note: The syllabus and course schedule are subject to change at the discretion of the instructor.