San José State University
College of Social Science/History
Hist 210a, Colonial America, Spring 2017

Contact Information
Instructor: Ruma Chopra
Office Location: DMH 137
Telephone: (408) 924-5515
Email: ruma.chopra@sjsu.edu
Office Hours: Wednesday, 1 to 3 pm, and by appointment
Class Days/Time: Wed, 6-8:45 p.m.
Classroom: DMH Conference Room

Course Materials on Canvas
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on Canvas website for this class.

Course Description
This colloquium will explore some of the major historical and historiographical problems of early American history from the earliest contact between Europeans and native peoples through the American Revolution. Through discussion of recent path-breaking works and classic texts, we will examine topics including: the multi-faceted interactions between Europeans and Native Americans, change and variety in emerging slave cultures, shifting cultural, sexual, and religious currents of the seventeenth and eighteenth centuries, and the social upheavals of the Revolutionary era. Throughout, we will evaluate whether recent syntheses have succeeded in crafting a new narrative for this diverse field. While students should leave the course with a firm understanding of major historical events of the period, class emphasis will be on historians’ nuanced interpretations of empire, conquest, and colonization.

This class is part of a three-semester sequence in American History: 210a covers early America from the Age of Discovery through the American Revolution; 210b covers American history from post-Revolutionary times through the end of the nineteenth century; 210c covers American history during the twentieth century. Graduate students in American History are required to take all three courses.
Course Goals and Course Learning Outcomes

At the conclusion of this course, students will have:

- Acquired an understanding of the processes of historical change and continuity accompanying European expansion in the Spanish and British Atlantic, from 1500 to 1800; and in particular, learned how colonies were settled and governed in the Americas
- Learned the dynamics of sex, religion, politics, and war which transformed once-fragile peripheral colonies into autonomous settlements
- Learned the geopolitical and military context which led to the secession of the thirteen colonies from the British Empire
- Learned to differentiate among a variety of historical perspectives, and honed their ability to evaluate historical arguments in secondary sources;
-Expressed informed historical interpretations in verbal and written arguments;
-Continued to developed their written and oral communication skills; and, finally,
-Become more sophisticated in ability to perceive trends and connections among historical phenomena, distinguish historical causation from coincidence, place newly acquired historical knowledge within the broader framework of their understanding of the general history of the period.

Books (The last four books in this list are Recommended, the rest are Required.)

1) Andres Resendez, The Other Slavery
2) Merry Wiesner-Hanks, Christianity and Sexuality in the Early Modern World: Regulating Desire, Reforming Practice
3) Serge Gruzinski, The Conquest of Mexico: Incorporation of Indian Societies to Western World
4) Maria Martinez, Genealogical Fictions
5) R. Guitterez, When Jesus Came, the Corn Mothers Went Away
6) Herbert Klein, The Atlantic Slave Trade
8) David Wheat, Atlantic Africa and the Spanish Caribbean
9) Roquinaldo Ferreira, Cross-Cultural Exchange in the Atlantic World: Angola and Brazil during Era of Slave Trade
10) Perry Miller, Errand into the Wilderness
11) Edmund Morgan, American Slavery, American Freedom: Ordeal of Colonial Virginia
12) Alan S. Taylor, American Revolutions: Continental History
13) Harvey A. Whitfield, North to Bondage: Loyalist Slavery in the Maritimes
14) Christine Daniels and Michael V. Kennedy, Negotiated Empires: Centers and Peripheries – recommended
15) Nicholas Canny and Anthony Pagden, Colonial Identity in the Atlantic World – recommended
16) Stuart Schwartz, *Implicit Understandings* (Cambridge) – recommended

**Surveys to Consult for Background Information**

If you need to refresh your memory about the historical context of the period, I advise you to read the relevant portions of an American survey text. Other good general works include:


**Other equipment / material requirements**

All remaining reading assignments will be posted on Canvas.

**Library Liaison**

Contact Nyle Monday (*nyle.Monday@sjsu.edu*) for any assistance with library research.

**Classroom Protocol**

**Attendance and Participation.** I invite you to actively pursue your own intellectual development, and to contribute to a collegial and cooperative environment in our classroom. For this reason, I expect you to attend and participate in class every week. I will assume that you have completed the assigned reading before you come to class, and that you are prepared to discuss your questions, concerns, and insights. I hope that, as the semester progresses, you will feel comfortable sharing – and even challenging – your informed interpretations of the past with each other and the class.

**Common Courtesy.** It should go without saying that cell phones, instant messaging, Internet browsing, and text messaging are not compatible with a collegial academic environment. However, experience has shown that, unfortunately, it needs to be said. If you are engaged in disruptive behavior – including cell phone usage of any sort as well as Internet browsing – I will ask you to stop. The next time, you will be asked to leave the classroom.
Laptops and Cell Phones. Technology is often a good thing; it can also hinder the sharing of ideas and act as a distraction. For this reason, no laptops will be allowed unless the student has a legitimate reason. The ability to listen to a lecture, discern the salient points, and write will serve you well in whatever future career you choose.

Special Needs. Students with documented disabilities may be entitled to in-class accommodations. If you need special accommodations, within the first two weeks of the course, please provide me with the appropriate certification letter. Register with the Accessibility Education Center (AEC) at http://www.sjsu.edu/aec/ as needed.

Late Work, Extensions, and Emergencies. In the event of a grave illness, family emergency, or some other major crisis that may impede your ability to do the work in this class, please contact me immediately.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Assignments and Grading Policy

A. One Oral Presentation and Weekly Participation - 20%

Each student will introduce new essays to the class once during the semester and address student questions. Choose essays from the recommended books.

For more details, see the handout on Canvas.

B. Three Interpretive Essays (5-6 pages) – 20% each

Your interpretive essays will focus on a significant question or problem in the historiography of Early America. You are free to choose any issue that interests you, as long as a number of historians have written on the topic. Possible questions include: Were early relationships between Europeans and Indians characterized by mutual negotiation or misunderstanding and hostility? What factors influenced the contours of slavery in the American colonies? How did the Spanish views of colonization diverge from English views?
Your papers should draw only on course readings and the essays presented. Each interpretive paper should engage with at least three books.

Type your paper in 12-sized Times font, double-spaced, with numbered pages, one-inch margins, and footnotes (not endnotes). Include a Bibliography.

- First Paper on Spanish Encounters: due Wednesday, 3/1
- Second Paper on Atlantic Slavery: due Wednesday, 4/5.

Note: Late Papers – due after each due date - will incur a flat 20% penalty. All papers must be submitted by 5/24.

C. Final exam (20%)
The exam is cumulative. It will include all course readings and class presentations. If you are absent, make sure you read the relevant essays and get notes. I’ll distribute a list of potential questions the week before the final exam. You’ll have three hours to write the exam.

Grading
I will evaluate your papers based on its organization, clarity, persuasiveness, and originality. Feel free to come to my office hours to discuss the paper, or talk about any aspect of the course at any time during the semester. I am also happy to answer questions via email.

Each of your papers will receive a standard letter grade which is worth the number of points (0-100) indicated here:

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<tr>
<th>Grade</th>
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<tr>
<td>A+</td>
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<td>F</td>
<td>50 (submitted on time)</td>
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<td>F</td>
<td>0 (no submission)</td>
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My Responsibilities

Returning Assignments. I will do my best to grade each of your papers within two weeks. Grades, papers, and exams will not be mailed, emailed, faxed, or delivered by phone. Students may pick up their final papers at a designated time to be announced.
Unclaimed student material will be held on file for one full year, after which time it will be shredded and discarded.

**Communication.** You can reach me over email, and I will try to answer your questions within 24 hours. I welcome inquiries on points of genuine clarification or confusion.

**University Policies**

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

**Course Workload**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with one of the hours used for lecture) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus. (See SJSU Academic Senate Policy S12-3.)

Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. Careful time management will be required to keep up with readings and assignments in an intensive course such as this one.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessibility Education Center (AEC) at http://www.sjsu.edu/aec/ to establish a record of their disability.
Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando
Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
Please note that this syllabus is subject to change, and any changes will be announced in class. You are responsible for keeping track of announcements and assignments given in class.

Course Schedule

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<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
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<tr>
<td>1</td>
<td>2/1</td>
<td>First Encounters</td>
<td><strong>Common Reading</strong>&lt;br&gt;J. Burbank and F. Cooper, “Imperial Trajectories” (from Empires in World History)&lt;br&gt;J.R. McNeill, “The Ecological Atlantic” (from ENA in Global Perspective)&lt;br&gt;A. Resendez, <em>The Other Slavery</em>, Introduction, Chapters 1, 3, 4, 5, 7 and Epilogue.</td>
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<td>2</td>
<td>2/8</td>
<td>Sexuality</td>
<td><strong>Common Reading</strong>&lt;br&gt;M. Wiesner-Hanks, <em>Christianity and Sexuality in the Early Modern World</em>, Introduction, Chapter 1, 4, 6, and 7&lt;br&gt;<strong>ESSAYS Group #1</strong></td>
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<td>3</td>
<td>2/15</td>
<td>Purity</td>
<td><strong>Common Reading</strong>&lt;br&gt;<em>Genealogical Fictions</em>, Introduction, Chapter 1-2, 4-6, 8-9, and Conclusion&lt;br&gt;<strong>ESSAYS Group #2</strong></td>
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<td>4</td>
<td>2/22</td>
<td>Translation</td>
<td><strong>Common Reading</strong>&lt;br&gt;S. Gruzinski, <em>The Conquest of Mexico</em> ( <strong>ESSAYS Group #3</strong></td>
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<td>5</td>
<td>3/1</td>
<td>First Interpretive paper Due</td>
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<td><strong>Common Reading</strong>&lt;br&gt;D. Wheat, <em>Atlantic Africa and the Spanish Caribbean</em> (selections)</td>
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<td><strong>ESSAYS Group #4</strong></td>
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<td><strong>ESSAYS Group #5</strong></td>
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<td>8</td>
<td>3/22</td>
<td>Slavery in Brazil and Angola</td>
<td><strong>Common Reading</strong>&lt;br&gt;R. Ferreira, <em>Cross-Cultural Exchange in the Atlantic World: Angola and Brazil during Era of Slave Trade</em> (selections)</td>
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<td><strong>Common Reading</strong>&lt;br&gt;H. Klein, <em>The Atlantic Slave Trade</em>, Chapters 7-8</td>
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<td><strong>ESSAYS Group #6</strong></td>
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<td>9</td>
<td>3/29</td>
<td>Spring Break</td>
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<td>10</td>
<td>4/5</td>
<td>Second Interpretive paper due</td>
<td><strong>Common Reading</strong>&lt;br&gt;P. Miller, <em>Errand into the Wilderness</em> (selections), and</td>
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<td><strong>Common Reading</strong>&lt;br&gt;R. Guitterez, <em>When Jesus Came, the Corn Mothers Went Away</em> (selections)</td>
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<td>Week</td>
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<td>Topic</td>
<td>Readings and Assignments</td>
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| 12   | 4/19  | Expansion | **Common Reading**  
E. Morgan, *American Slavery, American Freedom: Ordeal of Colonial Virginia*

ESSAYS Group #8 |
| 13   | 4/26  | Revolutions | **Common Reading**  
A.S. Taylor, *American Revolutions: Continental History* (selections)

ESSAYS Group #9 |
| 14   | 5/3   | Legacies | **Common Reading**  
H. A. Whitfield, *North to Bondage: Loyalist Slavery in the Maritimes*

ESSAYS Group #10 |
| 15   | 5/10  | Final Exam | *Third interpretive essay due* |
|      |       |          | |
|      | Wednesday, 5/24 | | |

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