Contact Information

Instructor: Ruma Chopra
Office Location: DMH 218
Telephone: (408) 924-5515
Email: ruma.chopra@sjsu.edu
Office Hours: Tuesday, 8:45 to 9:45, and by appointment
Class Days/Time: Tue, 6-8:45 p.m.
Classroom: Clark 205

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 and religious currents of the seventeenth and eighteenth centuries, and the social and intellectual upheavals of the Revolutionary and post-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’ (often conflicting) interpretations.

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 British Atlantic, from 1600 to 1800; and in particular, learned how British colonies were founded and settled in the Caribbean and in North America
- Learned the dynamics of economics, 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.

Required Books

1. Philip D. Morgan and Molly A. Warsh, eds., *Early North America in Global Perspective*
2. Allan Greer, *Mohawk Saint: Catherine Tekakwitha and the Jesuits*
3. Igna Clendinnen, *Ambivalent Conquest: Maya and Spaniard in Yucatan, 1517-1570*
4. Neal Salisbury, *Sovereignty and Goodness of God with related documents*
5. John Thornton, *Africa and Africans in making of modern world, 1400-1800*
8. Lorena Walsh, *Robert Cole’s World: Agriculture and Society in Early Maryland*
9. Richard Dunn, *Sugar and Slaves: The Rise of the Planter Class in the West Indies*
10. Peter Wood, *Black Majority: Negroes in South Carolina from 1670 to Stono Rebellion*
12. Patricia Bonomi, *Under the Cope of Heaven*
13. Richard White, *Middle Ground: Indians, Empires, and Republic*
15. Alan Taylor, *William Cooper’s Town: Power and Persuasion on the Frontier of the Early American Republic*
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, without exception. 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% (hardcopy if needed)

Each student will introduce a set of 2-3 essays to the class once during the semester and address questions. I recommend you create a handout so students can follow your presentation carefully but this is not mandatory. Speak for 15-20 minutes and leave the remaining time for questions and discussion. Do not read from the handout.

Most but not all the essays are tied to the common reading.

You will be graded on your ability to present arguments clearly and thoroughly, and for staying within your 20-minute allotted slot. You will also receive credit for connecting the essays to the common reading assignment, and for raising questions about the essays’ relevance for our understanding of Early America. You will lose points for reading from a handout.

B. Two Interpretive Essays – 30% 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 Native Americans characterized more by mutual negotiation or misunderstanding and hostility? Was there such as thing as an
“American” culture prior to the Revolution? Were the British colonies more similar or dissimilar at the eve of Revolution?

Your papers should draw only on course readings completed over the course of the semester (common readings, as well as related readings).

First Paper (10-12 pages) – due on Canvas before midnight on 10/6. (Online only)

For the first paper, discuss a minimum of three books. (Three essays may count as one book.)

Compare, contrast, and evaluate the arguments of historians writing on your question. What do they contribute? Is there a consensus or disagreement?

Type your paper in 12-sized Times font, double-spaced, with numbered pages, one-inch margins, and footnotes (not endnotes). Indicate in the last sheet the sources & essays you have used.

Final Paper (20-25 pages) – due in hardcopy and also on Canvas before midnight on the day of the scheduled final

You will incorporate my comments and extend the final paper. (Note that you are not writing a brand-new paper.) Add a minimum of five books to the final essay (Three essays may count as one book.)

- All five books or essays must come from weeks 8-15.
- At least three of these five books (or essays) must come from weeks 11-15.

The completed masterpiece is due in my box in DMH 134 on the day of the final (or before) and also on Canvas. You MUST submit in hardcopy and on Canvas to avoid receiving an Incomplete for the class.

If your final paper is substantially better than your first, you can earn points towards your first paper. Here is how it works: Let’s say you got 80 on the first paper but 90 on the final paper. The difference is 10 points. Your first paper grade will change from 80 to 85.

C. Final in-class exam (20%)

I’ll distribute a list of potential questions the week before the final exam. Bring at least two blue books. You’ll have the entire class session to write the exam.

Grading

I will evaluate your paper 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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<th>Grade</th>
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My Responsibilities

**Returning Assignments.** I will hand back assignments 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/](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.
Hist 210a / Colonial America, Fall 2015, Course Schedule

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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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 1    | 8/25 | **Emergence of the Atlantic World**  
**Essays (COMMON READING)**
R. David Edmunds, et al., “American History Begins” (from ENA in Global Perspective)  
David Brion Davis, “How Africans Became Integral to New World History” (from ENA in Global Perspective)  
J.R. McNeill, “The Ecological Atlantic” (from ENA in Global Perspective) |
| 2    | 9/1  | **Spanish America**  
**COMMON READING** – Igna Clendinnen, *Ambivalent Conquest* and Igna Clendinnen, “Fierce and Unnatural Cruelty” (Canvas)  
**Essays for presenters (#1)**
Elija Gould, “The English Speaking Atlantic as a Spanish Periphery” (Canvas)  
J.R. Elliott, “The Iberian Atlantic and Virginia” (from ENA in Global Perspective) |
| 3    | 9/8  | **French America**  
**COMMON READING** - Allan Greer, *Mohawk Saint* (2009)  
**Essays for presenters (#2)**
Alison, Games, “Atlantic History: Definitions, Challenges, Opportunities” (Canvas)  
Paul Cohen, “Was there an Amerindian Atlantic?” (Canvas)  
Laurier Turgeon, “Tale of a Kettle” (Canvas) |
| 4    | 9/15 | **English**  
**COMMON READING** – Neal Salisbury, *Sovereignty and Goodness of God* |
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<th>Week</th>
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<th>Topics, Readings, Assignments, Deadlines</th>
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<td><strong>Essays for presenters (#3)</strong></td>
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<td>Mark Peterson, “New England silver” (Canvas)</td>
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<td>Linda Colley, “Captives” (Canvas)</td>
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<td>5</td>
<td>9/22</td>
<td>Slave Trade</td>
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<td><strong>COMMON READING</strong> – John Thornton, <em>Africa and Africans in the Making of the Modern World</em></td>
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<td><strong>Essays for presenters (#4)</strong></td>
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<td>Matthew Restall, “Black Conquistadores” (Canvas)</td>
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<td>Christopher Leslie Brown, “Arming Slaves” (Canvas)</td>
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<td>6</td>
<td>9/29</td>
<td>Colonies: Caribbean</td>
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<td><strong>COMMON READING</strong> – Richard Dunn, <em>Sugar and Slaves</em></td>
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<td><strong>Essays for presenters (#5)</strong></td>
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<td>Michael Jarvis, “Maritime Masters and Seafaring Slaves in Bermuda, 1680-1783” (from <em>ENA in Global Perspective</em>)</td>
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<td>Trevor Burnard, “The Sexual Life of Jamaican Overseer” (Canvas)</td>
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<td>7</td>
<td>10/6</td>
<td>NO CLASS – First Paper due</td>
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<td>Colonial Slavery</td>
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<td><strong>COMMON READING</strong> – Jordan, <em>White over Black</em> (selections)</td>
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<td><strong>Essays for presenters (#7)</strong></td>
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<td>Clarence Walker, “Denial is not a River in Egypt” (Canvas)</td>
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<td>Eugene Genovese, “Slave Revolts in Hemispheric Perspective” (Canvas)</td>
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<td>10/20</td>
<td>Colonies: Virginia and Maryland</td>
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<td><strong>COMMON READING</strong> – Edmund Morgan, <em>American Slavery, American Freedom</em> (sections) and Lorena Walsh, <em>Robert Cole’s World</em></td>
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<td><strong>Essays for presenters (#6)</strong></td>
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<td>Ira Berlin, “Atlantic Creoles” (Canvas)</td>
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<td>Ira Berlin, “Time, Space, and Transformation of African-American Society” (Canvas)</td>
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<td>10</td>
<td>10/27</td>
<td>Colonies: South Carolina</td>
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<td>COMMON READING – Peter Wood, <em>Black Majority</em></td>
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<td>Essays for presenters (#8)</td>
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<td>Eltis et. al, “Forum” (Canvas)</td>
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<td>John Thornton, “African Dimensions” (Canvas)</td>
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<td>Transformations I: Economic and Social Changes</td>
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<td>COMMON READING – Richard Bushman, <em>The Refinement of America</em></td>
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<td>Essays for presenters (#9)</td>
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<td>T. H. Breen, “Anglicization of America” (Canvas)</td>
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<td>Jerry Bannister, “Atlantic Canada” (Canvas)</td>
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<td>Essay for presenters (#10)</td>
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<td>Lorena Walsh, “The Planter’s Wife” (Canvas)</td>
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<td>Cornelia Dayton, “Abortion and Gender Relations” (Canvas)</td>
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<td>Billy Smith, “Black Women who Stole Themselves” (Canvas)</td>
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<td>12</td>
<td>11/10</td>
<td>Transformations II: Religion</td>
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<td>COMMON READING – Patricia Bonomi, <em>Under the Cope of Heaven</em></td>
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<td>Essays for presenters (#11)</td>
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<td>Alfred Cave, “Neolin” (Canvas)</td>
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<td>John Butler, “Great Awakening as Interpretive Fiction” (Canvas)</td>
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<td>Frank Lambert, “Whose Interpretive Fiction?” (Canvas)</td>
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<td>13</td>
<td>11/17</td>
<td>Transformations III: Indians</td>
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<td>COMMON READING – Richard White, <em>Middle Ground</em> (selected chapters), Chapter 1-3, 6-8.</td>
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<td>Francois Furstenberg, “Significance of the Appalachian Frontier in Atlantic History” (Canvas)</td>
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<td>Paul Mapp, “The Alluring Pacific Ocean” (from ENA in Global Perspective)</td>
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<td>14</td>
<td>11/24</td>
<td>Revolution</td>
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<td><strong>COMMON READING</strong> – Sylvia Frey, <em>Water from the Rock</em>, 2, 3, 4, and 5</td>
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<td>1) Three essays posted on Canvas (Johnson, Maier, and Slaughter)</td>
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<td>2) Middle Ground, Chapter 9, The Contest of Villagers</td>
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<td>3) American Freedom, American Slavery, Chapter 18, Toward the Republic</td>
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<td>15</td>
<td>12/1</td>
<td><strong>Aftermath</strong></td>
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<td><strong>COMMON READING</strong> – Alan Taylor, <em>William Cooper’s Town</em></td>
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<td>Richard Johnson, “Parliamentary Egotisms” (Canvas)</td>
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<td>Pauline Maier, “Popular Uprisings” (Canvas)</td>
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<td>Thomas Slaughter “Crowds” (Canvas)</td>
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<td>16</td>
<td>12/8</td>
<td><strong>In-class Final Exam</strong></td>
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<td>Final essay due on day of scheduled exam for the class</td>
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